

GRADUATE PROGRAMS IN EDUCATION

ACADEMIC CATALOGUE

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GOUCHER COLLEGE

EDUCATION WITHOUT BOUNDARIES

2009-2010 Academic Calendar

Fall 2009

WEDNESDAY, SEPTEMBER 2

Fall semester begins

MONDAY, SEPTEMBER 7

Labor Day – No classes

WEDNESDAY, SEPTEMBER 16

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

FRIDAY, SEPTEMBER 18

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

MONDAY, SEPTEMBER 21

Beginning this date, if a student withdraws from a first-seven-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-seven-week courses are possible

TUESDAY, OCTOBER 20

Last day of first-seven-week courses

WEDNESDAY, OCTOBER 28

First day of second-seven-week courses

TUESDAY, NOVEMBER 4

Last day to add a second-seven-week course. Beginning this date, no refunds for dropped semester courses are possible. (Refer to the Refund Policy for complete details.)

FRIDAY, NOVEMBER 20

Last day to drop a second-seven-week course without academic penalty

MONDAY, NOVEMBER 23

Beginning this date, if a student withdraws from a second-seven-week course, a “W” will appear on the transcript, and no refunds for dropped second-seven-week courses are possible.

WEDNESDAY – FRIDAY, NOV 25-27

Thanksgiving Holiday—no classes, offices closed Thursday and Friday

MONDAY, DECEMBER 21

Last day of classes

WEDNESDAY, JANUARY 6

Grades due for all students

FRIDAY, JANUARY 15

Diplomas awarded to students completing degrees in December

Spring 2010

TUESDAY, JANUARY 19

Spring semester begins

MONDAY, JANUARY 25

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

FRIDAY, JANUARY 29

Last day to add a first-seven-week course

FRIDAY, FEBRUARY 5

Last day to add a full-semester on-campus course

FRIDAY, FEBRUARY 12

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

MONDAY, FEBRUARY 15

Beginning this date, if a student withdraws from a first-seven-week or full-semester on-campus course, a “W” will appear on the transcript.

Beginning this date, no refunds for dropped first-seven-week courses are possible.

THURSDAY, MARCH 11

Last day of first-seven-week courses

MONDAY, MARCH 22

First day of second seven-week courses

FRIDAY, MARCH 26

Last day to add a second-seven-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-seven-week course without academic penalty

MONDAY, APRIL 12

Beginning this date, if a student withdraws from a second-seven-week course, a “W” will appear on the transcript, and no refunds for dropped second-seven-week courses are possible.

THURSDAY, MAY 6

Last day of classes

MONDAY – THURSDAY, MAY 10-13

Make-up sessions, if needed, due to snow cancellations

THURSDAY, MAY 13

Last day of Spring semester

FRIDAY, MAY 14

Grades due for all graduating students

FRIDAY, MAY 21

Grades due for all non-graduating students

Diplomas awarded to students completing degrees in May

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Dear Students

I am delighted to introduce you to the Goucher Graduate Programs in Education. Our programs are predicated on the notion that those who work with today's students need careful preparation and support; we are dedicated to providing such programs.

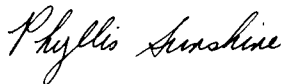
The first program, the Goucher/Sheppard Pratt Master of Education (M.Ed.), provides a unique response to the concerns of teachers about today's complex youth by combining the academic excellence of Goucher College with the mental health expertise of the Sheppard and Enoch Pratt Health System Inc. This program is grounded in five core courses in theories of development, contemporary issues, psychological and sociological perspectives, research methods, and personality and self-esteem. Developing from this base are nine areas of specialization that address vital teacher and administrator concerns:

- Athletic Program Leadership and Administration
- At-Risk Students
- Middle School
- Montessori Studies
(in collaboration with the Maryland Center for Montessori Studies)
- Reading Instruction
(MSDE-approved for Reading Specialist certification)
- School Improvement Leadership
(MSDE-approved for Administrator I certification)
- School Mediation
- Teacher as Leader in Technology
- Urban and Diverse Learners

An array of practical and clinical courses rounds out the program to provide a challenging and useful master's degree. Professional Development certificates are also available in all areas of specialization.

The second program, the Master of Arts in Teaching (M.A.T.), is an MSDE-approved program designed for college graduates who wish to become certified elementary, secondary, and/or special education teachers. This 40- to 52-credit program combines a carefully balanced curriculum of theory and practice, ending with a yearlong internship.

We are increasing the involvement and application of technology in our programs. Online and hybrid courses are sometimes available.



Phyllis Sunshine, Ph.D.
Director, Graduate Programs in Education

Goucher College Standards

PROFESSIONAL COMMITMENTS AND DISPOSITIONS *REVISED MAY 3, 2004*

KNOWLEDGE, SKILLS, AND DISPOSITIONS FOSTERED IN STUDENTS

The faculty of the Graduate Programs in Education foster in their students the knowledge, skills, and dispositions presented below. These form Goucher's professional standards, and they are adapted and applied to every program within the Graduate Programs in Education. Additionally, they are reflected in courses within the programs.

KNOWLEDGE

We believe that the teachers and other professionals we prepare in each of our programs should:

1. Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization or certification.
2. Demonstrate understanding and use of the types of assessments appropriate to the area of specialization or certification.
3. Identify the purpose of education in society, and be able to analyze why things happen in the educational community and/or in the political community that surrounds education.
4. Demonstrate knowledge of concepts related to diversity and the interaction between concepts related to diversity and the area of specialization or certification.

Plus specialization knowledge standards

SKILLS

We believe teachers and other professionals we prepare in each of the programs should:

1. Demonstrate the ability to incorporate theory and research into practice related to the area of specialization.
2. Demonstrate the ability to gather appropriate data and use data in problem analysis and decision-making related to the area of specialization.
3. Use problem-solving/critical-thinking strategies appropriate to the area of specialization.
4. Use reflective practice within the area of specialization.
5. Demonstrate effective communication and presentation skills related to the area of specialization.
6. Use a variety of technologies appropriate for working in the area of specialization.

Plus specialization skills standards

DISPOSITIONS

We believe that the teachers and other professionals we prepare in each of our programs should:

1. Demonstrate service to the community.
2. Demonstrate positive dispositions with regard to diversity and equity.
3. Demonstrate professionalism in demeanor, conduct, decision-making, and interactions with colleagues.

Plus specialization disposition standards

The Programs

THE GOUCHER • SHEPPARD PRATT MASTER OF EDUCATION PROGRAM

The Master of Education Program offers nine areas of specialization.

One of the few of its kind in the nation, the Master of Education (M.Ed.) degree offered by Goucher College and Sheppard Pratt aims to meet the urgent needs of today's teachers.

In private and public schools in cities, suburbs, and rural areas alike, teachers are facing a growing population of psychologically and sociologically disrupted students. The causes may range from family difficulties, such as drug/alcohol abuse, to educational problems, such as inappropriate school curriculum. The challenges posed in the classroom, however, are uniformly immense. To understand the needs and motivations of students and to help them overcome obstacles to learning within their environments, educators and other concerned adults need specialized training that is unavailable in most M.Ed. programs.

Goucher College's M.Ed. degree and professional development certificates, developed in collaboration with Sheppard Pratt, aim to fill this void. With a curriculum specially designed to integrate theoretical, technological, and practical course work, the graduate program is divided into nine areas of specialization: athletic program leadership and administration, at-risk students, middle school, Montessori Studies, reading instruction (MSDE-approved for Reading Specialist certification), school improvement leadership (MSDE-approved for Administrator I certification), school mediation, teacher as leader in technology, and urban and diverse learners. Each area addresses the societal forces that have an impact on student development and success and examines social and ethical issues, curricular and management strategies, and relevant research. Students entering the program since 2003 are expected to demonstrate technology literacy (using Maryland's Teacher Technology Standards) and to complete electronic portfolios and standards review conferences.

Applicants to this program should have a special interest in and talent for working with youth. Although not required, teaching experience is also an advantage.

The Master of Arts in Teaching (M.A.T.) degree is a certification program designed to prepare college graduates who are in the teaching profession or who wish to enter, but who have not had adequate teaching preparation. 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 elementary, secondary, and/or special education

THE GOUCHER COLLEGE MASTER OF ARTS IN TEACHING PROGRAM

Interns complete a yearlong internship in conjunction with a PDS.

students. The program culminates 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).

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 of 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; and
- Professionalism and interpersonal relationships are maintained.

**4+1 B.A./M.ED.
AND 4+1 B.A./M.A.T.
PROGRAMS**

For Goucher undergraduates interested in the pursuing advanced areas in education, Goucher offers accelerated degree programs in which students can earn both the Bachelor of Arts degree and either a Master of Arts in Teaching or a Master of Education degree in five years, rather than the more typical six or seven years. Through these programs, students may take up to nine graduate credits while still undergraduates as long as they have attained junior status and possess a 3.0 or better grade point average. The nine graduate credits apply to the 120 credits required for the bachelor's degree as well as to the credits required for the master's degree. These programs typically require two to three summers of course work. For more information regarding accelerated degree programs in education, please contact the chair of the Education Department and the director of Graduate Programs in Education.

**MARYLAND-
APPROVED
ALTERNATIVE
PREPARATION
PROGRAM**

Goucher College is working in conjunction with Baltimore County Public Schools on a two-year MSDE-approved Maryland-Approved Alternative Preparation Program (MAAPP) designed for career changers, including those from the military who wish to receive dual certification in Special Education and Elementary Education or Special Education and Secondary Education. Special features of this program include a pre-entry portfolio review, four options for completing the pre-residency internship, and distance learning possibilities. By the end of the two-year program, candidates will earn 30 graduate credits with an additional nine MSDE in-service credits for those teaching in elementary schools and three MSDE in-service credits for secondary candidates. Intensive coaching will

occur in the first year of the program, and during the second year, a supervisory protocol will be followed. Participants in this two-year program are eligible then to complete the remaining degree requirements for the Master of Arts in Teaching with Goucher College. Candidates must first meet the Baltimore County Public School hiring requirements to be granted entrance into Goucher's MAAPP.

About the Cooperating Institutions

GOUCHER COLLEGE

Since its founding in 1885, Goucher has been committed to offering an excellent liberal arts and sciences education, while responding to the changing needs of students. Early admissions, acceleration, independent study, fieldwork, and individualized majors have been part of Goucher's undergraduate program for years.

Goucher has been involved in undergraduate teacher training since 1915 and now offers three programs leading toward certification in elementary, secondary, and special education. In addition, from 1953 until 1975, the college provided an M.Ed. program that prepared graduates of liberal arts colleges to teach in elementary schools. In 1991, a new M.Ed. program was initiated. In 1995, the Graduate Programs in Education expanded to include the M.A.T. program. Goucher's approach to the training of teachers within the context of a liberal arts curriculum is an integral aspect of its basic mission.

The college is located on 287 wooded acres about eight miles north of downtown Baltimore. Among Goucher's many resources is its new Athenaeum, which holds the college's state-of-the-art library, a 24-hour computer lab, a public forum, a café, an art gallery, and many other spaces for research, study, collaboration, and relaxation. Goucher's library includes well over 300,000 volumes and 1,000 periodical subscriptions, with extensive audiovisual resources and computer reference tools.

THE SHEPPARD AND ENOCH PRATT HEALTH SYSTEM INC.

The Sheppard and Enoch Pratt Health System Inc. is a nationally renowned center for psychiatric and substance-abuse treatment, professional training, and research. Founded in 1853 by Moses Sheppard, the Sheppard and Enoch Pratt Hospital is a private, nonprofit hospital accredited by the Joint Commission on Accreditation of Healthcare Organizations.

The Health System offers a full continuum of care for children, adolescents, adults, and the elderly. In addition to the more traditional inpatient and outpatient programs, the Health System offers crisis intervention and residential and day programs in a variety of community settings. It also offers programs to encourage children and adolescents to make healthy choices and develop meaningful coping strategies, especially in learning to resolve conflict without resorting to violence. The Forbush School, accredited by the state of Maryland, provides education for children and adolescents, grades K–12.

Admissions

ADMISSIONS

Admission to the Graduate Programs in Education is granted to all applicants whose academic and personal qualifications give promise for success in graduate study. The program prepares qualified students for a new career or advancement, leadership positions, and further graduate study in the field of education and related areas.

Candidates for either master's degree should hold a bachelor's degree from an accredited college or university. A minimum grade point average (GPA) of 3.0 from undergraduate or previous graduate work is required. Applicants whose undergraduate GPA is below 3.0 may be accepted as provisional students. Such students may apply for candidacy after completing nine credits in the graduate program with a GPA of 3.0 or above. Candidates for the Professional Development Certificate should hold a master's degree from an accredited college or university.

Applicants for the master's degree programs who have taken graduate courses at other colleges or universities may ordinarily be awarded up to six transfer credits if, as determined by the director of the program, the work taken is equivalent in content to any of the Goucher courses. The B.A./M.Ed. and B.A./M.A.T. programs at Goucher College will allow for up to nine transfer credits as outlined in the program plan. Transfer credits are not included in the cumulative GPA. Goucher will only transfer credits with grades of B- or better. Transfer credits are not accepted for the Professional Development Certificate.

Admission procedures are described on the application form. The Admissions Decision Committee will require the following:

- Completed application form with application fee
- Official transcripts of undergraduate and graduate work
- Two letters of recommendation*
- I20 form for international students (International students must comply with U.S. rules on international students.)
- TOEFL scores, if applicant has not lived in the United States or an English-speaking country for at least four years (A score of 560 on the old scale or 220 on the new scale is required.)

**Only one recommendation is required for the Professional Development Certificate.*

ADDITIONAL M.A.T. ADMISSIONS REQUIREMENTS

Passing Praxis I scores are required prior to beginning the internship.

In accordance with MSDE requirements for teacher certification, candidates for the M.A.T. degree must complete the Praxis I examination and obtain a passing score as designated by MSDE. Applicants may be accepted as provisional students without obtaining passing Praxis I scores, but must pass the Praxis I before being considered for degree candidacy or beginning their internship.

Another option for passing Praxis I is to submit one of the following: SAT scores of 1100 or better from 1995 to present; a combined score of 1000 prior to 1994; ACT score of 24; or GRE composite of 1000.

For information regarding test sites and registration procedures, contact Educational Testing Service (ETS), PO Box 6051, Princeton, NJ 08541, 1-800-772-9476 or www.ets.org/praxis.

Candidates for the M.A.T. degree leading to certification must successfully pass the appropriate Praxis II Content Knowledge Examination before the student-teaching portion of their internship. All candidates must also meet Goucher College intern/provisional teacher standards before graduation.

Those students wishing to do their internship in a middle or high school (secondary certification) must have completed a major in the content area in which they will be teaching.

To meet program completion requirements, students must pass all appropriate Praxis II examinations.

NON-MATRICULATING APPLICANTS

Admission as a non-matriculating student is granted to qualified candidates who wish to complete a few select courses in either the M.Ed. or M.A.T. program. Students in this category are not eligible for the degree status. Up to 12 credits may be taken as a non-matriculating student. After 12 credits, the student would be required to complete all admission requirements for the degree candidate.

M.Ed. Requirements

A total of 35 to 36 credit hours is required to complete the program. Students must complete **15 credit hours in five core courses**, as follows:

- ED 601–Theories of Development: A Lifespan Perspective
- ED 602–The Social and Psychological Forces Affecting Youth
- ED 603–Personality Development and Self-Esteem
- ED 604–Contemporary Issues in Education: A Look at the Twentieth Century
- ED 605–Research Methods

Six credit hours in four clinical courses, including:

- ED 651–Values
 - ED 652–Mediation of Conflict
- 1.5-credit courses are considered clinical electives.*

Additional 14 to 15 credit hours, as follows:

- Three credits to be taken in an elective course
- Three credits to be taken in a research seminar implementing an action research project
- Each student selects an area of specialization. The technology and portfolio requirements are met within the area of specialization. The requirements for each are detailed on the following pages.

ATHLETIC PROGRAM LEADERSHIP AND ADMINISTRATION SPECIALIZATION

Required courses include (9 credits):

- ED 615–Athletic Administration/Leadership
- ED 616–Sports Psychology
- ED 617–Coaching Seminar
- ED 618–Athletic Administration/Coaching Internship

In addition, the action research project will focus on a component of athletic program leadership.

AT-RISK STUDENTS SPECIALIZATION

Required courses include (9 credits):

- ED 631–Psychological and Social Characteristics of At-Risk Students
- ED 632–Psychological and Social Characteristics of the Resilient Student
- ED 633–Methods of Teaching At-Risk and Resilient Students
- ED 634–Special Project Seminar on the At-Risk Student

In addition, the action research project will focus on this population.

**MIDDLE SCHOOL
SPECIALIZATION**

Required courses include (10 credits):

- ED 621–Middle School Colloquium 1 [content topic 1] (3 credits)
- ED 622–Middle School Colloquium 2 [content topic 2] (3 credits)
- ED 623–Middle School Colloquium 3 [content topic 3] (3 credits)
- ED 624–Middle School Special Seminar (1 credit)

In addition, the action research project will focus on this population.

**MONTESSORI
STUDIES**

Through the inter-institutional agreement between Goucher College and the Maryland Center for Montessori Studies (MCMS), applicants who have successfully completed the Montessori Training Program at the MCMS will be allowed to transfer up to 15 credits from the Montessori Program into the M.Ed. Program. These pre-selected courses will be transferred as a unit, provided the student received grades of B or better in each course.

**READING
INSTRUCTION
SPECIALIZATION**

Required courses include (9 credits):

- 625–Strategies and Resources in Teaching Reading
- 626–Diagnosis of Reading Difficulties
- 637–Practicum Part I, Reading Diagnosis and Instruction

The reading instruction specialization is an MSDE-approved program for Reading Specialist certification as long as students take 13.5 additional credits and follow these guidelines:

- Students take ED 639–Psychological and Linguistic Foundations of Reading in lieu of one of the following core courses: ED 602, 603, or 604. The director will decide which course to replace based on the student's prior course work.
- Students take ED 672–Assessing Needs and Evaluating Progress for the elective course
- Students take ED 636–Overview of Intervention Strategies in lieu of ED 651 or 652
- Students take ED 638–Special Project Seminar in Reading Interventions (may be substituted with Ed 647) in lieu of two clinical electives
- Students take ED 635–Practicum Part 2, Role of the Reading Specialist/Literacy Coach for 3 credits

In addition, the action research project will focus on a component of reading.

Prerequisites

- Prior to beginning this specialization, students need to have taken a course in processes and acquisition of reading and material for teaching reading.
- Certification as a Reading Specialist requires MSDE teacher certification.

**SCHOOL
IMPROVEMENT
LEADERSHIP
SPECIALIZATION**

Required courses include (9 credits):

- ED 671–School Improvement Leadership:
A Theoretical Perspective
- ED 672–Assessing Needs and Evaluating Progress
- ED 673–School Culture

The School Improvement Leadership specialization is an MSDE-approved program for Administrator I certification as long as students take 12 additional credits and follow these guidelines:

- Students take ED 681–Curriculum Development in a Multicultural Society in lieu of one of the following core courses: ED 602, 603, or 604. The director will decide which course to replace based on the student’s prior course work.
- Students take ED 646–School Law for the elective course and ED 653–Supervision for Effective Instruction in lieu of two clinical electives.
- Students take ED 674A & B–Special Project Seminar/Practicum in School Improvement Leadership.

In addition, the action research project will focus on a component of school improvement.

Prerequisites

- Certification as Administrator I requires MSDE teacher certification and 27 months of successful teaching experience.

**SCHOOL MEDIATION
SPECIALIZATION**

*(Currently in
redevelopment)*

Required courses include:

- ED 607–Seminar and Practice in School Mediation
- ED 661–Interpersonal Conflict Resolution
- ED 662–Cultural and Gender Issues in the Mediation of Conflict

Although Multicultural Education is not a required course, students in this area of specialization are encouraged to take it as their elective.

In addition, the action research project will focus on one aspect of school mediation.

**TEACHER AS LEADER
IN TECHNOLOGY**

Required courses include (9 credits):

- ED 675–Teacher Leadership in Technology-Based Learning
- ED 676–Leading Technology-Based Learning for Improved Student Learning
- ED 677(Parts A&B)–Special Project Seminar/Practicum in Teacher Leadership in Technology

In addition, the action research project will focus on a component of teacher as leader in technology.

**URBAN AND DIVERSE
LEARNERS
SPECIALIZATION**

Required courses include (9 credits):

- ED 611–Education of Urban and Diverse Learners
- ED 612–Social Problems of Urban Youth
- ED 613–Methods of Teaching Urban and Diverse Learners
- ED 614–Special Project Seminar in Education of Urban and Diverse Learners

In addition, the action research project will focus on this population.

Professional Development Certificate Requirements

In each area of specialization, advanced graduate work may be pursued beyond the master's degree to receive a professional development certificate. Applicants are required to have completed a master's degree in education or a closely related field from a regionally accredited institution of higher education.

Requirements for the professional development certificate involve completing 20 to 24 graduate credits, including

- the requirements from the chosen area of specialization;
- additional credits from the core, clinical, or elective courses offered through the master's program (Specific requirements vary for each area of specialization; see below for details); and
- the technology competencies and the portfolio.

Through this certificate program, students are given the flexibility to create a program of study that will best serve their needs as teachers and/or administrators.

CERTIFICATE IN ATHLETIC PROGRAM LEADERSHIP AND ADMINISTRATION

Required courses for the professional development certificate include:

- ED 615–Athletic Administration/Leadership
- ED 616–Sports Psychology
- ED 617–Coaching Seminar
- ED 618–Athletic Administration/Coaching Internship
- Twelve additional credits from the core, clinical, and elective courses offered in the Master of Education Program. ED 646–School Law and ED 653–Supervision for Effective Instruction are recommended as part of the additional 12 credits.

CERTIFICATE IN AT-RISK STUDENTS

Required courses for the professional development certificate include:

- ED 631–Psychological and Social Characteristics of At-Risk Students
- ED 632–Psychological and Social Characteristics of the Resilient Students
- ED 633–Methods of Teaching At-Risk and Resilient Students
- ED 634–Special Project Seminar on the At-Risk Student

- Nine additional credits from the core, clinical, and elective courses offered in the Master of Education Program. ED 602–Social and Psychological Forces Affecting Youth, ED 603–Personality Development and Self-Esteem, ED 655–Motivating the Unresponsive Student, and ED 658–Learning Styles and Multiple Intelligence are recommended as the additional nine credits.

**CERTIFICATE IN
MIDDLE SCHOOL**

Required courses for the professional development certificate include:

- ED 621–Middle School Colloquium 1 [content topic 1] (3 credits)
- ED 622–Middle School Colloquium 2 [content topic 2] (3 credits)
- ED 623–Middle School Colloquium 3 [content topic 3] (3 credits)
- ED 624–Middle School Special Seminar (2 credits)

Nine additional credits from the core, clinical, and elective courses offered in the Master of Education Program.

**CERTIFICATE IN
READING INSTRUCTION**

Required courses for the professional development certificate include:

- ED 625–Strategies and Resources in Teaching Reading
- ED 626–Diagnosis of Reading Difficulties
- ED 639–Psychological and Linguistic Foundations of Reading
- ED 637–Practicum Part I, Reading Diagnosis and Instruction
- ED 636–Overview of Intervention Strategies
- ED 638–Special Project Seminar in Reading Interventions and/or ED 647–Remedial Reading Techniques for Students with Severe Reading Difficulties

This certificate is an MSDE-approved program for Reading Specialist certification as long as students take the following courses from an additional six credits:

ED 672–Assessing Needs and Evaluating Progress

ED 635–Practicum Part 2, Role of the Reading Specialist/Literacy Coach

**CERTIFICATE IN
SCHOOL
IMPROVEMENT
LEADERSHIP**

Required courses for the professional development certificate include:

- ED 671–School Improvement Leadership: A Theoretical Perspective
- ED 672–Assessing Needs and Evaluating Progress
- ED 673–School Culture
- ED 674A and B–Special Project Seminar/Practicum in School Improvement Leadership

- This certificate is an MSDE-approved program for Administrator I certification as long as students take the following courses as the additional credits: ED 681–Curriculum Development for a Multicultural Society, ED 653–Supervision for Effective Instruction, and ED 646–School Law.

**CERTIFICATE IN
SCHOOL MEDIATION**

*(Currently in
redevelopment)*

Required courses for the professional development certificate include:

- ED 607–Seminar and Practice in School Mediation
- ED 652–Mediation of Conflict
- ED 661–Interpersonal Conflict Resolution
- ED 662–Cultural and Gender Issues in the Mediation of Conflict
- Eleven additional credits from the core, clinical, and elective courses offered in the Master of Education Program. ED 641–Multicultural Education is recommended as part of the additional 11 credits.

**CERTIFICATE IN
URBAN AND DIVERSE
LEARNERS**

Required courses for the professional development certificate include:

- ED 611–Education of Urban and Diverse Learners
- ED 612–Social Problems of Urban Youth
- ED 613–Methods of Teaching Urban and Diverse Learners
- ED 614–Special Project Seminar in the Education of Urban and Diverse Learners
- Nine additional credits from the core, clinical, and elective courses offered in the Master of Education Program. ED 641–Multicultural Education, ED 662–Culture and Gender Issues in the Mediation of Conflict, and ED 658–Learning Styles and Multiple Intelligence are recommended as part of the additional nine credits.

**CERTIFICATE IN
EDUCATIONAL
TECHNOLOGY
LEADERSHIP**

Required courses for the professional development certificate include:

- ED 675–Teacher Leadership in Technology Based Learning
- ED 676–Leading Technology Based Learning for Improved Student Learning
- ED 677A and B–Special Project Seminar in Teacher Leadership in Technology
- Six additional credits from the core, clinical, and elective courses offered in the Master of Education Program. ED 681–Curriculum Development for a Multicultural Society is recommended.
- Six credits, chosen from 600-level technology electives

M.Ed. Curriculum

- ED 601. Theories of Development: A Lifespan Perspective (3 credits)**
Discussion of the major theories of development and their application using a life-span 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: A Look at the Twentieth Century (3 credits)**
A study of contemporary issues in context of historical and philosophical developments during the 20th century. The impact of Dewey, Bestor, Asante, Schlesinger, Freire, Spring, and others on contemporary 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 (1-6 credits, variable)**
Implementation of an action research or a 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 607. Seminar and Practice in School Mediation (3 credits)**
Implementation of a school mediation program under the supervision of Sheppard Pratt staff. Prerequisites: ED 652, 661, 662.
- 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 612. Social Problems of Urban Youth (2 credits)**
 Analysis of social problems confronting urban youth, including drugs, substance abuse, AIDS, teenage pregnancy, gang membership, school dropout, and peer pressures. Evaluation of diverse approaches for confronting these problems.
- ED 613. Methods of Teaching Urban and Diverse Learners (3 credits)**
 Analysis of effective management techniques and curricular strategies for urban and diverse learners, including behavioral, psychological, social, and educational approaches. Participants will be encouraged to apply techniques to students in their own classes.
- ED 614. Special Project Seminar in Education of Urban and Diverse Learners (1-3 credits, variable)**
 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 a special project, portfolio, and technology competencies. Prerequisite: 24 credits completed, 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 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 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 621. Middle School Colloquium I [content topic 1] (3 credits)**
The content discipline addressed will vary to meet the needs of students. 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 the needs of students. 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 the needs of students. 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 (1–3 credits, variable)**
The topics of the seminar or project will vary to meet the needs of students. May be repeated for credit. A maximum of 10 credits may be taken. For degree 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 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 (1-3 credits, variable)**
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 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 631. Psychological and Social Characteristics of At-Risk Students (3 credits)**
Preventive emphasis on the factors placing children at risk. Retrospective and prospective at-risk research and its social and educational implications. An examination of genetic, biological, medical, developmental, socio-economic, familial, and educational factors.
- ED 632. Psychological and Social Characteristics of the Resilient Student (2 credits)**
The concept of the "vulnerable but invincible" at-risk student. An examination of the protective factors and competencies that distinguish resilient children-at-risk from vulnerable children at risk. 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 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 on the At-Risk Student (1-3 credits, variable)**
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 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 candidates, completion of technology competencies and portfolio required. Prerequisite: nine credits of reading and Practicum Part 1.
- 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, and 638.
- ED 638. Special Project Seminar in Reading Interventions (1-3 credits, for a total of 3 credits)**
A detailed examination of one or more intervention models, techniques, or materials, including early literacy interventions, intervention models for intermediate children and adolescents, and intervention strategies and materials for special education students and inclusion classrooms. Strategies for teaching and practicing reading through use of manipulatives and other techniques that tap multiple modalities. Often requires supervised practicum work with children. ED 647 may be substituted.
- 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. Applying Technology in the Language Arts/English Classroom – Online (3 credits)**
Provides an overview of the pedagogies and technologies which are widely integrated into language arts/English teaching. It will also familiarize participants with many resources for the integration of technology in a purposeful and targeted way.

- ED 641. 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.
- ED 642. Sociology of the Family (3 credits)**
A study of the origins, history, and changing roles of the family. Consideration of demographic trends in family structure. The effect of these changes on children, parents, and families. Implications for learning and school adjustment.
- ED 643. 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.
- ED 644. Creative Arts Therapies (3 credits)**
Exploration of theory and experiential methods in creative art therapies. An understanding of the use of art, dance, drama, and music therapies to achieve psycho-educational goals.
- ED 645. 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.
- 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 647. Remedial Reading Techniques for Students with Severe Reading Difficulties (1-6 credits)**
Intensive remedial course to teach the Orton Gillingham and/or 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 648. Methods and Strategies in Using Technology as a Classroom Learning Tool (3 credits)**
Strategies to effectively incorporate technology into curriculum. *Please note: This course is not part of the Teacher as Leader in Technology specialization.*
- ED 649. Multimedia in the Curriculum – Online (3 credits)**
This course is designed to provide classroom teachers with the knowledge and skills necessary to design and utilize technology-based multimedia presentations into their curriculum. Students will develop the skills needed to use a variety of technology-based multimedia resources.

- 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 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. Depression** (1.5 credits)
A study of the symptoms and causes of depression in the school-age child. The impact of depression on the educational process. Strategies and actions available to teachers to help reverse the consequences of depression.
- ED 655. 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.
- 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 barrier to effective communication.
- ED 658. 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.

- 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 661. Interpersonal Conflict Resolution (2 credits)**
A study of the theories, skills, and techniques for dealing with interpersonal conflicts with colleagues, parents, and students.
- ED 662. Cultural and Gender Issues in the Mediation of Conflict (3 credits)**
A consideration of the theoretical basis and implications in mediating and resolving conflict in a diverse environment.
- ED 664. Applying Technology in the Math Classroom – Online (3 credits)**
Provides an overview of the pedagogies and technologies that are widely integrated into math teaching. It will also familiarize participants with many resources for the integration of technology in a purposeful and targeted way.
- ED 665. Applying Technology in the Science Classroom – Online (3 credits)**
Provides an overview of the pedagogies and technologies that are widely integrated into science teaching. It will also familiarize participants with many resources for the integration of technology in a purposeful and targeted way.
- 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 social sciences teaching. It will also familiarize participants with many resources for the integration of technology in a purposeful and targeted way.
- ED 667. 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.
- 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 classroom.
- ED 669. 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.

- 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 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 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 674. Special Project Seminar / Practicum in School Improvement Leadership (Part A, 1.5 credits; part B, 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. Required practicum for students seeking certification as administrator. Prerequisite: ED 673 and permission of the director. ED 648 must be taken or audited either as a prerequisite or concurrently with ED 674A.
- 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 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 MTTTS standards. Analyzes issues related to 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 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, 676

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.

M.A.T. Requirements

BASIC REQUIREMENTS

All students in the M.A.T. program must complete:

Fifteen credit hours in core courses:

- ED 601—Theories of Development: A Lifespan Perspective
- ED 672—Assessing Needs and Evaluating Progress
- ED 680—Theories of Learning
- ED 682—Foundations of Reading and Language Arts
- ED 686—Foundations of Special Education

Three credit hours in clinical courses:

- ED 656—Effective Techniques of Classroom Management and Discipline
- ED 660—Reflective Planning—Reflective Teaching

Six credit hours in internship experience:

- ED 687—Internship with Seminars

M.A.T. students must earn a grade of B or better in ED 687 to be eligible for Maryland-approved program certification by Goucher College. Students must also pass Praxis II exams.

In addition to these 24 credits, students will take the required courses for their area(s) of certification.

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

ELEMENTARY EDUCATION CERTIFICATION

A total of 40 credits is required to complete this program. In addition to the 24 basic M.A.T. required credits, 16 credit hours of required courses in the elementary education certification program include:

Three credit hours in core courses:

- ED 604—Contemporary Issues in Education: A Look at the 20th Century **OR**
- ED 681—Curriculum Development for a Multicultural Society

Thirteen credit hours in instructional courses:

- ED 627—Survey of Advanced Methods and Strategies in Reading Instruction
- ED 628—Teaching Reading Through Text
- ED 629—Reading Assessment
- ED 683—Acquiring, Extending, and Using Knowledge in Science
- ED 684—Acquiring, Extending, and Using Knowledge in Social Studies
- ED 685—Acquiring, Extending, and Using Knowledge in Mathematics

**SECONDARY
EDUCATION
CERTIFICATION**

A total of 40 credits is required to complete this program, along with a major in the content area (art, biology, chemistry, dance, earth/space science, English, French, history, mathematics, music, physics, Russian, social studies, or Spanish). In addition to the 24 basic M.A.T. required credits, 16 credit hours of required courses in the secondary education certification program include:

Six credit hours in core courses:

- ED 604—Contemporary Issues in Education:
A Look at the 20th Century
- ED 681—Curriculum Development for a
Multicultural Society

Ten credits in instructional courses:

- ED 630—Advanced Methods and Strategies in Secondary
Reading Instruction
- ED 693—Methods and Strategies in Secondary
Education, Part I
- ED 694Y—Methods and Strategies in Secondary
Education, Part II

**SPECIAL EDUCATION
CERTIFICATION
(Elementary)**

A total of 48 credits is required to complete this program. In addition to the 24 basic M.A.T. required credits, 24 credit hours of required courses in the elementary special education certification program include:

Three credit hours in core courses:

- ED 604—Contemporary Issues in Education:
A Look at the 20th Century **OR**
- ED 681—Curriculum Development for
a Multicultural Society

Nine credit hours in instructional courses:

- ED 627—Survey of Advanced Methods and Strategies in
Reading Instruction
- ED 628—Teaching Reading Through Text
- ED 629—Reading Assessment
- ED 685—Acquiring, Extending, and Using Knowledge
in Mathematics

Twelve credit hours in special education courses:

- ED 688—Educational Assessment and Diagnosis
of Students with Special Needs I
- ED 689—Educational Assessment and Diagnosis
of Students with Special Needs II
- ED 690—Curriculum Design and Adaptations for
Students with Special Needs I
- ED 691—Curriculum Design and Adaptations for
Students with Special Needs II

**SPECIAL EDUCATION
CERTIFICATION
(Secondary)**

A total of 44 credits is required to complete this program. In addition to the 24 basic M.A.T. required credits, 20 credit hours of required courses in the secondary special education certification program include:

Three credit hours in core courses:

- ED 604—Contemporary Issues in Education: A Look at the 20th Century **OR**
- ED 681—Curriculum Development for a Multicultural Society

Five credit hours in instructional courses:

- ED 630—Advanced Methods and Strategies in Secondary Reading Instruction
- ED 685—Acquiring, Extending, and Using Knowledge in Mathematics (ED 694 for 2 credits may be substituted by director where appropriate.)

Twelve credit hours in special education courses:

- ED 688—Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689—Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690—Curriculum Design and Adaptations for Students with Special Needs I
- ED 691—Curriculum Design and Adaptations for Students with Special Needs II

**DUAL CERTIFICATION
(Elementary and
special education)**

A total of 52 credits is required to complete this program. In addition to the 24 basic M.A.T. required credits, 28 credit hours of required courses in this dual certification program include:

Three credit hours in core courses:

- ED 604—Contemporary Issues in Education: A Look at the 20th Century **OR**
- ED 681—Curriculum Development for a Multicultural Society

Thirteen credit hours in instructional courses:

- ED 627—Survey of Advanced Methods and Strategies in Reading Instruction
- ED 628—Teaching Reading Through Text
- ED 629—Reading Assessment
- ED 683—Acquiring, Extending, and Using Knowledge in Science
- ED 684—Acquiring, Extending, and Using Knowledge in Social Studies
- ED 685—Acquiring, Extending, and Using Knowledge in Mathematics

Twelve credit hours in special education courses:

- ED 688—Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689—Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690—Curriculum Design and Adaptations for Students with Special Needs I
- ED 691—Curriculum Design and Adaptations for Students with Special Needs II

**DUAL CERTIFICATION
(Secondary and
special education)**

A total of 49 credits is required to complete this program. In addition to the 24 basic M.A.T. required courses, 25 credit hours of required courses in this dual-certification program include:

Three credit hours in core courses:

- ED 604—Contemporary Issues in Education: A Look at the 20th Century **OR**
- ED 681—Curriculum Development for a Multicultural Society

Ten credit hours in instructional courses:

- ED 630—Advanced Methods and Strategies in Secondary Reading Instruction
- ED 693—Methods and Strategies in Secondary Education, Part I
- ED 694Y—Methods and Strategies in Secondary Education, Part II

Twelve credit hours in special education courses:

- ED 688—Educational Assessment and Diagnosis of Students with Special Needs I
- ED 689—Educational Assessment and Diagnosis of Students with Special Needs II
- ED 690—Curriculum Design and Adaptations for Students with Special Needs I
- ED 691—Curriculum Design and Adaptations for Students with Special Needs II

M.A.T. Curriculum

- ED 601. Theories of Development: A Lifespan Perspective (3 credits)**
Discussion of the major theories of development and their application using a life-span 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 604. Contemporary Issues in Education: A Look at the 20th Century (3 credits)**
A study of contemporary issues in context of historical and philosophical developments during the 20th century. The impact of Dewey, Bestor, Asante, Schlesinger, Freire, Spring, and others on contemporary educational approaches, methods, and practices.
- 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)*
- 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, non-fiction, 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 (1-3 credits, 1 credit needed in M.A.T. program)**
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 and comprehension. *(MSDE-approved course in reading: Assessment of Reading.)*
- 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 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 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 672. Assessing Needs and Evaluating Progress (3 credits)**
Analysis of techniques that identify student strengths and weaknesses. Uncover problem causality, and monitor and evaluate change. Exploration of the technical considerations of any measurement system. Ways to depict information from assessments and other indicators. Explore consequences of assessments. *(MSDE-approved course in reading when taken with one-credit ED 629)*
- 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 687. Internship with Seminars** (1-15 credits, variable)
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 20 hours a week in the classroom during their field placement for a minimum of 15 weeks, followed by full-time student teaching for a minimum of 15 weeks. Interns and supervised conditional teachers will also be required to meet for a weekly seminar during the yearlong internship experience. Computer competencies (MTTS), functional behavioral assessment, conflict resolution, and differentiation will be among the topics discussed in the seminars. Cluster meetings with supervisors required. Prerequisite: Passing scores on Praxis I or SAT combined scores of 1100 and Praxis II content exams, ED 680, 682, 656, and 660.
- 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) Prerequisite: ED 690.

- 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. Specific application to content areas.
- ED 694Y. Methods and Strategies in Secondary Education, Part II**
(Yearlong: 2/2 credits for a total of 4 credits)
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)

Inter-Institutional Agreements

THE MARYLAND CENTER FOR MONTESSORI STUDIES

The Goucher/Sheppard Pratt Master of Education Program has entered into an inter-institutional agreement with the Maryland Center for Montessori Studies (MCMS). Through this agreement, students who have successfully completed the Montessori Training Program can apply to the Goucher/Sheppard Pratt Master of Education Program, upon recommendation of the director of the MCMS. Successful applicants will be allowed to transfer up to 15 credits from the Montessori program into the M.Ed. program. These pre-selected courses will be transferred as a unit, provided the student received grades of B or better in each class. The transferred courses will meet the following requirements in the M.Ed. program: three courses in the area of specialization of Montessori Studies, two clinical courses, and one elective. The remaining 21 credits required for the M.Ed. must be completed through the Goucher/Sheppard Pratt Master of Education Program. Goucher College will award an M.Ed. to those candidates who successfully complete all course requirements. Certification in Montessori Studies is provided by MCMS prior to admittance into the Goucher College M.Ed. program.

PDS PARTNERSHIPS

Goucher College has established Professional Development School (PDS) partnerships with schools in Anne Arundel and Baltimore Counties as well as Baltimore City Public Schools. Goucher College M.A.T. students complete their required student teaching or supervised teaching internship in conjunction with one or more of these PDS partners. As a benefit to teachers working in one of these schools, Goucher offers reduced tuition for up to nine credits a year to teachers who wish to take courses through the M.Ed. or M.A.T. programs. For complete details on the reduced tuition benefit, please contact the main office.

Fees and Expenses

Application fee (nonrefundable)	\$50
2009-10 tuition (charge per credit)	415
Late registration fee (charge per credit)	10
Processing fee for dropping a course	45
M.A.T. student teaching fee (fall semester)	350
M.A.T. student teaching fee (spring semester)	350
Action research incomplete extension fee (per semester) (see policy on page 43)	100
Parking fee (per year)	25

Note: Tuition payment is expected to be paid in full at the time of registration. If it is not paid in full by the end of the semester, a billing hold will be placed on the student's record and registration for the following semester will be withheld.

Registration received after the first day of the semester will be subject to the late registration fee.

One-half tuition is charged for auditing courses.

Fees subject to change without notice.

HEALTH INSURANCE FEE

Any student (degree candidate, provisional, or non-candidate) who takes a full-time credit load (nine credits or more) is subject to a health insurance fee of \$850* for the academic year 2009-10. If the full-time student receives health insurance benefits from another source, the insurance fee from Goucher College can be waived. To have this health insurance fee waived, you must complete the health insurance waiver on the Registration Form. This fee will be waived for only those full-time students who can prove they have health insurance from another source. If you are a full-time student and do not have insurance from another source, you are required to take this insurance policy, which is provided by Goucher College. You will receive medical services through the Goucher College Health Center.

Fee subject to change without notice.

REFUND POLICY

You will receive a refund of your tuition based on when you withdraw from a course.

A partial refund of payments may be made to students who withdraw from courses of their own accord. Any credit balance remaining after these adjustments to the student's account will be refunded. Institutional and federal aid as well as tuition and fees will be adjusted in accordance with the Federal Return of Title IV calculation. The Title IV calculation is based on the day of attendance as a percentage of total days in the semester up until 60%. For example, if a student drops a class after completing 20% of the semester, the student would be eligible for a refund of all but 20% of the tuition (or an 80% refund). After 60% of the semester has been completed, no refunds are awarded.

**REFUND/
CREDIT ALLOWED**

Before classes begin	100% refund (minus \$45 processing fee*)
Up until 60% of the semester	Prorated refund based on Title IV refund policy
After 60% of the semester	No refund

*If you drop a class prior to the start of the semester you will be entitled to a full-refund, minus a \$45.00 processing fee. Once the semester has started, the refund policy described above remains in effect.

Financial Aid

Financial aid is available to qualified applicants. The form and amount of aid will vary depending on the program in which the student is enrolled. Please see the Financial Aid Brochure for complete details on eligibility and availability of funds. Please refer to the Goucher College Financial Aid website for additional information and forms (www.goucher.edu/financialaid).

M.A.T. PROGRAM

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 Student Administrative Services.

Grants—M.A.T. students may apply for grants that cover a portion of the tuition. To be eligible for these awards, the student must be a candidate for the M.A.T. degree, must maintain a cumulative GPA of 3.0 in graduate coursework, and must take a minimum of three credit hours each semester. To apply for a grant, students must complete the Graduate Programs in Education Financial Aid Form.

Loans—M.A.T. students may apply for Stafford Subsidized and/or Unsubsidized Loans. To be eligible for these loans, the student must be a candidate or provisional candidate for the M.A.T. degree must maintain a cumulative GPA of 3.0 in graduate coursework, and must take a minimum of 4.5 credit hours each semester. To apply for a loan, students must first complete the Free Application for Federal Student Aid (FAFSA) and the Graduate Programs in Education Financial Aid Form. (Please contact Student Administrative Services, Financial Aid division for further information.)

M.Ed. PROGRAM

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 Student Administrative Services.

Grants—M.Ed. students may apply for grants that cover a portion of the tuition. To be eligible for these awards, the student must be a candidate for the M.Ed. degree, must maintain a cumulative GPA of 3.0 in graduate coursework, and must take a minimum of three credit hours each semester. To apply for a grant, students must complete the Graduate Programs in Education Financial Aid Form.

Loans—M.Ed. students may apply for Stafford Subsidized and/or Unsubsidized Loans. To be eligible for these loans, the student must be a candidate or provisional candidate for the M.Ed. degree, must maintain a cumulative GPA of 3.0 in graduate coursework, and must take a minimum of 4.5 credit hours each semester. To apply for a loan, students must first complete the Free Application for Federal Student Aid (FAFSA) and the Graduate Programs in Education Financial Aid Form. (Please contact Student Administrative Services, Financial Aid division for further information.)

Academic Policies

The Master of Education degree or Master of Arts in Teaching degree is awarded after completing all the requirements for the degree with a grade point average of 2.67 or above. All requirements must be completed within seven years. Students must clear their course load and schedule with their adviser each semester.

GRADING SYSTEM

The grading system is as follows: A, excellent; B, good; C, passing; D, poor; F, failing; AU, Audit; I, incomplete; IP, in progress (only possible with ED 606 and ED 687), W, withdraw; FX, failure to withdraw. The letter grades may be modified by plus or minus as follows: A-, B+, B-, C+, C-, D+, D-. As part of the continued guidance offered to each student, the Academic Review Committee evaluates the record of any student who receives a failing grade or whose grade point average falls below a 2.67. On the basis of this evaluation, the committee may place the student on probation, have the student repeat the course(s) in which the student's work was unsatisfactory, or drop the student from the rolls of the college. Please refer to the Policy on Academic Standards and Status for complete details (available in the *Campus Handbook*). Please note: any student who receives a grade of D or F must retake the course for credit.

Petitions for grade changes should be directed to the associate dean for graduate and professional Studies.

No petition for grade change will be considered after four months from the course completion date.

M.A.T. students completing ED 687—Internship with Seminar must earn a grade of B or better to be eligible for certification by Goucher College.

Grade reports are no longer mailed to students at the end of the semester. Instead, students can log onto <https://my.goucher.edu> to review schedules and grades.

Requests for transcripts must be made in writing to the Student Administrative Service Office.

ACADEMIC HONOR CODE

The Academic Honor Code that was adopted in the first decade of the 20th century is the cornerstone of the academic community at Goucher College. It emphasizes the importance of personal honor and moral integrity that reflect the honor and integrity of the Goucher community. The primary authority to regulate student conduct in matters pertaining to the Academic Honor Code has been delegated by the College to the Student Government

Association, whose constitution provides for the Academic Honor Board. Both the Academic Honor Code and Student Judicial Code are published in the *Campus Handbook*. Prospective students may receive a copy of the handbook upon request from the Graduate Programs in Education Department. The associate dean for academic affairs may be consulted for information about the process.

**THE CRITERIA OF
ACADEMIC
DISHONESTY**

Academic dishonesty shall be considered a failure to meet the criteria outlined below. Principles of honor and integrity in academic work cannot be codified in every aspect; therefore, the following criteria shall be considered as a guide, not an inclusive manual of usage. The student's intent in cases of alleged academic dishonesty shall be determined solely by the Graduate or Undergraduate Academic Honor Board.

I. Examinations

- A. Students shall neither give nor receive assistance from other individuals during examinations. They shall not communicate with any other students in any way during the test.
- B. Students shall avoid leaving the examination room unaccompanied for an excessive length of time during an examination.
- C. There shall be no use of aids (tests, notes, pictures, etc.) unless authorized by the instructor. No pages shall be inserted or torn out of the examination blue book.
- D. All take-home, internet-based, or prepared examinations shall be taken according to a procedure clearly specified by the instructor. In all cases of doubt, students should request clarification from the instructor. On internet-based tests, electronic signatures will be acceptable.
- E. There shall be no discussion about any self-scheduled exam.

**II. Plagiarism,
Cheating, and
Academic Misconduct**

- A. There shall be no collaboration between a student and any other individual/s unless authorized by the instructor.
- B. It is expected that students will discriminate carefully between parts of their writing for which they are solely responsible and other parts for which credit is owed to someone else. Failure to acknowledge the work of others incorporated into a student's written work is a serious offense. When a borrowed idea is stated in a student's own phraseology, there shall be an acknowledgment of the source of information.

When it is expressed in the phraseology of the source itself, it shall be placed in quotation marks and acknowledged. Quotations that exceed several connected words shall be put in quotation marks unless the passages are proverbial or well-known. There shall be accurate placing of quotation and punctuation marks, and adequate indication by brackets of any changes or interpretations. Acknowledgments shall be in the citation form specified by the instructor.

- C. Laboratory/research work shall be unacceptable unless all measurements of data, drawings, etc., are recorded independently and employed in the work by each student and/or authorized group.
- D. No data, information, or citation may be falsely reported or falsely attributed in an academic exercise. This includes, but is not limited to, deliberate falsification of laboratory experiment results, data or judgments attributed to scholarly sources, results of calculations, and the output of computer programs.

III. Library Regulations

No student shall infringe upon the rights of others to enjoy equal access to the library, its materials, and its equipment. Students are responsible for knowledge of library regulations, and violation of these rules is considered a breach of the Academic Honor Code. Of paramount importance is the rule that library materials must be checked out at the circulation desk before removal from the building.

No student shall turn in work which has received a grade in one course for a grade in a second course, unless the instructor in the second course has given the student permission to do so.

INCOMPLETE WORK

If course work is not completed for reasons beyond the student's control, the instructor may assign an Incomplete. All work must be completed no later than the last day of the sixth week of the semester following the semester in which the Incomplete was granted. If extenuating circumstances exist, students may receive an extension from the director of the program. An Incomplete remains on the student's record, and the grade submitted at the time of resolution is recorded beside it.

IN PROGRESS GRADE

An In Progress (IP) grade can only be awarded in ED 606–Action Research or ED 687–Internship with Seminar. The IP grade is to be issued in the event that the course work is not completed in one semester. The IP designation can be used for a maximum of two semesters beyond the initial registration for the course. If the course is not completed within this time frame, the student will be graded based on the amount of work completed to date. Students receiving the IP grade in ED 606–Action Research may be subject to the In Progress Extension Fee (see below for details).

**ACTION RESEARCH
IN PROGRESS
EXTENSION FEE**

Any student who has received an In Progress (IP) in ED 606–Action Research, and does not complete the work by the last day of the sixth week of the semester following the semester in which the IP was granted will be charged a \$100.00 Action Research In Progress Extension Fee. If the work is not completed by the end of that semester, the \$100.00 Action Research In Progress Extension Fee will be assessed again at the beginning of the second semester following the semester in which the IP was given. After the fee has been assessed the second time, and if the work is not completed by the end of that semester, the student will receive an FX (failure to withdraw) in ED 606 and will be required to register and pay tuition again for the course.

**LATE REGISTRATION
AND WITHDRAWALS**

A student may enroll in a course through the first two classes of a semester; after one class, the student must have the instructor's permission to do so. A student may withdraw from a course without academic penalty through the second class. After the drop period, a student will receive a "W" on his/her academic recording indicating he/she withdrew from the class. Students who initiate appropriate withdrawal procedures within the published deadlines, but fail to complete those procedures on time, will have an FX grade recorded on their academic record. Please see the Refund Policy on page 38 for more information about refunds when withdrawing from courses.

General College Policies

NONDISCRIMINATION

Goucher College is an equal opportunity institution that does not discriminate on the basis of race, color, national or ethnic origin, sex, sexual orientation, age, religion, or disability in its employment and educational policies.

Goucher College has adopted a Nondiscrimination Policy and Grievance Procedure, which is published in the *Campus Handbook*, available on the college website. As required by federal regulations, Goucher College hereby gives notice as follows:

1. Goucher College is subject to the provisions of Pub. L. 92-318, Title IX, and the regulations promulgated thereunder (34 C.F.R. Subtitle B, Part 106), which prohibit discrimination on the basis of sex under any education program or activity receiving federal financial assistance.
2. Goucher College does not discriminate on the basis of sex in the educational programs or activities which it operates.
3. Inquiries concerning Goucher's compliance with the above discrimination issues may be referred to Ms. Wendy Belzer Litzke, Special Assistant to the President, Dorsey Center, Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794; telephone 410-337-6130. This office has been designated to coordinate the efforts of Goucher College to comply with and carry out its responsibilities under the aforesaid law and regulations. Inquiries concerning the application of the aforesaid law and regulations to Goucher College may also be referred to the director of the Office for Civil Rights of the U.S. Department of Education.

DISABILITIES

As required by federal regulations, Goucher College hereby gives notice as follows:

Goucher College is subject to the provisions of Section 504 of the Rehabilitation Act 1973, as amended (P.L. 93-112, P.L.93-516), and the regulations promulgated thereunder (34 C.F.R. Subtitle B, Part 104) that prohibit discrimination on the basis of handicap or disability under any program or activity receiving federal financial assistance.

Goucher does not discriminate on the basis of disability. Goucher College has designated Wendy Belzer Litzke, special assistant to the president, to coordinate its efforts to comply with Section 504 and the Americans with Disabilities Act. Inquiries or grievances concerning Goucher's compliance with these laws should be addressed to: Special

Assistant to the President, Dorsey Center, Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794; telephone 410-337-6130. Goucher College has adopted a Nondiscrimination Policy and Grievance Procedure, copies of which are available from the Office of the President.

Any student who needs his or her classes scheduled in an accessible classroom should preregister and notify Student Administrative Services that he or she needs accessible classrooms. Verifying documentation will be required.

Academic adjustments and/or auxiliary aids for students with disabilities are provided on an individual basis. For students with learning disabilities and/or attention deficit disorders, appropriate documentation consists of a complete and current (usually less than three years old) psychoeducational evaluation, which includes the WAIS-III (subtest and test scores); selected achievement and information processing tests; a narrative report analyzing and summarizing the data; a clearly stated diagnosis; and recommended academic adjustments and/or auxiliary aids. For students with a physical and/or sensory disability, appropriate medical or clinical documentation identifying the student's disability and specifying the requested academic adjustments and/or auxiliary aids must be submitted.

To request academic adjustments and/or auxiliary aids and to ensure that they can be provided in a timely manner, students with documented disabilities must submit their documentation as soon as possible and meet with the program director prior to the beginning of the semester for which adjustments and/or auxiliary aids are requested.

Any employee with a disability who desires accommodations under the American with Disabilities Act should submit his or her request in writing to the Director of Human Resources, Goucher College, 1021 Dulaney Valley Road, Baltimore, Maryland 21204-2794.

DIVERSITY STATEMENT

Goucher College is committed to the development and education of students who are able to contribute to, participate in, and learn from the increasingly diverse cultural groups both on the college campus and in a demographically changing society. Within this multicultural environment, the faculty provide a curriculum and the staff support activities that shape the understanding of other cultures. The faculty and staff foster positive interaction among persons in the Goucher community of different colors, religions, nationalities, socioeconomic backgrounds, physical abilities, ethnicity, sexual orientation, gender, and ages.

FOREIGN STUDENTS

Goucher College is authorized under federal law to enroll non-immigrant alien students.

VETERANS

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

Further information and enrollment forms may be obtained from Goucher's Office of Student Administrative Services.

STUDENTS' RECORDS

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 the Office of Student Administrative Services, the dean, 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 the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the college to amend a record that they believe is inaccurate or misleading. They 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 office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, DC 20202-4605.
4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent 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 law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official board or committee, such as the Academic Honor Board, Student Judicial Board, or grievance committee; or a person assisting another school official in performing his or her tasks.

Further information and enrollment forms may be obtained from Student Administrative Services.

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 discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Another exception that permits disclosure without consent is the 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 (a) name, (b) local address, telephone number, and e-mail address, (c) home address and telephone number, (d) date and place of birth, (e) photograph, (f) participation in officially recognized activities and sports, (g) height and weight of members of athletic teams, (h) dates of attendance, including full- and part-time status, and graduation, including the listing of such information in the commencement program, (i) major and minor fields of study, (j) honors, degrees, and awards received, (k) previously attended educational agencies or institutions, (l) class (freshman, sophomore, etc.), (m) anticipated date of graduation, and (n) course schedules.

A student may request that all or a portion of this information not be released by filing a written request to that effect with the Office of the Registrar 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 Office of Registrar in Student Administrative Services. Please consider very carefully the consequences of any decision made by you 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.

**SEXUAL ASSAULT AND
SEXUAL HARASSMENT
POLICY**

Goucher has a comprehensive policy on sexual assault that provides important protections and information for victims of sexual assault, as well as disciplinary procedures and sanctions for students who are found to have violated the Sexual Assault Policy.

Harassment on the basis of sex may be a violation of federal law. The Goucher College Sexual Harassment Policy clearly defines when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment. The policy also includes a complaint process, consisting of both informal and formal procedures.

The complete Sexual Harassment Policy, the Sexual Assault Policy, and the Formal Disciplinary Procedures for Sexual Harassment and Sexual Assault Complaints are published in the *Campus Handbook*, which is distributed annually to all students and is available online at www.goucher.edu/handbook.

CODE OF CONDUCT

Goucher College is committed to maintaining a safe, healthy, and productive living and learning environment for its students, faculty, staff, and greater college community. As community members, students share a responsibility to conduct themselves in ways that promote these community objectives, and are expected to demonstrate respect and civility towards others. The Student Code of Conduct establishes standards of behavior, and a disciplinary process to enforce those standards when necessary, which are consistent with the educational aims of the college.

The complete Code of Conduct is published in the *Campus Handbook*, which is available online at www.goucher.edu/handbook.

OTHER POLICIES

College policies regarding AIDS, drugs, alcoholic beverages, smoking, hazing and other policies, as well as the Student Judicial Code and the Academic Honor Code, are published in the *Campus Handbook* and are a part of the college's regulations. The college's Substance Abuse Policy and Safety Information published in compliance with the Student Right to Know and Campus Security Act are also published in the *Campus Handbook*, which is available online at www.goucher.edu/handbook.

Single-Assessment Pass-Rate Data: Regular Teacher Preparation Program

According to Section 207 of the Title II of the federal Higher Education Act, each institution of higher education is required to publish students' results on the teacher licensing examination, known as Praxis. The following describes both undergraduate and graduate students' scores on the Praxis test(s).

Academic year: 2007-08

Testing period: 2007-08

Number of program completers: 50 submitted: 50 found and used in passing rate calculation

Type of Assessment	INSTITUTION			STATEWIDE		
	No. Taking Assessment ³	No. Passing Assessment ⁴	Institution Pass Rate	No. Taking Assessment ³	No. Passing Assessment ⁴	Statewide Pass Rate
Aggregate—Basic Skills	46	46	100%	1,979	1,950	99%
Aggregate Professional Knowledge	27	27	100%	1,548	1,525	99%
Aggregate—Academic Content Areas (Math, English, Biology, etc.)	28	28	100%	1,788	1,769	99%
Aggregate—Teaching Special Populations (Special Education, ELS, etc.)	15	15	100%	352	346	98%
Aggregate—Performance Assessments						
Summary Totals and Pass Rates⁵	50	50	100%	2,112	2,052	97%

¹The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment," since a completer can take more than one assessment.

²Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rates: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and total pass rate.

*If there are fewer than 10 test-takers on any assessment, their scores are not analyzed by ETS.

Contextual Information

S.1	Total number of students in teacher preparation program, all specializations in academic year 2007-08	119 MAT 58 undergraduate
S.2	Number of students in supervised student teaching in academic year 2007-08 (In regular program and only alternative route programs)	31 MAT 12 RTC 24 undergraduate
S.3A	Full-time faculty in professional education	3
S.3B	Part-time faculty in professional education but full-time in the institution	2
S.3C	Part-time faculty in professional education, not otherwise employed by the institution	16
S.4	Total faculty student teaching supervisors (Sum of S3.A, S.3B, S.3C)	21
S.5	Student teacher/faculty ratio	3.2:1
S.6A	The average number of student teaching hours per week required	30 hours MAT undergraduate, 8 hours per week first semester; 40 hours per week second semester
S.6B	The total number of weeks of supervised student teaching required	40 weeks MAT 30 weeks undergraduate
S.7	Average total number of hours required (Multiply "S.6A" by "S.6B")	1,200 hours MAT 753 hours undergraduate

Faculty

Patricia Abrahms, biology instructor, Mount Saint Joseph High School; B.S., Salisbury University; M.Ed., Goucher College

Chadia Abras, director of Educational Technology and Distance Learning, Welch Center for Graduate and Professional Studies, Goucher College; B.A., Ph.D., University of Maryland, Baltimore County; M.A., University of Maryland, College Park

Randy Aleshevich, resource teacher, Baltimore County Public Schools; B.S. Towson University; M.S., Long Island University.

Catherine Amsel, education program specialist, Maryland State Department of Education; B.A., University of Maryland; M.S., University of Wisconsin; M.S., California Lutheran College

Brendan Bailey, English teacher, St. Ursula's School; B.A., M.Ed., Goucher College

Phyllis Bailey, retired, executive director, special programs, PreK-12; Baltimore County Public Schools; B.A., Wilson College; M.A.T., The Johns Hopkins University

Susan Barrie, reading teacher, Anne Arundel County Public Schools; B.S., Towson University; M.Ed., Goucher College

Louise Batchelor, lead high school mentor teacher, Chesapeake High School, Anne Arundel County Public Schools; B.A., University of Maryland, Baltimore County; M.A., College of Notre Dame of Maryland

Sharon Baylin, resource special educator, General John Sticker Middle School, Baltimore County Public Schools; B.A., University of Baltimore; M.A., Loyola College

Janice Beaver, foreign language resource teacher, Anne Arundel County, Public Schools; B.A., Bridgewater College

Diane Bennett, retired principal, Anne Arundel County Public Schools; B.S., Towson University; M.Ed., Goucher College

Linda Blackman, retired director of human resources, Anne Arundel County Public Schools; B.A., The State University of New York; M.S., The University of Maryland, College Park

Jeanne Blades, reading specialist and special education resource teacher, Chapel Hill Elementary School, Baltimore County Public Schools; B.S., University of Dayton; M.S., The Johns Hopkins University

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Tammi Coit, teacher, Baltimore City Public Schools; B.A., M.Ed., Goucher College

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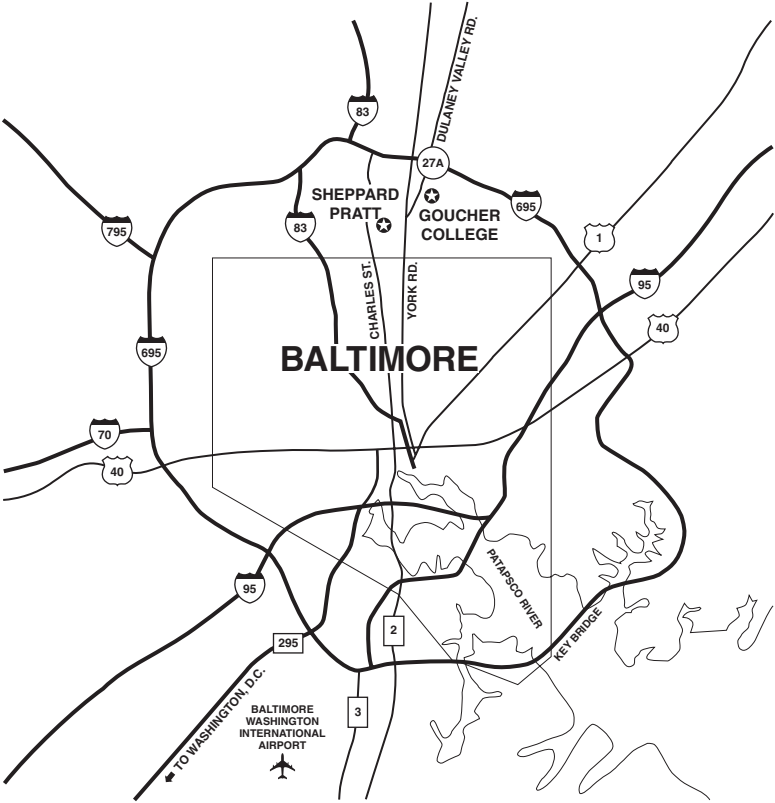
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3c Rosenberg Gallery
- 4 Facilities Management Services
- 5 Mary Fisher Hall
5a Bacon House
5b Dulaney House
5c Hooper House
5d Pearlstone Student Center
- 6 Froelicher Hall
6a Alcock House
6b Gallagher House
6c Thormann Center
6d Tuttle House
- 7 Gatehouse
- 8 Goucher Stadium and Track
8a Beldon Field

- 9 Haebler Memorial Chapel
- 10 Heubeck Hall
10a Bennett House
10b Gamble House
10c Jeffery House
10d Robinson House
- 11 Hoffberger Science Building
11a Kelley Lecture Hall
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- 17 Riding Arena
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1021 DULANEY VALLEY ROAD
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