



Goucher College

Graduate Programs in Education

Spring 2010 Schedule of Classes



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

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

Listed in this booklet are the courses being offered in the Graduate Programs in Education Program during the Spring 2010 semester.

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

Tuition for the 2009–2010 academic year is **\$415.00** per credit. Any prior balance must be paid in full before you can register for the spring semester. ***Registrations received after January 25, 2010 will be subject to a late registration fee of \$10 per credit.***

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

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

Academic Calendar: Students are reminded to pay close attention to the dates for add/drop, withdrawals and refunds posted on the academic calendar (pg 4). The dates and deadlines will be strictly adhered to.

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

Internship for all M.Ed. Students: Beginning with students who entered in the Fall 2003 semester, a 1 credit internship has been added to the At-Risk, Middle School, and Urban and Diverse Learners specializations so that each M.Ed. specialization now requires 36 credits to complete the degree. Some specializations, including Athletic Leadership/Administration, Reading Instruction, and School Improvement Leadership, have always had internships. This internship is being offered during the spring 2010 semester under the course numbers ED 614, ED 624, and ED 634. Students should not take this course until they have completed at least 24 credits towards their degree and all 3 courses in their area of specialization.

Online course requirements: Before signing up for one of the online courses we highly recommend that you review the ***Minimum Technology Requirements for Online Courses*** (<http://www.goucher.edu/x16149.xml>) and the ***Blackboard Tutorials for Students***

(<http://www.goucher.edu/x2484.xml>). These resources will assist you in determining if an online course is the right choice for you.

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

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

The Office of Safety and Security will issue permits during the first week of class. An officer will be available in the First Floor Lobby of Van Meter Hall from 6:00 pm – 7:00 pm, Monday – Thursday, January 25 – 28, 2010. If you are unable to purchase a permit during one of these dates, please go to the Office of Safety and Security, in Heubeck Hall. They are open 24/7.

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

Goucher College Bookstore: Books for Spring 2010 courses will be available for purchase through the Goucher College Bookstore. You can order your books in advance by visiting the Goucher Bookstore website: <http://goucher.bkstore.com> and then either pick them up from the bookstore or have them mailed to you for a small fee. You can also go directly to the bookstore to purchase your books. The bookstore will be open extended hours at the beginning of the semester. Check their website for the specific schedule.

May 2010 Graduation: If you expect to **graduate** after the completion of the Spring 2010 semester please contact Wendy Tuttle (410-337-6453 or wtuttle@goucher.edu) to confirm you are on the graduation list. As of May 2006 we award diplomas 3 times per year, but only hold one commencement ceremony each year in August. Anyone graduating in January or May will be invited to return for the August commencement ceremony. For May 2010, diplomas must be ordered by the middle of February, so we must have an accurate list as soon as possible.

Inclement Weather Procedures

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

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

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

Academic Calendar for Graduate Programs in Education

Winter 2010

Wednesday, January 6 - January term begins
ED 629 Reading Assessment class for MATs is the only course offered.

Friday, January 8
Last day to add the January term course

Last day to drop the January term course without academic penalty

Monday, January 11
Beginning this date, if a student withdraws from the January term class a “w” will appear on the transcript

Wednesday, January 13
Beginning this date, no refunds for January term course is possible

Friday, January 15
The last date to withdraw from the January term with a 'W'.

Spring 2010

Tuesday, January 19
Spring Semester begins (For some cohort courses)

Monday, January 25
First day of on-campus courses
(Full semester and first 7 week courses)

Friday, January 29
Last day to add a first 7 week course

Friday, February 5
Last day to add a full semester on campus course

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

Monday, February 8
Beginning this date, if a student withdraws from a first 7 week or full semester course a “w” will appear on the transcript

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

Friday, February 19
The last date to withdraw from a first seven week course with a 'W'

Thursday, March 11
Last day of first 7 week courses

Monday, March 22
First day of second 7 week courses

Friday, March 26
Last day to add a second 7 week course

The last date to withdraw from a full semester course with a 'W'

Monday, March 29
Beginning this date, no refunds for dropped semester courses are possible

Friday, April 2
Last day to drop a second 7 week course without academic penalty

Monday, April 5
Beginning this date, if a student withdraws from a second 7 week course a “w” will appear on the transcript

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

Friday, April 16
The last date to withdraw from a second seven week course with a 'W'

Thursday, May 6
Last day of courses

Monday - Thursday, May 10 - 13
Make up sessions, if needed due to snow or other cancellations

Thursday, May 13
Last day of the Spring Semester

Friday, May 21
Diplomas awarded for May completers



GOUCHER COLLEGE

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Graduate Programs in Education

Winter Term – January 2010 (MAT Students only)

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 629.001	Reading Assessment (1 credit)	Nancy Charvat	Wednesdays, 4:30-8:30 p.m.	January 6, 13, 20	Goucher Campus Van Meter G11	Make-up date if needed is Thurs. Jan 21

Spring 2010 Master Schedule

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

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 601.001	Theories of Development: A Life-span Perspective (3 credits)	Lorraine Costella	Tuesdays, 4:30-6:15 p.m.	1/26-5/11/10	Van Meter B10	Hybrid course – some online sessions
ED 601.002	Theories of Development: A Life-span Perspective (3 credits)	Lorraine Costella	Wednesdays, 4:30-6:45 p.m.	1/20-4/21/10	Anne Arundel County Carver Staff Development Center	Hybrid course – some online sessions
ED 602.001	The Social and Psychological Forces Affecting Youth (3 credits)	Phyllis Sunshine	Online with up to 3 face to face sessions	1/25-5/6/10	Online Course	First face to face session will be on Wednesday, Jan. 27th, 4:30-6:15 p.m.
ED 603.001	Personality Development and Self-Esteem (3 credits)	LaJerne Cornish	Mondays 7:00-8:45 p.m.	1/25-5/10/10	Van Meter 207	
ED 603.002	Personality Development and Self-Esteem (3 credits)	Rebecca Woods	Online	1/25-5/6/10	Online Course	<i>Enrollment limited to 15 participants</i>
ED 604.001	Contemporary Issues in Education: A Look at the Twentieth Century (3 credits)	Eli Velder	Mondays, 5:00-6:45 p.m.	1/25-5/10/10	Van Meter 202	
ED 606.001	Action Research (variable credits)	Graduate Faculty	<u>Orientation Session</u> Tuesday, January 19, 5:00 p.m.	1/25-5/6/10	Orientation will be held in VM 209	All students beginning action research are required to either attend the orientation session or complete it online through Blackboard.

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 613.001	Methods of Teaching Urban and Diverse Learners (3 credits)	Warren Hayman	Wednesdays, 4:30 – 6:15 p.m.	1/27-5/5/10	Van Meter 102	
ED 614.001	Special Project/Seminar in Education of Urban and Diverse Learners: Portfolio and Project Development (1 credit)	Melinda Morris	Thursdays, 4:30 – 6:15 p.m.	1/28-5/6/10	Van Meter 201	
ED 616.001	Sports Psychology	Leonard Trevino	Mondays, 7:00 – 8:15 p.m.	1/25-5/10/10	Sports & Recreation Center 209	
ED 624.001	Special Project/Seminar in Middle School: Portfolio and Project Development (1 credit)	Melinda Morris	Thursdays, 4:30 – 6:15 p.m.	1/28-5/6/10	Van Meter 201	
ED 628.001	Teaching Reading through Text (3 credits)	Rebecca Fischer	Thursdays, 7:00 – 8:45 p.m.	1/28-5/6/10	Van Meter 202	
ED 629.001	Reading Assessment (3 credits)	Michele Murphy	Thursdays, 7:00 – 8:45 p.m.	1/28-5/6/10	Van Meter 103	
ED 632.001	Psychological and Social Characteristics of the Resilient Student (2 credits)	Lin Blackman & Karen Shavin	Tuesdays, 4:30 – 6:15 p.m.	1/26-4/6/10	Van Meter 101	
ED 634.001	Special Project/Seminar in At-Risk Students: Portfolio and Project Development (1 credit)	Melinda Morris	Thursdays, 4:30 – 6:15 p.m.	1/28-5/6/10	Van Meter 201	
ED 635.001	Practicum Part 2: Role of Reading Specialist/Literacy Coach (3 credits)	Josephine Kolakowski	Thursdays, 7:00 – 9:15 p.m.	1/28-4/22/10	Anne Arundel County Linthicum Elementary School	
ED 637.001	Practicum Part 1: Reading Diagnosis/Instruction (3 credits)	Kathy Lauritzen	Mondays, 7:00 – 8:45 p.m.	1/25-5/3/10	Van Meter G01	
ED 638.001	Special Project Seminar in Reading Interventions: Comprehension (1.5 credits)	Josephine Kolakowski	Tuesdays, 4:30 – 6:45 p.m.	3/23-5/4/10	Van Meter 207	Enrollment limited to 10 students
ED 646.001	School Law (3 credits)	Edmund O'Meally	Saturdays, 9:00 a.m. – 4:00 p.m.	Jan. 23, Feb 6, 20, Mar. 6, 20	Anne Arundel County Carver Staff Development Center	<i>If needed make-up date will be March 27. Attendance at all 5 sessions required due to condensed nature of course.</i>
ED 647.001	Remedial Reading Techniques for Students with Severe Reading Difficulties: Orton Gillingham (1.5 credits)	Ann Bain	Tuesdays, 4:30 – 6:45 p.m.	2/2-3/9/10	Van Meter 207	<i>If needed make-up date will be March 16.</i>
ED 647.002	Remedial Reading Techniques for Students with Severe Reading Difficulties: Lindamood Bell (1.5 credits)	Terry Kelly	Tuesdays, 4:30 – 6:45 p.m.	2/2-3/9/10	Van Meter 202	<i>If needed make-up date will be March 16.</i>

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 649.001	Multimedia in the Curriculum (3 credits)	Patricia Abrahms	Online	1/25-5/6/10	Online Course	
ED 651.001	Values (1.5 credits)	Phyllis Bailey	Wednesdays, 4:30 – 6:15 p.m.	3/24-5/12/10	Van Meter 202	<i>No class on March 31</i>
ED 652.001	Mediation of Conflict (1.5 credits)	Timothy Hayden	Wednesdays, 6:45 – 8:30 p.m.	3/24-5/12/10	Van Meter G05	
ED 653.001	Supervision for Effective Instruction (3 credits)	Faith Hermann	Thursdays, 4:30 – 6:45 p.m.	1/28-4/22/10	Van Meter 209	<i>No class on April 1</i> Make-up date if need: 4/29
ED 656.001	Effective Techniques in Classroom Management and Discipline (1.5 credits)	Jodi Lavin	Tuesdays, 6:45 – 8:30 p.m.	3/23-5/11/10	Van Meter 101	<i>No Class on March 30</i>
ED 660.001	Reflective Planning – Reflective Teaching (1.5 credits)	Liza Rudick	Tuesdays, 6:45 – 8:30 p.m.	1/26-3/9/10	Van Meter 101	<i>If needed make-up date will be March 16</i>
ED 672.001	Assessing Needs and Evaluating Progress (3 credits)	Phyllis Sunshine, Jessica Pechhold & Laura Kelly	Tuesdays, 6:45 – 8:30 p.m.	1/26-5/4/10	Van Meter B10	
ED 672.002	Assessing Needs and Evaluating Progress (3 credits)	Rebecca Woods	Online	1/25-5/6/10	Online	<i>Enrollment limited to 10 students</i>
ED 672.003	Assessing Needs and Evaluating Progress (3 credits)	Timothy Dangel	Tuesdays, 4:30 – 6:15 p.m.	1/26-5/11/10	Anne Arundel County Carver Staff Development Center	
ED 673.001	School Culture (3 credits)	Mary Bea Preston	Thursdays, 6:45 – 9:00 p.m.	1/28-4/22/10	Van Meter 213	<i>No class on April 1</i> Make-up date if need: 4/29
ED 674A.001	Practicum in School Improvement Leadership – Part A (1.5 credits)	Robert Pfau	Tuesdays, 4:30 – 6:15 p.m.	Jan. 26, Feb. 9, 23, Mar. 9, 23	Van Meter B12	<i>Pre-requisite or co-requisite: ED 673</i> Exit conferences during weeks of April 5 and 12
ED 674B.001	Practicum in School Improvement Leadership – Part B (1.5 credits)	Robert Pfau	Tuesdays, 4:30 – 6:15 p.m.	Jan. 19, Feb. 2, 16, Mar. 2, 16	Van Meter B12	<i>Pre-requisite: ED 674A</i> Exit conferences during weeks of April 5 and 12
ED 676.001	Leading Technology-Based Learning for Improved Student Learning (3 credits)	Pamela Hill	Online	1/25-5/6/10	Online Course	
ED 677A.001	Special Project Seminar/Practicum in Teacher Leadership in Technology (1.5 credits)	Chadia Abras	Online	1/25-5/6/10	Online Course	
ED 680.001	Theories of Learning (3 credits)	Betty Freeland	Mondays, 5:00 – 6:45 p.m.	1/25-5/3/10	Van Meter 213	

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 681.001	Curriculum Development for a Multicultural Society (3 credits)	Louise Waynant	Tuesdays, 4:30 – 6:15 p.m.	1/26-5/4/10	Van Meter 209	
ED 681.002	Curriculum Development for a Multicultural Society (3 credits)	Louise Waynant	Online	1/25-5/6/10	Online Course	<i>Enrollment limited to 15 participants</i>
ED 682E.001	Foundations of Reading and Language Arts: Elementary (3 credits)	Maggie Bove Tyler & Kathy Lauritzen	Mondays, 5:00 – 6:45 p.m.	1/25-5/3/10	Van Meter 209	
ED 686.001	Foundations of Special Education (3 credits)	David Maimone	Mondays, 7:00 – 8:45 p.m.	1/25-5/3/10	Van Meter 209	
ED 686.002	Foundations of Special Education (3 credits)	James Hargest	Online	1/25-5/6/10	Online	<i>Enrollment limited to 6 students</i>
ED 687.001	Internship with Seminar (variable credit – total of 6 credits required for MAT students)	Lin Blackman & Nancy Dalina	Thursdays, 5:00 – 6:45 p.m.	1/28-5/6/10	Hoffberger Science 149	<i>Enrollment in 5pm section is limited to 20 students. Priority will be given to those who have a course conflict during the later time.</i> Required MAT/ RTC (2 nd year) seminar on Using Technology in the Classroom and Differentiation of Instruction
ED 687.002	Internship with Seminar (variable credit – total of 6 credits required for MAT students)	Lin Blackman & Nancy Dalina	Thursdays, 7:00 – 8:45 p.m.	1/28-5/6/10	Hoffberger Science 149	Required MAT/ RTC (2 nd year) seminar on Using Technology in the Classroom and Differentiation of Instruction
ED 689.001	Educational Assessment and Diagnosis of Students with Special Needs II (Specific) (3 credits)	Judy Glass and Sharon Baylin	Wednesdays, 7:00-8:45 p.m.	1/27-5/5/10	Van Meter 202	
ED 691.001	Curriculum Design and Adaptations for Students with Special Needs II (Specific) (3 credits)	Ruth Howell, Deborah Clark & Sara Egorin-Hopper	Wednesdays, 5:00 – 6:45 p.m.	1/27-5/5/10	Van Meter 213	
ED 694Y.001	Methods and Strategies in Secondary Education, Part II : English (2 credits)	Joan Hammonds	Tuesdays, 4:30 – 6:00 p.m.	1/26-5/4/10	Van Meter B11	
ED 694Y.002	Methods and Strategies in Secondary Education, Part II: Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 6:00 p.m.	1/26-5/4/10	Van Meter 201	

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 694Y.003	Methods and Strategies in Secondary Education, Part II: Math (2 credits)	Barbara McCain	Thursdays, 5:00 - 6:30 p.m.	1/28-5/6/10	Van Meter B11	
ED 694Y.004	Methods and Strategies in Secondary Education, Part II: Science (2 credits)	Kathleen McCunney	TBA	1/25-5/6/10	TBA	
ED 694Y.005	Methods and Strategies in Secondary Education, Part II: Art (2 credits)	Daisy McTighe	TBA	1/25-5/6/10	TBA	

RTC Schedule of Classes

Year 1 RTC Students – entered Summer 2009

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 691.500	Curriculum Design and Adaptations for Students with Special Needs II (General) (3 credits)	Ruth Howell, Deborah Clark & Sara Egorin-Hopper	Wednesdays, 5:00 – 6:45 p.m.	1/27-5/5/10	Van Meter 213	
	RTC Seminar	Debbie Clark, Ruth Howell & Tammi Coit	Wednesdays, 7:00 – 8:45 p.m.	1/27-5/5/10	Van Meter 213	

Year 2 RTC Students – entered Summer 2008

Elementary Pursing MAT Degree

WINTER TERM

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 629.001	Reading Assessment (1 credit)	Nancy Charvat	Wednesdays, 4:30-8:30 p.m.	January 6, 13, 20	Goucher Campus Van Meter G11	Make-up date if needed is Thurs. Jan 21

SPRING TERM

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 687.500	Internship with Seminar (3 credits for RTC and MAT degree)	Lin Blackman & Nancy Dalina	Thursdays, 5:00 – 6:45 p.m.	1/28-5/6/10	Hoffberger Science 149	Required MAT/ RTC (2 nd year) seminar on Using Technology in the Classroom and Differentiation of Instruction
-or-						
ED 687.501	Internship with Seminar (3 credits for RTC and MAT degree)		Thursdays, 7:00 – 8:45 p.m.			<i>Enrollment in 5pm section is limited- priority will be given to those who have a course conflict during the later time.</i>

Elementary Not Pursing MAT Degree**SPRING TERM**

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
	Assessment of Reading (3 MSDE in-service credits)	Michele Murphy	Thursdays, 7:00 – 8:45 p.m.	1/28-5/6/10	Van Meter 103	
ED 687.500	Internship with Seminar (3 credits for RTC and MAT degree)	Lin Blackman & Nancy Dalina	Thursdays, 5:00 – 6:45 p.m.	1/28-5/6/10	Hoffberger Science 149	Required MAT/ RTC (2 nd year) seminar on Using Technology in the Classroom and Differentiation of Instruction
-or-						
ED 687.501	Internship with Seminar (3 credits for RTC and MAT degree)		Thursdays, 7:00 – 8:45 p.m.			<i>Enrollment in 5pm section is limited- priority will be given to those who have a course conflict during the later time.</i>

Secondary Pursuing MAT Degree

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 687.500	Internship with Seminar (3 credits for RTC and MAT degree)	Lin Blackman & Nancy Dalina	Thursdays, 5:00 – 6:45 p.m.	1/28-5/6/10	Hoffberger Science 149	Required MAT/ RTC (2 nd year) seminar on Using Technology in the Classroom and Differentiation of Instruction
-or-						
ED 687.501	Internship with Seminar (3 credits for RTC and MAT degree)		Thursdays, 7:00 – 8:45 p.m.			<i>Enrollment in 5pm section is limited- priority will be given to those who have a course conflict during the later time.</i>
ED 694Y.500	Methods and Strategies in Secondary Education, Part II: Social Studies (2 credits)	Robert Jervis	Tuesdays, 4:30 – 6:00 p.m.	1/26-5/4/10	Van Meter 201	Class meets alternating weeks

Anne Arundel County Cohort Classes

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

Spring 2010

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

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 625.200	Strategies and Resources for Teaching Reading (3 credits)	Josephine Kolakowski	Thursdays, 4:30 – 6:45 p.m.	1/28-4/22/10	Linthicum ES (AACPS)	No class on 4/1; <i>Make-up date if needed due to cancellation: 4/29</i>
ED 638.200	Special Project Seminar in Reading Interventions: Comprehension (1.5 credits)	Josephine Kolakowski	Tuesdays, 4:30 – 6:45 p.m.	1/26-3/2/10	Linthicum ES (AACPS)	<i>Make-up date if needed due to cancellation: 3/9</i>
ED 639.200	Psychological and Linguistic Foundations of Reading (3 credits)	Diane Bennett	Wednesdays, 4:30 – 6:45 p.m.	1/27-4/21/10	Linthicum ES (AACPS)	No class on 3/31; <i>Make-up date if needed due to cancellation: 4/28</i>
ED 653.200	Supervision for Effective Instruction (3 credits)	Alice Haskins	Wednesdays, 4:30 – 6:45 p.m.	1/20-4/14/10	Corkran MS (AACPS)	No class on 3/31; <i>Make-up date if needed due to cancellation: 4/21</i>
ED 671.200	School Improvement Leadership: A Theoretical Perspective (3 credits)	TBA	Thursdays, 4:30 – 6:45 p.m.	1/28-4/22/10	Odenton ES (AACPS)	No class on 4/1; <i>Make-up date if needed due to cancellation: 4/29</i>
ED 674B.200	Practicum in School improvement Leadership (1.5 credits)	Lin Blackman	Thursdays, 7:00 – 8:30 p.m.	1/28-4/22/10	Odenton ES (AACPS)	<i>Pre-requisite: ED 674A</i> <i>No class on 4/1; Make-up date if needed due to cancellation: 4/29</i>
ED 688.200	Educational Assessment and Diagnosis of Students with Special Needs I (General) (3 credits)	Robert Hull	Wednesdays, 4:30 – 6:45 p.m.	1/27-4/21/10	Odenton ES (AACPS) – Hybrid class (some online sessions)	No class on 3/31; <i>Make-up date if needed due to cancellation: 4/28</i>
ED 691.200	Curriculum Design and Adaptations for Students with Special Needs II (Specific) (3 credits)	Janet Hull	Tuesdays, 4:30 – 6:45 p.m.	1/26-4/20/10	Corkran MS (AACPS)	No class on 3/30; <i>Make-up date if needed due to cancellation: 4/27</i>

Baltimore County Cohort Classes

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

Spring 2010

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

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 620A.400	Teaching Students to Write Using Multiple Strategies: Composing (3 credits)	Gail Green	Wednesdays, 4:30-6:45 p.m.	1/20-4/14/10	Sudbrook ES Baltimore County	Closed Cohort – only those in the Writing and Grammar Cohort (2009-2010) permitted to register. No class on 3/31; <i>Make-up date if needed due to cancellation: 4/21</i>
ED 620A.401	Teaching Students to Write Using Multiple Strategies: Composing (3 credits)	Rosemarie McCauley	Thursdays, 4:30- 6:45 p.m.	1/21-4/15/10	Deep Creek MS Baltimore County	Closed Cohort – only those in the Writing and Grammar Cohort (2009-2010) permitted to register. No class on 4/1; <i>Make-up date if needed due to cancellation: 4/22</i>
ED 626C.400	Diagnosis of Reading Difficulties (3 credits)	Saralee Goodman	Wednesdays, 4:30 -6:45 p.m.	1/27-4/21/10	Goucher College, Van Meter 209	Closed Cohort – only those in the Reading Intervention Strategies (2009-2011) cohort permitted to register. No class on 3/31; <i>Make-up date if needed due to cancellation: 4/28</i>
ED 638C.400	Special Project Seminar in Reading Interventions: Comprehension (1.5 credits)	Josephine Kolakowski	Tuesdays, 4:30-6:45 p.m.	3/23-5/4/10	Goucher College, Van Meter 207	Closed Cohort – only those in the Reading Intervention Strategies (2008-2010) cohort permitted to register. No class on 3/30

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 647C.400	Remedial Reading Techniques for Students with Severe Reading Difficulties: Orton Gillingham (1.5 credits)	Ann Bain	Tuesdays, 4:30-6:45 p.m.	2/2-3/16/10	Goucher College, Van Meter 207	Closed Cohort – only those in the Reading Intervention Strategies (2008-2010) cohort permitted to register. <i>Make-up date if needed due to cancellation: 3/16</i>
ED 647.401	Remedial Reading Techniques for Students with Severe Reading Difficulties: Lindamood Bell (1.5 credits)	Mary Kelly	Tuesdays, 4:30-6:45 p.m.	2/2-3/16/10	Goucher College, Van Meter 202	Closed Cohort – only those in the Reading Intervention Strategies (2008-2010) cohort permitted to register. <i>Make-up date if needed due to cancellation: 3/16</i>
ED 653C.400	Supervision for Effective Instruction (3 credits)	Annie Gordon	Tuesdays, 4:30-6-45 p.m.	1/26-4/20/10	Pikesville HS Baltimore County	Closed Cohort – only those in the School Improvement Leadership 2009-2011 cohort (Pikesville HS location) permitted to register. <i>Make-up date if needed due to cancellation: 4/27</i>
ED 653C.401	Supervision for Effective Instruction (3 credits)	Faith Hermann	Thursdays, 4:30-6:45 p.m.	1/28-4/22/10	Goucher College, Van Meter 209	Closed Cohort – only those in the School Improvement Leadership 2008-2010 Wellwood Overflow cohort permitted to register. <i>Make-up date if needed due to cancellation: 4/29</i>

Course #	Course Title	Instructor	Day/Time	Dates	Location	Notes
ED 671C.400	School Improvement Leadership: Theory (3 credits)	Ed Mitzel	Tuesdays, 4:30-6:45 p.m.	1/19-4/13/10	Loch Raven Academy Baltimore County	New 18 credit cohort (Jan 2010 – Dec 2011) <i>Make-up date if needed due to cancellation: 4/20</i>
ED 673C.400	School Culture (3 credits)	Thomas DeHart	Tuesdays, 4:30-6:45 p.m.	1/19-4/20/10	Patapsco HS Baltimore County	Closed Cohort – only those in the School Improvement Leadership 2008-2010 cohort (Patapsco HS) permitted to register. <i>Make-up date if needed due to cancellation: 4/27</i>
ED 673C.401	School Culture (3 credits)	Robert Pfau	Wednesdays, 4:30-6:45 p.m.	1/20-4/14/10	Wellwood International Elementary School Baltimore County	Closed Cohort – only those in the School Improvement Leadership 2008-2010 cohort (Wellwood location) permitted to register. <i>Make-up date if needed due to cancellation: 4/21</i>
ED 673C.402	School Culture (3 credits)	Mary Bea Preston	Thursdays, 6:45-9:00 p.m.	1/28-4/22/10	Goucher College, Van Meter 213	Closed Cohort – only those in the School Improvement Leadership 2009-2011 Pikesville HS overflow cohort permitted to register. <i>Make-up date if needed due to cancellation: 4/29</i>

Technology Requirements

Please read carefully!

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

There are three modules that make up the Technology Requirements.

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

Module 2: Setting up your E-Portfolio.

Module 3: Using technology for instruction

M.Ed. Technology Requirements:

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

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

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

M.A.T. Technology Requirements:

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

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

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

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

Spring 2010 Schedule of Technology Modules 2 and 3

Module 1: Using Blackboard, MS Word, PowerPoint, Excel and the Internet for own scholarship
One session will be offered in the Spring 2010 semester.

1. Wednesday, January 27, 2010, 4:30-6:30 p.m. in Van Meter 201

If you want to register for module 1 please complete the registration form on page 17.

Module 2: Setting up your E-Portfolio

Three different 2-hour sessions are available to complete this module requirement. *Students attend one of these sessions to receive credit for completing this module.* Students should register for the desired session by completing the registration form on page 15.

1. Wednesday, January 20, 2010, 4:30-6:30 p.m. in Van Meter 201
2. Wednesday, January 20, 2010, 6:30-8:30 p.m. in Van Meter 201
3. Thursday, January 28, 2010, 4:30-6:30 p.m. in location TBA

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

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

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

Seven sessions will be taught during the Spring 2010 semester. *Students must attend all seven sessions in order to receive credit for completing this module.* Students should register for Module 3 by completing the registration form on page 15.

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

Session 1	February 3, 2010
Session 2	February 10, 2010
Session 3	February 17, 2010
Session 4	February 24, 2010
Session 5	March 3, 2010
Session 6	March 10, 2010
Session 7	March 17, 2010

Registration procedure:

- To register for any or all of the technology modules, please complete the appropriate portions of the registration form on page 17.

Updated: 11/19/2009

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

Name: _____ Phone #: _____
Please print

Email address: _____

Program (check one): _____ M.A.T. _____ M.Ed. _____ Professional Development Certificate

Area of Specialization (M.Ed. or Professional Development Certificate only) _____

Signature: _____ Date returned: _____

Please check the appropriate space(s):

_____ I plan to take **Module 1** this semester.

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

	Wednesday, January 20, 2010, 4:30-6:30 p.m. in Van Meter 201
	Wednesday, January 20, 2010, 6:30-8:30 p.m. in Van Meter 201
	Thursday, January 28, 2010, 4:30-6:30 p.m., in location TBA

_____ I plan to take **Module 3** this semester (you must attend all 7 sessions to receive credit for completing this module (dates, time and location for Module 3 sessions can be found on page 16).

Please return this form by January 18, 2010

**YOU ARE RESPONSIBLE FOR REQUESTING AN E-PORTFOLIO. PLEASE GO TO
<http://www.goucher.edu/x32455.xml> to request the creation of an e-portfolio.**

Return to:

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

Course Descriptions

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

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

ED 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 606. Action Research (variable credits)

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

ED 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: Portfolio and Project Development (1 credit)

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

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

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

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

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

ED 635. Practicum Part II: Role of the Reading Specialist/Literacy Coach (1.5 credits)

An examination of the various facets of the role of the reading specialist. Techniques for developing a reading support program. Strategies for working with students, teachers, parents, and other staff and community leaders. Considerations in working with adults in a support role. Ideas for supporting the total school reading program. For degree candidates, completion of technology competencies and portfolio required. Prerequisite: 9 credits of reading.

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

A clinical experience in conducting diagnostic assessment and designing appropriate instructional interventions. Supervised administration of reading measures and preparation of diagnostic reports. Opportunity for practice in application of specific intervention techniques with students experiencing difficulty in reading. Requires practicum work with children. Prerequisites: ED 626, 627, 636 and 638.

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

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

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

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

ED 646. School Law (3 credits)

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

ED 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 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 651. Values (1.5 credits)

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

ED 652. Mediation of Conflict (1.5 credits)

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

ED 653. Supervision for Effective Instruction (3 credits)

Techniques for supervision and evaluation for effective instruction. Related skills will become refined through a variety of activities.

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

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

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

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

This is the first semester of the 2-semester internship/practicum. Enrollment limited to: students who have agreement from their principals to complete assigned activities during the semester. Topics of seminar or special project include school logistics, scheduling, maintenance, finance, parent involvement, personnel, and human relations. Computer applications in management reviewed. Other topics to address individual needs of students. Required practicum for students seeking certification as an administrator. Prerequisites: ED 673 and either ED 648 or modules 2 and 3 either completed or taken concurrently.

ED 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, and ED 676

ED 680. Theories of Learning (3 credits)

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

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

Principles of curriculum development, implementation and evaluation. The role in curriculum development of diverse needs of students in a multicultural society. Impact of historical, legal, and political trends on current curriculum development research and practice.

ED 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 686. Foundations of Special Education (3 credits)

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

ED 687. Internship with Seminar (6 credits)

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

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

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

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

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