



GOUCHER COLLEGE

Welch Center for Graduate and Professional Studies

GRADUATE PROGRAMS IN EDUCATION

ACADEMIC CATALOG 2022-2023

GOUCHER
—college—

Table of Contents

ACADEMIC CALENDAR	4
ABOUT GPE	6
History.....	6
Professional Commitments and Dispositions	6
Programs	7
Interinstitutional Agreements	9
Graduate Programs	10
General Admissions Requirements	10
Master of Education (M.Ed.).....	11
Athletic Program Leadership and Administration Specialization	12
At-Risk and Diverse Learners Specialization	12
Literacy Strategies for Content Learning Specialization	12
Reading Instruction Specialization.....	13
Certification Requirement.....	13
Reducing Student, Classroom, and School Disruption: Prevention and Intervention Specialization	13
School Improvement Leadership Specialization	14
Special Education for Certified early Childhood, Elementary, and Secondary Teachers	14
Admissions Requirement.....	14
Teacher as Leader in Technology Specialization	15
Teaching English for Speakers of Other Languages (ESOL) Specialization	15
Admissions Requirement.....	15
Master of Arts in Teaching (M.A.T.)	16
Certification Requirement.....	16
Elementary Education Certification	16
Secondary Education Certification & Pre-K 12 Specialty Area Certification	17
Special Education Certification (Elementary/Middle Grades 1-8).....	17
Special Education Certification (Secondary Grades 6-adult)	18
Dual Certification (Elementary and Special Education)	18
Dual Certification (Secondary and Special Education)	19
Teaching English for Speakers of Other Languages (ESOL) Certification	19
Professional Development Certificate Requirements	20
Certificate in an Athletic Program Leadership and Administration	20
Certificate in At-Risk and Diverse Learners	20
Certificate in Literacy Strategies for Content Learning	21
Certificate in Reading Instruction	21
Admissions Requirement.....	21
Certification Requirement.....	22
Certificate in Reducing Student, Classroom, and School Disruption: Prevention and Intervention.....	22
Certificate in School Improvement Leadership.....	22
Certification Requirement.....	22
Certificate in Special Education for Certified Early Childhood, Elementary, and Secondary Teachers	22

Certification Requirement.....	23
Certificate in Teacher as Leader in Technology	23
ACADEMIC POLICIES AND PROCEDURES	24
Grading System.....	24
Repeated Courses	25
Academic Honor Code.....	25
The Criteria of Academic Dishonesty	26
GENERAL COLLEGE POLICIES	28
Diversity Statement	28
Nondiscrimination Notice.....	28
Sexual Misconduct, Relationship Violence, and Stalking.....	29
Conflicts of Interest.....	29
Veterans.....	29
Military Call to Active Duty.....	30
Student Records and FERPA	30
Student Grievance Procedure	32
Clery Act Compliance	32
Alcohol, Tobacco, and Other Drug Policies	32
Accessibility Services.....	32
Other Policies	33
FINANCIAL INFORMATION	34
Fees and Expenses	34
Electronic Billing	34
Health Insurance*	34
Late Registration and Withdrawals	35
Refund Policy	35
Financial Aid	35
M.A.T. Program	35
M.Ed. Program	36
Student Support Services** (Coming)	36
COURSE DESCRIPTIONS.....	37

ACADEMIC CALENDAR

Fall 2022	
Fall 2022 Registration Opens	Monday, June 13, 2022
Start of Fall Semester	Monday, August 22, 2022
Last day to add/drop Term 1 course	Friday, August 26, 2022
Last day to add/drop Fall Semester course	Friday, September 2, 2022
Last day to withdraw from Term 1 course	Friday, September 30, 2022
Last day Term 1	Friday, October 14, 2022
First day Term 2	Monday, October 17, 2022
Last day to add/drop Term 2 course	Friday, October 21, 2022
Thanksgiving Break – Campus Closed	Thursday & Friday, November 24 & 25, 2022
Last day to withdraw from Term 2 course	Wednesday, November 23, 2022
Last day to withdraw from Fall Semester course	Wednesday, November 23, 2022
Last day Fall Semester	Friday, December 9, 2022
WINTER 2023	
Winter 2023 Registration opens	Monday, November 7, 2022
Start of Winter Semester (for residency dates, see program director)	Monday, January 2, 2023
Last day to add/drop Winter course	Friday, January 6, 2023
Martin Luther King Jr Day – Campus closed	Monday, January 16, 2023
Last day to withdraw from Winter course	Friday, January 13, 2023
Last day of Winter semester	Friday, January 27, 2023
SPRING 2023	
Spring 2023 Registration opens	Monday, November 7, 2022
Start of Spring Semester	Monday, January 30, 2023
Last day to add/drop Term 1 course	Friday, February 3, 2023

Last day to add/drop Spring Semester course	Friday, February 10, 2023
Last day to withdraw from Term 1 course	Friday, March 10, 2023
Last day Term 1	Friday, March 24, 2023
First day Term 2	Monday, March 27, 2023
Last day to add/drop Term 2 course	Friday, March 31, 2023
Last day to withdraw from Term 2 course	Friday, May 5, 2023
Last day to withdraw from Spring Semester course	Friday, May 5, 2023
Last day of Spring Semester	Thursday, May 18, 2023
2023 Commencement	Thursday, May 25, 2023

(See Academic Policies for more details about adding, withdrawing, or dropping a course.)

ABOUT GPE

History

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 training 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 are 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 more than 245,000+ volumes, 295,000 e-books, and 96,000 electronic journals, with extensive audiovisual resources and computer reference tools.

Professional Commitments and Dispositions

Knowledge, Skills, and Dispositions Fostered in Students

The faculty of the Graduate Programs in Education fosters the knowledge, skills, and dispositions presented below. These components 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 the teachers and other professionals we prepare 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, and
4. Demonstrate knowledge of concepts related to diversity and the interaction between concepts related to diversity and the area of specialization or certification, and
5. Demonstrate specialization knowledge standards.

Skills

We believe the teachers and other professionals we prepare 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 practices within the area of specialization,
5. Demonstrate effective communication and presentation skills related to the area of specialization, and
6. Use a variety of technologies appropriate to the area of specialization, and
7. Demonstrate specialization skills standards.

Dispositions

We believe the teachers and other professionals we prepare should:

1. Demonstrate service to the community,
2. Demonstrate positive dispositions regarding diversity and equity, and
3. Demonstrate professionalism in demeanor, conduct, decision making, and interactions with colleague
4. Demonstrate specialization disposition standards

Programs

The Graduate Programs in Education are:

- Master of Education (M.Ed.)
- Master of Arts in Teaching (M.A.T.)
- 4+1 B.A./M.Ed. and 4+1 B.A./M.A.T.
- Cohort Programs

Master of Education Program

The Master of Education (M.Ed.) degree developed by Goucher 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 and alcohol abuse, to educational problems, such as inappropriate school curriculum. The pandemic has exacerbated these issues and highlighted issues of inequality. The challenges posed in the classroom, however, are immense. To understand the needs and motivations of students and to help them to overcome obstacles to learning within their environments, educators, administrators, and other concerned adults need specialized training.

The Master of Education Program offers twelve areas of specialization.

Goucher College's customized M.Ed. degree and structured professional development certificates (for post-master's degree students), developed in collaboration with Sheppard Pratt, aim to prepare excellent professionals. With a curriculum specially

designed to integrate theoretical, technological, and practical coursework, the graduate program is divided into twelve areas of specialization (MHEC defines specialization as concentration): Athletic Program Leadership and Administration; At-Risk and Diverse Learners; Teaching English for Speakers of Other Languages; Literacy Strategies for Content Learning; Reading Instruction (MSDE-approved for Reading Specialist certification); Reducing Student, Classroom, and School Disruption: Prevention and Intervention; School Improvement Leadership (MSDE-approved for Administrator I certification); Special Education for Certified Early Childhood, Elementary, and Secondary Teachers; and Teacher as Leader in Technology. 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. Active student status is required to complete the electronic portfolio.

Master of Arts in Teaching Program

Traditional interns generally complete a yearlong internship in conjunction with a Professional Development School. Conditionally-certified students must gain permission to use their employment for internship. All internships must occur in the grade-band(s) and certification area(s) of the student's designated program.

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 the profession but 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 students. The program generally culminates in a yearlong internship or supervised teaching experience guided both by a member of the Goucher faculty and, for traditional interns, by a mentor at a professional development school.

Designed to prepare well-qualified teachers to meet the diverse needs of students, this intensive program develops knowledge and skills in thirty standards, encompassing planning, management, instructional practices, assessments, and professionalism. In addition, the Maryland Teacher Technology Standards are addressed.

The M.A.T. program is also designed to accommodate those students who already have teaching experience but lack adequate background knowledge in educational theory or who show mastery of essential dimensions of teaching and wish to develop additional expertise in an area of specialization by customizing their programs.

4+1 B.A./M.ED. AND 4+1 B.A./M.A.T. Programs

For Goucher undergraduates interested in 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.

Students must adhere to the proposed course timeline to achieve the 4+1 in five years. In addition, if a student drops certification, they must exit the 4+1 and matriculate into the appropriate M.Ed. or M.A.T. program, pending M.A.T./M.Ed. director approval.

Through these programs, students may take up to twelve graduate credits while still undergraduates as long as they have attained junior status and possess a 3.0 or better grade point average. The twelve 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. The program will be customized to meet state certification requirements. These programs typically require two to three summers of coursework in addition to the fifth year. For more information regarding accelerated degree programs in education, please contact the chair of the Undergraduate Education Department and the M.A.T./M.Ed. Director.

Interinstitutional Agreements

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. traditional students complete their required 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.

Graduate Programs

General Admissions Requirements

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 the 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 students upon completion of an interview with the M.A.T./M.Ed. Director. Provisional students must earn a 3.0 GPA in their first nine credits to remain as students at the college or will be removed from the program after the first nine credits. Candidates for the professional development certificate should hold a master's degree from a regionally-accredited college or university.

Applicants for the master's degree programs who have taken graduate courses at other colleges or universities may be awarded up to six transfer credits if, as determined by the M.A.T./M.Ed. Director, the work taken is equivalent in content to the Goucher courses in that program. In special circumstances the Director of Graduate Programs in Education can accept up to 12 transfer credits. The B.A./M.Ed. and B.A./M.A.T. programs at Goucher College will allow for up to twelve transfer credits as outlined in the program plan. Transfer credits are not included in the graduate cumulative GPA. Goucher will only transfer graduate credits with grades of C- or better from a regionally-accredited four-year institution (no community college or undergraduate courses are allowed). **Transfer credits are not accepted for the professional development certificate.**

The online Admission procedures (<https://www.goucher.edu/learn/graduate-programs/admissions/>) are described on the application form. The Admissions Decision Committee will require the following:

- Completed application form
- Official transcripts of all undergraduate and graduate work; NB: a GPA of 3.0 or better is required for admission; however, those below a 3.0 GPA are encouraged to submit a supplemental GPA explanation statement, and may be considered for a single semester upon meeting with the M.A.T./M.Ed. Associate Director
- One letter of recommendation from a professional source (supervisor, professor, or colleague)
- A personal essay
- I20 form for international students (International students must comply with U.S. rules on international students.)
- Student 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.)

Goucher reviews applications holistically using the Code of Ethics and Professional Practices established by the National Association for College Admissions Counseling (NACAC). Goucher admits students of any age, race, sex, color, religion, and national or ethnic origin and does not discriminate based on disability or sexual orientation. Accepted applicants will receive follow-up instructions on additional forms required for submission prior to registering.

Master of Education (M.Ed.)

M.Ed. Admission Requirements

Applicants for advanced certifications (Reading Specialist and Administrator 1) must hold current MSDE certification, have successfully taught for 27 months and have successfully completed a 3-credit introduction or survey course in special education. The student is required to submit documentation of completion of these requirements prior to the end of the program.

Applicants for Special Education and ESOL endorsements must be certified teachers and hold current MSDE certification. In addition, Praxis CONTENT passing scores are required in the endorsement area. ESOL applicants must also have nine credits in the same world language offered in a Goucher accreditation-specific language – see above). The student is required to submit documentation of completion of these requirements prior to the end of the program.

Application requirements for admission for the Professional Development Certificate programs are: official graduate and undergraduate transcripts and one letter of recommendation. Applicants must hold an undergraduate or graduate degree in education or an education-related field. Administration I applicants must hold a master's degree in education or an education-related field.

Degree Requirements

A minimum of 36 credit hours of approved curriculum is required to complete the program (courses rarely transfer between programs). Students ordinarily 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
- ED 605–Research Methods

(Other courses are designated as core within a particular specialization.)

Six credit hours in four clinical courses, including:

- ED 651–Educating for Character
- ED 652–Mediation of Conflict

An additional 15 credit hours, as follows:

- Three credits to be taken in an elective course

- Three credits of ED606 to be taken in the 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 in the internship or practicum. Students are responsible for demonstrating State standards via work completed in the program and must present a comprehensive portfolio demonstrating these competencies in an exit conference prior to graduation. Questions regarding the specific requirements should be directed to the instructor of the seminar, practicum, or internship.

Students must meet all State standards to be eligible for graduation and certification. These standards include the Maryland Teacher Technology standards. Certification requirements are subject to change, in accordance with MSDE/COMAR requirements, which may result in MSDE/COMAR-based and/or programmatic-based changes, effective by the date noted in MSDE/COMAR or two semesters after announcement of a programmatic change based on MSDE/COMAR changes.

Specialization Degree Requirements

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 618I–Athletic Administration/Coaching Internship (pre-requisites: ED615, ED616, and ED617)

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

At-Risk and Diverse Learners Specialization

Required courses include (9 credits):

- ED 631*–Psychological and Social Characteristics of At-Risk and Diverse Learners
 - ED 632*–Psychological and Social Characteristics of Resilient Learners
 - ED 633*–Methods of Teaching At-Risk and Diverse Learners
 - ED 634A–Special Project Seminar on At-Risk and Diverse Learners
- *These courses are pre-requisite to ED 634A.

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

Teacher Technology standards. Certification requirements are subject to change, in accordance with MSDE/COMAR requirements.

Literacy Strategies for Content Learning Specialization

Required courses include (9 credits):

- ED 620A–Teaching Students to Write Using Multiple Strategies: Composing

- ED 638B—Special Project Seminar in Reading Intervention: Comprehension
- ED 638C—Special Project Seminar in Reading Intervention: Vocabulary
- ED 678—Choosing Diverse Materials for Improving Content Learning
- ED 679—Special Project Seminar on Literacy Strategies
- 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 coursework.

In addition, the action research project will investigate use of effective literacy strategies to support subject-matter learning.

Reading Instruction Specialization

Required courses include (9 credits):

- ED 625—Strategies and Resources in Teaching Reading
- ED 626—Diagnosis of Reading Difficulties
- ED 637—Practicum Part I, Reading Diagnosis and Instruction
- Students take ED 635—Practicum Part 2, Role of the Reading Specialist/Literacy Coach for 3 credits.

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 coursework.
- 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 (See program plan for required and elective courses under ED638).

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

Certification Requirement

Certification as a Reading Specialist requires MSDE teacher certification in Early Childhood Education, Elementary Education, or Secondary Education. Certification in Special Education *may not be used* for this requirement. Certification also requires 27 months of teaching experience. MAP stamp requirements are designated on the program plan.

Reducing Student, Classroom, and School Disruption: Prevention and Intervention Specialization

Required courses include (9 credits):

- ED 607—Prevention Strategies, Classroom Management and Communication

- ED 661–Intervention Strategies I, Conflict Resolution
- ED 662–Intervention Strategies II, Supporting Students with Challenging Behaviors
- ED 654–Special Project Seminar for Reducing Student, Classroom and School Disruption

In addition, the action research project will focus on a component of reducing student, classroom, and school disruption.

School Improvement Leadership Specialization

Required courses include (9 credits):

- ED 671–School Improvement Leadership: A Theoretical Perspective (pre-requisite to ED673)
- ED 673–School Improvement Leadership: Facilitating a Positive School Culture (pre- or co-requisite to ED674A)
- Students take ED 674A and B–Special Project Seminar/Practicum in School Improvement Leadership. ED674A is a pre-requisite to ED674B and these classes may not be taken concurrently and must be taken in fall or spring semesters.

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 for 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 coursework.
- Students take ED 646–School Law for the elective course and ED 653–Supervision for Effective Instruction.
- ED 672–Assessing Needs and Evaluating Progress

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

Certification Requirement

Certification as Administrator I requires MSDE teacher certification, 27 months of successful teaching experience, and completion of the required 3-credit introduction or survey of special education course.

Special Education for Certified early Childhood, Elementary, and Secondary Teachers

Admissions Requirement

MSDE certification in early childhood, elementary education, or secondary certification in a content area required prior to the beginning of this specialization.

Students must submit passing Praxis II scores (CONTENT) prior to ED698.

Required courses include (10 credits):

Students earning an M.A.T. in Special Education may not apply to and earn the M.Ed. in Special Education.

- ED 688—Educational Assessment and Diagnosis of Students with Special Needs I
- ED 690—Curriculum Design and Adaptations for Students with Special Needs I
- ED 691—Curriculum Design and Adaptations for Students with Special Needs
- ED 698A—Special Project Seminar for Special Education.

Students take ED 681—Curriculum Development for a Multicultural Society in lieu of **one** of the following core courses: ED 602, ED 603, or ED 604. The director will decide which course to replace based on the student's prior coursework.

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

Teacher as Leader in Technology Specialization

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 and B)—Special Project Seminar/ Practicum in Teacher Leadership in Technology

Students take ED 681—Curriculum Development for 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 student's prior coursework.

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

Teaching English for Speakers of Other Languages (ESOL) Specialization

Admissions Requirement

MSDE certification in early childhood, elementary education, or secondary certification in a content area required prior to the beginning of this specialization. **Applicants must have nine credits of the same language at a C or better.**

Students must submit passing Praxis II scores (CONTENT) prior to ED658EF.

Required courses include (11 credits):

- ED 658EA—Methods of Teaching ESOL
- ED 658EB—Teaching Reading and Writing for English Learners
- ED 658EC—Second Language Acquisition
- ED 658ED—Assessment in the ESOL Classroom

In addition, there is a one credit internship, ED658EF, and the action research project will focus on a component of ESOL program.

Master of Arts in Teaching (M.A.T.)

Degree Requirements

Students in the M.A.T. program ordinarily 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 (E or S as appropriate)–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 of in-depth experience:

For students pursuing certification

- ED 687A and ED 687B–Internship with Seminars

For students not pursuing certification

- ED 605–Research Methods
- ED 606–Action Research/Special Project

All students will complete an electronic portfolio and exit conference as part of the six-credit hour in-depth experience.

In addition to these 17-24 credits, students will take the required courses for their area(s) of certification.

Certification Requirement

M.A.T. students must earn a grade of B or better in the final phase of ED 687 to be eligible for a Maryland Approved Program certification stamp by Goucher College. Students must also pass the required Praxis or other appropriate examinations for the area(s) of certification and document proficiency in the effective intern standards and the Maryland Teacher Technology Standards.

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

Elementary Education Certification

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

Three credit hours in core courses:

- ED 604–Contemporary Issues in Education

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 & Pre-K 12 Specialty Area Certification

A total of 40 credits is required to complete this program, along with an undergraduate major in the content area. The secondary certification program is available in the areas of biology, chemistry, earth/space science, English, history, mathematics, physics, social studies, and theater. The preK-12 certification is available in art, Chinese, dance, environmental education, French, German, Latin, music, Russian, and Spanish. Students in the secondary certification program and students in the preK-12 program follow the course requirements for secondary education. In addition to the 24 basic M.A.T. credits, 16 credit hours of courses in the secondary education certification program include:

Six credit hours in core courses:

- ED 604–Contemporary Issues in Education
- 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 694A and ED694B– Methods and Strategies in Secondary Education and specialty areas (Pre-K 12), Part II, A and B (2 credits per semester for two semesters for a total of 4 credits)

Special Education Certification (Elementary/Middle Grades 1-8)

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

Three credit hours in core courses:

- ED 604–Contemporary Issues in Education

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 Grades 6-adult)

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

Three credit hours in core courses:

- ED 604–Contemporary Issues in Education

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 694A or ED 694B Math 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. credits, 28 credit hours of courses in this dual-certification program include:

Three credit hours in core courses:

- ED 604–Contemporary Issues in Education

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

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

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. courses, 25 credit hours of courses in this dual-certification program include:

Three credit hours in core courses:

- ED 604–Contemporary Issues in Education

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 694A and Ed 694B–Methods and Strategies in Secondary Education and specialty areas (Pre-K 12), Part II, A and B (2 credits per semester for two semesters for a total of 4 credits)

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

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

Teaching English for Speakers of Other Languages (ESOL) Certification

A total of 44 credits is required to complete this program. In addition to the 26 basic M.A.T. credits, 18 credit hours of courses in the English for Speakers of Other Languages certification program include:

Six credit hours in instructional courses:

- ED 630–Advanced Methods and Strategies in Secondary Reading Instruction
- ED 658EA–Methods for Teaching ESOL

Twelve credit hours in ESOL courses:

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

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 21 to 24 graduate credits, including

- requirements from the chosen area of specialization,
- additional credits from the core, clinical, or elective courses offered through the master's program, and
- the electronic portfolio must also be completed.

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 an 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 618I–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 these additional credits.

Certificate in At-Risk and Diverse Learners

Required courses for the professional development certificate include:

- ED 631*–Psychological and Social Characteristics of At-Risk and Diverse Learners
- ED 632*–Psychological and Social Characteristics of the Resilient Learner
- ED 633*–Methods of Teaching At-Risk and Diverse Learners
- ED 634A–Special Project Seminar on At-Risk and Diverse Learners

- Twelve additional credits from the core, clinical, and elective courses offered in the Master of Education Program.
*These courses are pre-requisites to ED634A.

ED 602–Social and Psychological Forces Affecting Youth, ED 603–Personality Development and Self Esteem, ED 655CA–Motivating the Unresponsive Student, and ED 658–Learning Styles and Multiple Intelligence are recommended for these additional credits.

Certificate in Literacy Strategies for Content Learning

Required courses for the professional development certificate include:

- ED 639–Psychological and Linguistic Foundations of Reading
- ED 620A–Teaching Students to Write Using Multiple Strategies: Composing
- ED 638B–Special Project Seminar in Reading Intervention: Comprehension
- ED 638C–Special Project Seminar in Reading Intervention: Vocabulary
- ED 678–Choosing Diverse Materials for Improving Content Learning
- ED 638–Special Project Seminar on Literacy Strategies

Electives: 9 credits to be chosen from

- ED 620B–Teaching Students to Write Using Multiple Strategies: Issues of Correctness
- ED 697–Reading Strategies for Content Learning
- 3 additional credits from the core, clinical, and elective courses offered in the Master of Education program.

Certificate in Reading Instruction

Admissions Requirement

Prior to beginning this certificate, students need to have taken courses in processes and acquisition of reading (Goucher ED 626) and materials for teaching reading (Goucher ED 627).

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 for an additional six credits:

ED 672–Assessing Needs and Evaluating Progress
ED 635–Practicum Part 2, Role of the Reading Specialist/Literacy Coach

Certification Requirement

Certification as a Reading Specialist requires MSDE teacher certification and completion of the required 3-credit introduction or survey of special education course.

Certificate in Reducing Student, Classroom, and School Disruption: Prevention and Intervention

Required courses for the professional development certificate include:

- ED 607–Prevention Strategies, Classroom Management and Communication
- ED 661–Intervention Strategies I, Conflict Resolution
- ED 662–Intervention Strategies II, Supporting Students with Challenging Behaviors
- ED 654–Special Project Seminar for Reducing Student, Classroom and School Disruption

Twelve additional credits from the core clinical and elective courses offered in the Master of Education program.

Certificate in School Improvement Leadership

Required courses for the professional development certificate include:

- ED 671–School Improvement Leadership: A Theoretical Perspective (pre-requisite to ED 673)
- ED 672–Assessing Needs and Evaluating Progress
- ED 673–School Improvement Leadership: Facilitating a Positive School Culture (pre- or co-requisite to ED674A)
- ED 674A and B–Special Project Seminar/Practicum in School Improvement Leadership; ED674A is a pre-requisite to ED674B and these classes may not be taken concurrently and must be taken in fall or spring semesters.
- 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.

Certification Requirement

Certification as Administrator I requires MSDE teacher certification, 27 months of successful teaching experience, and completion of the required 3-credit introduction or survey of special education course.

Certificate in Special Education for Certified Early Childhood, Elementary, and Secondary Teachers

Required courses for the professional development certificate include:

- ED 688–Educational Assessment and Diagnosis of Students with Special Needs I
- ED 690–Curriculum Design and Adaptations for Students with Special Needs I
- ED 691–Curriculum Design and Adaptations for Students with Special Needs II
- ED 698(A)–Special Project Seminar for Special Education

Three credits from the core courses offered in the Master of Education Program plus nine additional credits chosen from

- ED 640: Collaboration: Engaging Families, Staff and Young Children with Special Needs
- ED 642–Early Intervention: An Approach to Early Care and Education,
- ED 698 (B)–Special Project Seminar for Special Education
- ED 689–Educational Assessment and Diagnosis of Students with Special Needs II
- ED 644TK–Technological Application Seminar: Instructional Design
- ED 608PB–Supporting Students with Autism Spectrum Disorders through Inclusive Practices
- ED 608PC–Psychological Application Seminar: Differentiating Instruction: Responding to Every Student’s Needs
- ED 686–Foundations of Special Education (if not previously taken)
- ED 647–Remedial Reading Techniques for Students with Severe Reading Difficulties or other appropriate courses from the M.Ed. Program. Early childhood teachers must take ED 640, ED 642, and 698B

Certification Requirement

MSDE certification in early childhood education, elementary education or secondary certification in a content area required prior to beginning this certificate.

Students must submit passing Praxis II scores (Content Knowledge and Applications) prior to certificate completion.

Certificate in Teacher as Leader in Technology

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

ACADEMIC POLICIES AND PROCEDURES

The Master of Education degree or Master of Arts in Teaching degree is awarded after completing all the requirements for the degree (including classes, testing, or other requirements) with a grade point average of 2.67 or above. Students should clear their course load and schedule with their adviser each semester. Please be sure you are contacting your advisor from my.goucher.edu in your schedule tab.

Grading System

The grading system is as follows: A, excellent; B, good; C, passing; D and F, failing; AU, Audit; I, incomplete; W, withdraw; FX, failure to attend and to withdraw officially. The letter grades may be modified by plus or minus as follows: A, B+, B-, C+, C-, D+, and D-. 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. Based on 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 remove the student from the program. 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 below a C- must retake the course for credit. Please also note that many of the cohorts and school systems require a C or better in order to gain reimbursement or direct pay benefits. Students may request an Incomplete (I), by submitting an Incomplete Grade Request <https://www.goucher.edu/registrar/documents/Grad-Incomplete-grade-form.pdf> to their faculty member prior to the last day of classes. Incomplete grades are allotted to students who present a documented medical or other valid reason that may prevent them from completing a course within the academic semester. An incomplete should be issued only after roughly 75% of the coursework has been completed. The student must initiate the incomplete with the instructor in time for the faculty to submit the form to the registrar by the last day of classes. Sufficient documentation, such as a doctor's note expressing the need for the Incomplete Grade Request must accompany all requests. All documentation must be submitted to the instructor prior to the final day of the class for which the student is requesting the incomplete. In addition, the instructor must use the incomplete form to document the work required to complete the class, and the student's and instructor's signatures. Students have until the sixth week of the following semester to submit their completed work to their instructor, unless otherwise noted by the instructor. If the work has not been completed by the last day of the sixth week, or noted deadline, a grade of F will be submitted by the Graduate School. Unresolved incompletes will be changed to F on the transcript at the end of the examination period of the semester in which the incomplete was to have been resolved.

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

Incompletes are not guaranteed and should not be used in the event that a student fell behind for other reasons, including workload.

Petitions for grade changes should be directed to the Director of Graduate Programs in Education. No petition for grade change will be considered after ninety days from the course completion date.

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.

Transcript requests and degree and certificate issuance are processed by the Registrar's Office. Information about requesting a transcript can be found on <https://www.goucher.edu/registrar/request-a-transcript>.

Repeated Courses

*Policy changed after spring 2019. The new policy beginning fall 2019 is as follows. The policy change is not retroactive.

If a student repeats a course, all course iterations and grades will be listed on the transcript but only the grade and credits from the most recent iteration will count towards the student's GPA and total credits towards graduation.

Any Academic Program may set a policy that students may not retake more than two courses required for the program for which they received a less than satisfactory grade. A student may not repeat a course more than twice without program director approval. The Director of Graduate Programs in Education must approve a third attempt at a course, and in the event the student does not pass the course for a third time, the student may not take the course again at Goucher College. The student may take the course at another accredited graduate school and transfer it into Goucher if the student has not already exceeded twelve transfer credits, including Educator's Institute classes. This policy does not apply to withdrawals.

Academic Honor Code

The Academic Honor Code is the cornerstone of the academic community at Goucher College. It emphasizes the importance honor and integrity of the Goucher community. Authority to regulate graduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Graduate Studies Committee, which has approved the formation of the Graduate Academic Review Board. It is expected that all students, including those in the graduate and professional programs, act, with full responsibility, in accordance with the highest standard of academic integrity and honor. Both the Academic Honor Code and Student Judicial Code are published in the Campus Handbook. The Campus Handbook is available online at <https://www.goucher.edu/campus-handbook/>. The associate provost for graduate and professional studies may be consulted for more information.

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 Academic Review 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 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 words, there shall be an acknowledgment of the source of information.
- C. When it is expressed in the wording 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.
- D. Any student research will not be accepted unless all measurements of data, drawings, etc., are recorded independently and employed in the work by each student and/or authorized group.
- E. 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 research 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.

IV. Submission of Student Work

No student shall turn in work that 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. No student shall submit the work of another student, or on behalf of another student.

GENERAL COLLEGE POLICIES

Diversity Statement

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

Statement of Compliance with Title IX

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

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

Goucher College's Title IX Coordinator is:

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

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

Nondiscrimination Notice

Goucher College does not discriminate on the basis of race, color, national origin, ethnicity, sexual orientation, gender identity, religion, sex, age, disability, marital status or genetic information in its programs and activities. The college has adopted a Nondiscrimination Policy and Grievance Procedure that is available online at <http://www.goucher.edu/legalcounsel/all-policies-and-procedures-a-z/nondiscrimination-notice-and-policy>

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

Sexual Misconduct, Relationship Violence, and Stalking

Goucher College's Policy on Sexual Misconduct, Relationship Violence and Stalking provides important protections and information for victims and survivors of sexual misconduct, including sexual violence, relationship violence and stalking, as well as disciplinary procedures and sanctions for individuals who are found to have violated the policy. The policy also includes a complaint process, consisting of both informal and formal procedures. The complete Policy on Sexual Misconduct, Relationship Violence, and Stalking is available on the website at <http://www.goucher.edu/legal-counsel/all-policies-andprocedures-a-z/policy-on-sexual-misconduct-relationship-violence-and-stalking>

Conflicts of Interest

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

This policy does not attempt to describe or address every situation that might create an actual, potential, or apparent conflict of interest. As a general principle, however, all trustees, officers and administrators, faculty, and other employees of the college should avoid any actions or situations that might result in or create the appearance of using their association with the college for private gain, giving unwarranted preferential treatment to any outside individual or organization, or losing their independence or impartiality of judgment in the discharge of duties and responsibilities on behalf of the college. The complete conflict of interest policy is published on the website at <http://www.goucher.edu/legal-counsel/all-policies-andprocedures-a-z/conflict-of-interest-policy>.

International Students

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

Veterans

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

meeting the college's academic standards for all students. The student must also meet any standards of progress that may be established by VA regulations.

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

Program details and requirements can be found at www.gibill.va.gov/apply-for-benefits/.

Military Call to Active Duty

When students are called to active duty in the United States Armed Forces, Goucher College will _provide as much assistance as possible. Policies and procedures have been developed in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities. Students should consult the Veterans' Readmission Policy for more information: <http://www.goucher.edu/office-of-the-registrar/veterans-readmission-policy>.

Student Records and FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to Student Administrative Services, the dean of students, or other appropriate official written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request amendment of the student's education records that the student believes are inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Goucher College to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA or any superseding law authorizes disclosure without consent. One such exception is disclosure to school officials with legitimate educational interests. A school official is:
 - A person employed by the college in an administrative, supervisory, academic, research, or support staff position, including the Office of Public Safety and Health Center staff;
 - A contractor, consultant, volunteer, or other party to whom the college has outsourced an institutional service or function that the college would otherwise use employees to perform, provided that party is under the direct control of the college with respect to the use and maintenance of education records;
 - Individuals serving on the Board of Trustees;
 - Students serving on official boards or committees such as the Academic Honor Board, the Student Judicial Board, or a grievance committee; or
 - A person assisting another school official in performing his or her tasks.

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

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

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

A student may request that all of this information not be released by filing a written request to that effect with the Registrar's Office in Student Administrative Services by the end of the first full week of classes. Once such a request is filed, it will be honored

for the remainder of the academic year in which it was submitted. Requests to withhold directory information must be filed annually with the Registrar's Office. Students should carefully consider the consequences of any decision to withhold any category of directory information. It will require that any future requests for such information from non-institutional persons or organizations be denied, and will prevent such information from being included in the Student Directory. Further information about FERPA can be found on the Web at www.goucher.edu/ferpa.

Student Grievance Procedure

Goucher has established a process for students to express and resolve misunderstandings, concerns, or grievances that they have with any college employee in a prompt, fair, and equitable manner. This procedure emphasizes informal resolution. The Student Grievance Procedure is available online at <http://www.goucher.edu/legal-counsel/all-policies-and-procedures-az/student-grievance-procedure>.

Clery Act Compliance

In accordance with the Clery Act, Goucher College publishes an annual security report disclosing campus security policies and three years of selected crime statistics, as well as information about crimes that might pose a threat to the community, basic rights that must be accorded to victims of sexual assault, relationship violence and stalking, and the college policy regarding alcoholic beverages and substance abuse. A printed copy of the report is available, upon request, at the Office of Public Safety and on the college website at <http://www.goucher.edu/legal-counsel/all-policies-and-procedures-a-z/annualsecurity-report>. Goucher's Annual Security Report includes the 2016 Fire Safety Report.

Alcohol, Tobacco, and Other Drug Policies

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

Accessibility Services

Goucher College seeks to provide equal educational opportunities for qualified students with disabilities. This is consistent with our Community Principle of Inclusion, which states that we will acknowledge and embrace the unique gifts and differences of our community members. We are committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other relevant state and federal legislation.

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

If you have questions about the accommodation process, please send them to graduateadmissions@goucher.edu.

Other Policies

College rules and policies regarding other matters—such as computer use, loss of student eligibility for federal aid due to drug-related offenses, and the Academic Honor Code—can be found in the *Campus Handbook*, available online at <https://www.goucher.edu/campus-handbook/>

FINANCIAL INFORMATION

Fees and Expenses

Tuition and fees for the 2022-2023 academic year are available on the Welch Center website at <https://www.goucher.edu/billing/tuition-and-fees>

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

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

Fees subject to change without notice.

Electronic Billing

Goucher sends electronic account statements to student Goucher e-mail addresses. It is the responsibility of the student to update any e-mail changes online at <https://www.goucher.edu/information-technology/communications/e-mail/>.

Health Insurance*

Graduate students seeking health insurance should visit www.healthcare.gov to compare plans available in their state.

The federal regulations for the Special Enrollment period are 60 days after the date your coverage ends. You should check with your state exchange to confirm their Special Enrollment period. This eligibility is the only way you can get a Government Plan outside of Open Enrollment. You may also want to check the Internet to find other health insurance options offered in the private sector.

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

*Fee subject to change without notice.**

Late Registration and Withdrawals

A student may enroll during open registration or during the add/drop period. Students should refer to this link <https://www.goucher.edu/registrar/academic-calendar> for all registration deadlines, including add/drop/withdrawal and other important dates.

After the drop period, a student will need to withdraw from the course and will receive a “W” on his/her/their academic record indicating he/she/they withdrew from the class. Students who fail to comply with the withdrawal procedures within the published deadline will receive an F. Please see the Refund Policy below for more information about refunds when withdrawing from courses.

Refund Policy

There are no refunds, partial or full, to students after the add/drop deadline. Students who withdraw from or fail a class are responsible for all tuition and fees. If a late drop can be processed with full documentation, the refund will be determined by the Graduate Billing Office. Refunds and documentation are subject to approval by the Director of Graduate Programs in Education, the Graduate Billing Office, and Enrollment Management.

Financial Aid

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

Financial aid is available to qualified applicants in the M.Ed. and M.A.T. programs. Students participating in the professional development certificate programs are not eligible to receive federal financial aid. The form and amount of aid will vary depending on the program and credits in which the student is enrolled. Please refer to the college’s financial aid website, www.goucher.edu/financialaid. Financial aid regulations are subject to change without notice.

M.A.T. Program

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 4.5 credit hours each semester for federal or state funds. To apply for a grant, students must complete the Free Application for Federal Student Aid at www.fafsa.ed.gov. *Grant funds are extremely limited.*

Loans—M.A.T. students may borrow 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 at www.fafsa.ed.gov. Please refer to the financial aid homepage for additional information at www.goucher.edu/financialaid.

M.Ed. Program

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 4.5 credit hours each semester for federal or state funds. To apply for a grant, students must complete the Free Application for Federal Student Aid at www.fafsa.ed.gov. *Grants are extremely limited.*

Loans—M.Ed. students may borrow 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) at www.fafsa.ed.gov. Please refer to the financial aid homepage for additional information at www.goucher.edu/financialaid.

Student Support Services (Coming Fall 2023)**

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

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

Degreeworks is *not* functional for Graduate Programs yet, but is being assessed for ability to be brought into functional status. Updates will be provided. Until then, students should rely on their academic program plan and advisor for degree and certificate completion status.

COURSE DESCRIPTIONS

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

Discussion of the major theories of development and their application using a lifespan approach. Application of theory to child rearing and K-12 educational practices.

Cognitive, social cognition, moral, psychoanalytic, ecological, maturational, and social-learning perspectives used to facilitate understanding of issues affecting development.

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

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

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

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

ED 604. Contemporary Issues in Education (3 credits)

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

ED 605. Research Methods (3 credits)

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

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

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

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

Developing strategies to increase positive classroom and school environments.

Prevention strategies include communication; instruction; classroom environment and structure; rules, routines and procedures and developing and maintaining meaningful relationships with students.

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

Application of current brain research to everyday classroom instruction based on how the brain learns. The course will cover gender differences in learning, how sleep affects

the brain, role of attention in retaining information, and how emotions affect learning (Previously ED 608).

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

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

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

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

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

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

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

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

ED 615. Athletic Administration/Leadership (3 credits)

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

ED 616. Sports Psychology (2 credits)

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

ED 617. Coaching Seminar (2 credits)

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

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

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

ED 619. Diversity Issues in Athletics (3 credits)

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

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

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

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

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

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

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

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

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

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

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

ED 624. Middle School Special Seminar (3 credits)

The topics of the seminar or project will vary to meet students' needs. May be repeated for credit. A maximum of 10 credits may be taken. For degree and certificate candidates, one credit is required to complete a special project, portfolio, and technology competencies. Prerequisites: ED 621, 622, and 623.

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

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

ED 626. Diagnosis of Reading Difficulties (3 credits)

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

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

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

ED 628. Teaching Reading through Text (3 credits)

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

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

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

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

Strategies to ensure the success of all students in meeting the literacy demands of learning in content areas. Exploration of the effects of individual differences on student performance and motivation. Specific methods to teach and use research, media, and study skills effectively. Assessment and planning tools to assess students' strengths and needs and incorporate techniques to support their learning. (MSDE-approved course in reading: Teaching Reading in Secondary Content Area, Part II)

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

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

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

The concept of the "vulnerable but invincible" at-risk student. An examination of the protective factors and competencies that distinguish resilient at-risk children from vulnerable at-risk children. The social, educational, and familial factors that foster

resiliency. The use of protective factors for prevention and educational intervention.
Prerequisite: ED 631 or permission of the director.

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

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

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

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

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

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

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

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

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

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

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

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

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

Detailed examination of intervention models for comprehension instruction for early literacy, intermediate children and adolescents, and for special education and inclusion

classrooms. Strategies for teaching and developing comprehension skills. Often requires practicum work with children.

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

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

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

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

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

Designed to provide students with an understanding of working with children and their families and childcare providers through a home visiting model. Examine home visiting from a historical perspective and from a family perspective. Topics include the characteristics of a home visitor, adult learning theory and coaching.

ED 641IA. Multicultural Education (3 credits)

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

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

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

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

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

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

Focus on planning, implementing, and evaluating early intervention programs for eligible infants, toddlers, and their families. Topics include Individualized Family Service Plan (IFSP) development, family-centered curriculum, family support techniques, problem

solving and decision-making, instructional strategies, early literacy development, technology, and alternative models for provision of early intervention services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ED 644TK. Assistive Technology–Online (3 credits)

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

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

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

ED 646. School Law (3 credits)

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

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

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

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

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

ED 651. Educating for Character (1.5 credits)

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

ED 652. Mediation of Conflict (1.5 credits)

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

ED 653. Supervision for Effective Instruction (3 credits)

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

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

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

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

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

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

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

ED 655CC. Stress Management (1.5 credits)

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

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

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

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

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

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

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

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

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

ED 657A. Communications: Theory (1.5 credits)

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

ED 657B. Communications: Application (1.5 credits)

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

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

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

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

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

ED 658EC. Second Language Acquisition (3 credits)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Provides an overview of ethical, social, and cultural implications in health care service delivery, including socio-economic status, geographic limitations, diversity, equity in

care, cultural and language barriers, end-of-life considerations, access and barriers to access, and related topics.

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

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

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

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

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

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

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

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

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

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

ED 667. Health Services Informatics (3 credits)

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

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

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

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

A consideration of the psychological, social, and administrative processes and assumptions underlying school improvement and change. Recent educational leadership and administrative research related to programs, strategies, and techniques that address varying student needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ED 680. Theories of Learning (3 credits)

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

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

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

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

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

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

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

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

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

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

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

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

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

ED 686. Foundations of Special Education (3 credits)

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

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

This yearlong internship (for traditional students) or supervised teaching experience (for conditional teachers) is divided into two time periods: phase one, field placement; and phase two, student teaching. Interns are expected to spend 20 hours a week in the classroom during their field placement for a minimum of 15 weeks in phase I, followed

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ED 699. E-portfolio Completion (0 credits)

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

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