

Thank you for your interest in Goucher College's off-campus and online Master's degree programs. We are pleased to bring our graduate programs to your local area. Once you submit your application (Steps 1 below), I will be able to hold a seat while you continue to work on your admissions file.

This packet includes all of the information that you will need to be admitted into the program. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at (667) 444-2410 or by email at [Kleonard@exploregoucher.com](mailto:Kleonard@exploregoucher.com).

**Apply online at <http://graduateprogram.org/goucher-college/application-checklist> for faster processing.**



**NOTE:** Goucher College strictly limits enrollment in each program to 25 students and accepts reservations on a first-come, first-served basis.

**Complete step 1 below to reserve your seat in this program.**

Once you have reserved your seat, turn to **Page 2** or visit the [online checklist](#) to complete the remaining admission steps.

**1**

### **Application for Graduate Admission (Pages 3-4)**

Submit your application [online](#) or complete pages 3-5 and return by fax to (800) 504-7618.



Congratulations on your pursuit of a Master's degree with Goucher College!

**Sincerely,**

Kim Leonard

Graduate Information Office

(667) 444-2410

[Kleonard@exploregoucher.com](mailto:Kleonard@exploregoucher.com)

Apply online at <http://graduateprogram.org/goucher-college/application-checklist> for faster processing.

### 2 Essay (Page 5)

An essay is required which addresses one of the topics provided on page 5. This statement should be two to three pages in length. You may upload your statement directly to the Graduate Information Office online, or return by fax (800-504-7618), e-mail, or mail.\*\*\*Not required for any Professional Development (PD) Certification Applicants or Cohort Applicants\*\*\*

### 3 Letters of Recommendation

One letter of recommendation should be completed by someone who knows you well enough to give an informed opinion of your intellectual ability, capacity for sustained self-directed study, personal qualifications, and professional potential

### 4 Official Transcripts (Page 6)

Send official sealed transcripts of all degree bearing institutions.  
If your college allows, please sent electronic transcripts to [graduateadmissions@goucher.edu](mailto:graduateadmissions@goucher.edu)  
Paper Transcripts can be mailed from the institution to: Goucher College, Graduate Programs attn: Graduate Admissions, 1021 Dulaney Valley, Baltimore, MD 21204.

### 5 Financial Aid (Page 7-8)

Determine how you plan to pay for the program: Financial Aid or a Payment Plan.  
If using Financial Aid, complete the FAFSA online. For more information, see page 7. It is in your best interest to complete the financial aid process as early as possible.  
If using a Payment Plan, follow the instructions on Page 8.

If you choose to submit paper forms for any of the steps above, documents should be faxed or mailed to:



**Goucher College**

Graduate Programs, Attn: Graduate Admissions  
1021 Dulaney Valley  
Baltimore, MD 21204



**(800) 504-7618**

## PERSONAL DATA

**Name**  Title  First  Middle  Last  Suffix

**Preferred Name**  **Name on transcript(s)** (if different from above)

**Home Address**  City  State  Zip Code

**Email Address**  **Home Phone**  **Cell Phone**

**Social Security Number**  -  -  **Sex**  M  F **Date of Birth**

## CITIZENSHIP INFORMATION

The following items are optional. No information you provide will be used in a discriminatory manner.

**Primary Citizenship**  **Dual Citizenship**

**Are you a U.S. Citizen or Permanent Resident?**  Yes  No

## RACE/ETHNICITY OPTIONAL

Colleges and universities are asked by many groups, including the federal government, accrediting associations, college guides, and newspapers, to describe the ethnic/racial backgrounds of their students and employees. In order to respond to these requests, we ask you to answer the following two questions.

**Are you Hispanic/Latino?**  Hispanic/Latino  Non-Hispanic/Latino

**Regardless of your answer to the prior question, please check one or more of the following groups in which you consider yourself to be a member:**  American Indian or Alaska Native  Asian  Black or African American  Hispanic  Native Hawaiian or Other Pacific Islander  Nonresident Alien  White

## MAILING ADDRESS

**Is current address different than permanent address? If your current address is different than your permanent address, select yes and fill out your address, otherwise skip this section.**  Yes  No

**Mailing Address**  City  State  Zip Code

## PROGRAM INFORMATION

Please choose the semester you plan to begin the program, your preferred class location and the program you wish to enroll in.

**Anticipated Start Term**  Summer 2020  Fall 2020

**Location**  Online  Main Campus

**Masters of Education (M.Ed.)**

- |   |   |
|---|---|
| <input type="checkbox"/> At-Risk and Diverse Learners                       | <input type="checkbox"/> Athletic Program Leadership and Administration |
| <input type="checkbox"/> ESOL for Certified Teachers                        | <input type="checkbox"/> Literacy Strategies for Content Learning       |
| <input type="checkbox"/> Reading Instruction Concentration                  | <input type="checkbox"/> School Improvement Leadership Concentration    |
| <input type="checkbox"/> Reducing Student, Classroom, and School Disruption | <input type="checkbox"/> Teacher as Leader in Technology Concentration  |
| <input type="checkbox"/> Spec Ed Certified Teachers                         |   |

**Professional Development Certification**

- |  |  |
|--|--|
| <input type="checkbox"/> Certificate in At-Risk/Diverse Learners                       | <input type="checkbox"/> Certificate in Reducing Student, Classroom, and School Disruption |
| <input type="checkbox"/> Certificate in Literacy Strategies for Content Learning       | <input type="checkbox"/> Certificate in Teacher as Leader in Technology                    |
| <input type="checkbox"/> Certificate in Reading Instruction                            | <input type="checkbox"/> Certificate in ESOL for Certified Teachers                        |
| <input type="checkbox"/> Certificate in School Improvement Leadership                  | <input type="checkbox"/> Certificate in Special Education Certified Teachers               |
| <input type="checkbox"/> Certificate in Athletic Program Leadership and Administration |  |

**Masters of Arts in Teaching (M.A.T.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Dual Elementary (Grades 1-6) and Special Education (Grades 1-8) | <input type="checkbox"/> Dual Secondary with Special Education     |
| <input type="checkbox"/> Elementary Education (Grades 1-6)                               | <input type="checkbox"/> Elementary Special Education (Grades 1-6) |

Secondary Education

Secondary Special Education (Grades 6-12)

## EDUCATION BACKGROUND

Please list your highest degree earned. Official transcripts must be received from all schools directly or in the school's sealed envelope whether or not a degree was received.

**College/University**  Name  City  State  Zip Code  Country

**Attended From:** Month  Year  **Attended To:** Month  Year

**Level of Study**  Graduate  Undergraduate **Degree Earned or Expected**

## EMPLOYMENT BACKGROUND

Please list most current employer.

**Organization**  Name  City  State  Country

**Telephone**  **From:** Month  Year  **To:** Month  Year

**Starting Position**  **Ending Position**

**Description**

## FINANCIAL ASSISTANCE

If you are eligible, obtaining financial aid is a simple process. Begin by visiting <http://www.goucher.edu/graduatefinancialaid> and then go to <http://www.fafsa.gov> to complete the Free Application for Federal Student Aid (FAFSA). Failure to submit the FAFSA promptly may delay a financial aid award notification.

**Do you plan to apply for financial aid? (Your response does not affect an admission decision.)**  Yes  No

## RECOMMENDATIONS

If you'd prefer our system to request recommendations on your behalf to be submitted electronically, please provide the contact information:

**Name**  Title  First  Last

**Country**  **Organization**  **Position/Title**

**Relationship**  **Telephone**  **Email Address**

**Name**  Title  First  Last

**Country**  **Organization**  **Position/Title**

**Relationship**  **Telephone**  **Email Address**

## SIGNATURE

Please note by signing this paper application you give permission for the representative to create an online account and application for you. Your information will be input and you can track your application after you receive confirmation it's been created.

**Student Signature**  **Date**

Please write a two to three page double-spaced essay discussing one of the following:

- 1 What are your professional goals, and how will this program help you achieve them?
- 2 Write a brief autobiography highlighting the experiences that have been important in shaping your goals.
- 3 What do you think is the most significant problem in education today? How would you recommend alleviating this problem?

---

Submit your essay by mail or fax to:



**Goucher College**

Graduate Programs, Attn: Graduate Admissions  
1021 Dulaney Valley  
Baltimore, MD 21204



**(800) 504-7618**

Goucher College requires official transcripts, either in sealed, signed envelopes or via electronic submission directly from the registrar's office. Follow the steps below to request transcripts from each school that you attended. We require official transcripts from all degree granting attended colleges/universities

### **REQUEST OFFICIAL TRANSCRIPTS:**

There are multiple ways to request transcripts, and each college or university will have their own process.

### **ONLINE:**

If your college allows, please send electronic transcripts to [graduateadmissions@goucher.edu](mailto:graduateadmissions@goucher.edu).

### **BY MAIL:**

You can also send sealed transcripts to:

#### **Goucher College**

Graduate Programs, Attn: Graduate Admissions  
1021 Dulaney Valley  
Baltimore, MD 21204

- 1 Contact the Registrar's office at your previously attended school, either by phone, email, or through your university's website.
- 2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.

**Note: Some colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.**

- 3 It can often take several days for a transcript request to be processed. When your transcripts are received, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days, please contact us at **(667) 444-2410**.

## How to Apply for Financial Aid:

- 1 Complete the 2019-2020 Free Application for Federal Student Aid (FAFSA).**
  - Submit online at: <https://www.fafsa.gov>.
  - Be sure to add Goucher College to your list of schools. Our school code is 002073.
  - The 2019-2020 FAFSA uses 2017 tax return information. Please use the IRS Data Retrieval Tool (DRT) if you are eligible.
- 2 Submit Goucher's "Graduate Student Expected Enrollment" form.**
  - Submit after you work with your advisor on your schedule and expected credits.
  - Form is available on our web page: <http://www.goucher.edu/forms>.
- 3 New students should activate their financial aid "Net Partner" web portal when available.**
  - You need to be accepted into a degree program and have been issued your 9-digit Goucher ID number by the graduate office before you can activate your Net Partner.
  - See "First Time Users" steps here: <https://www.goucher.edu/financial-aid/net-partner/>.
  - Once financial aid is packaged, you will receive an e-mail to accept aid in Net Partner.
  - Additional steps may be needed depending on the type of aid accepted.
- 4 New students should begin using their Goucher e-mail when it becomes available.**
  - All important financial aid and billing notifications need to be sent to that address.

---

## General Processing Timeline:

- It normally takes about 4 business days for Goucher to receive a FAFSA electronically.
- Financial aid packaging for the 2019-2020 academic year (Fall 2019, Spring 2020, Summer 2020) will begin in June of 2019 provided we have a FAFSA and expected enrollment form on file.
- If you are submitting your FAFSA and paperwork after mid-June, it normally takes at least 5-10 business days for processing and to receive a notification about financial aid.
- Financial aid notifications go to your Goucher student e-mail.

---

## Types of Financial Aid Available:

- **Federal Student Loans – Direct Unsubsidized or Graduate PLUS loans**
  - Requires at least half-time (4.5 credits) enrollment.
  - For more information, see: <https://studentaid.ed.gov/sa/types/loans>
  - Loan Repayment information: <https://studentaid.ed.gov/sa/repay-loans/understand>
- **Federal TEACH Grant**
  - Service obligation is required, and grant will need to be repaid as a loan if the service obligation is not met within a certain time frame.
  - <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>
- **Maryland State Aid (for Maryland residents who are eligible)**
  - Requires submitting the FAFSA by March 1st each year.
  - <https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>
- **Private Outside Scholarships**
  - <https://www.goucher.edu/financial-aid/types-of-financial-aid/outside-scholarships>
- **Private Outside Loans**
  - <https://www.goucher.edu/financial-aid/types-of-financial-aid/loans>

**For more information, please contact the Financial Aid Office  
at (410) 337-6141 or [finaid@goucher.edu](mailto:finaid@goucher.edu)**

### Payment Options:

Make your tuition payment online!

Make a secure real-time online payment to Goucher College using CashNet, our WebPay (<https://www.goucher.edu/billing/e-billing-and-online-payments/student-online-payment-instructions>) service.

### Payment Plans:

Goucher offers monthly payment plan through Cashnet. They offer annual plans (plans covering the cost of Fall and Spring tuition and charges) and semester only plans (just covering Fall or Spring tuition and charges).

**To enroll in one of these plans go to [www.goucher.edu/paymentplans](http://www.goucher.edu/paymentplans). For any questions regarding the online plan enrollment, you can call 1-877-821-0625.**

Payments for these plans are due to Cashnet, not to Goucher, and are interest free. Your Goucher statement will show a payment/credit for the entire amount of your semester plan amount, even though you won't have paid that entire amount yet. All plan enrollments must be submitted online.

#### **Graduate Annual plans - \$55 Enrollment fee**

9 month plan starts July 20th

8 month plan starts August 20th

7 month plan starts September 20th

#### **Graduate Semester Only plans - \$35 Enrollment fee**

5 month plan starts July 1st (Fall Semester), December 1st (Spring Semester)

4 month plan starts August 1st (Fall Semester), January 1st (Spring Semester)

3 month plan starts September 1st (Fall Semester), February 1st (Spring Semester)

**If you have any questions about the plan, call the Billing office at 410-337-6022.**



**For:**

This program focuses on the theory and practice of addressing the needs of an increasingly diverse population of learners in our schools. Particular attention is given to students at high risk for educational difficulty and to equity issues.

**How you learn:**

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

**Career Outcomes:**

Graduates leave the program equipped with the skills to work with different populations, non-profits organizations, title one schools, or youth groups.

**Course Progression and Degree Requirements:**

**M.Ed. Program Option**

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 631                    | Psychological & Social Characteristics of At-Risk & Diverse Learners                                    | 3         |
| ED 632                    | Psychological & Social Characteristics of Resilient Learners  | 2         |
| ED 633                    | Methods of Teaching At-Risk & Diverse Learners  | 3         |
| ED 651                    | Educating for Character   | 1.5       |
| ED 652                    | Mediation of Conflict   | 1.5       |
| ED 601                    | Theories of Development   | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 604                    | Contemporary Issues   | 3         |
| ED 681                    | Curriculum Development for a Multi-Cultural Society   | 3         |
| ED 607                    | Prevention Strategies, Classroom Management and Communication   | 3         |
| ED 605                    | Research Methods  | 3         |
| ED 606                    | Action Research   | 3         |
| ED 634                    | Special Project Seminar on At-risk & Diverse Learners (Technology Requirement and Portfolio Completion) | 1         |
| <b>Total Credit Hours</b> |   | <b>36</b> |

**Post-Master's Certificate (PDs) Program Option**

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 631                    | Psychological & Social Characteristics of At-Risk & Diverse Learners                                    | 3         |
| ED 632                    | Psychological & Social Characteristics of Resilient Learners  | 2         |
| ED 633                    | Methods of Teaching At-Risk & Diverse Learners  | 3         |
| ED 651                    | Educating for Character   | 1.5       |
| ED 652                    | Mediation of Conflict   | 1.5       |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 681                    | Curriculum Development for a Multi-Cultural Society   | 3         |
| ED 634                    | Special Project Seminar on At-risk & Diverse Learners (Technology Requirement and Portfolio Completion) | 1         |
| <b>Total Credit Hours</b> |   | <b>21</b> |

**This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.**

### For:

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

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills to be successful coaches or athletic leaders at universities, high schools, or in the private sector.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 615                    | Athletic Administration/Leadership                  | 3         |
| ED 616                    | Sports Psychology                                   | 2         |
| ED 617                    | Coaching Seminar                                    | 2         |
| ED 619                    | Diversity Issues in Athletics                       | 3         |
| ED 601                    | Theories of Development                             | 3         |
| ED 602                    | Sociological Perspective                            | 3         |
| ED 605                    | Research Methods                                    | 3         |
| ED 606                    | Action Research                                     | 3         |
| ED 646                    | School Law  | 3         |
| ED 653                    | Supervision   | 3         |
| ED 603                    | Personality Development & Self Esteem               | 3         |
| ED 602                    | The Social and Psychological Forces Impacting Youth | 3         |
| ED 618                    | Athletic Administration/ Coaching Internship        | 2         |
| <b>Total Credit Hours</b> |   | <b>36</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 615                    | Athletic Administration/Leadership           | 3         |
| ED 616                    | Sports Psychology                            | 2         |
| ED 617                    | Coaching Seminar                             | 2         |
| ED 619                    | Diversity Issues in Athletics                | 3         |
| ED 602                    | Sociological Perspective                     | 3         |
| ED 646                    | School Law                                   | 3         |
| ED 653                    | Supervision                                  | 3         |
| ED 618                    | Athletic Administration/ Coaching Internship | 2         |
| <b>Total Credit Hours</b> |  | <b>21</b> |

#### Technology Requirements for Graduation:

- Technology competencies demonstrated
- Portfolio completion and exit conference

**This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.**

### For:

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

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program will have met the MSDE requirements for Reading Teacher Secondary within their school.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 639                    | Psychological & Linguistic Foundations of Reading (required for reading teacher endorsement)              | 3         |
| ED 697                    | Reading Strategies for Content Learning (required for reading teacher endorsement)                        | 3         |
| ED 620 A                  | Teaching Students to Write Using Multiple Strategies: Composing   | 3         |
| ED 638 B                  | Special Project Seminar in Reading Intervention: Comprehension (required for reading teacher endorsement) | 1.5       |
| ED 638 C                  | Special Project Seminar in Reading Intervention: Vocabulary (required for reading teacher endorsement)    | 1.5       |
| ED 678                    | Choosing Diverse Materials for Improving Content Learning   | 2         |
| ED 626                    | Diagnosis of Reading Difficulties (required for reading teacher endorsement)                              | 3         |
| ED 620 B                  | Teaching Students to Write Using Multiple Strategies: Issues of Correctness                               | 3         |
| ED 601                    | Theories of Development   | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 605                    | Research Methods  | 3         |
| ED 606                    | Action Research   | 3         |
| ED 679                    | Special Project Seminar on Literacy Strategies (Technology Requirement and Portfolio Completion)          | 1         |
| <b>Total Credit Hours</b> |   | <b>36</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 639                    | Psychological & Linguistic Foundations of Reading (required for reading teacher endorsement)              | 3         |
| ED 697                    | Reading Strategies for Content Learning (required for reading teacher endorsement)                        | 3         |
| ED 638 A                  | Special Project Seminar in Reading Intervention: Comprehension (required for reading teacher endorsement) | 1.5       |
| ED 638 B                  | Special Project Seminar in Reading Intervention: Vocabulary (required for reading teacher endorsement)    | 1.5       |
| ED 626                    | Diagnosis of Reading Difficulties (required for reading teacher endorsement)                              | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 679                    | Special Project Seminar on Literacy Strategies (Technology Requirement and Portfolio Completion)          | 1         |
| <b>Total Credit Hours</b> |   | <b>21</b> |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

### For:

Today's schools serve an increasingly diverse population of students, including non- native English speakers. Support for schools in addressing the needs of this rapidly growing population is addressed in this program. Participants in this program will address a wide range of concepts, theories and practices related to effectively teaching English language learners.

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills necessary to pass the Praxis examination to add ESOL teacher certification.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 658 EC                 | Second Language Acquisition                                  | 3         |
| ED 658 EB                 | Teaching and Reading and Writing for English Learners        | 3         |
| ED 658 ED                 | Assessment in the ESOL Classroom                             | 2         |
| ED 658EA<br>or ED 694     | Methods for Teaching ESOL                                    | 3         |
| ED 601                    | Theories of Development                                      | 3         |
| ED 602                    | Sociological Perspective                                     | 3         |
| ED 605                    | Research Methods   | 3         |
| ED 681                    | Curriculum Development for a Multicultural Society           | 3         |
| ED 606                    | Action Research  | 3         |
| ED 651                    | Educating for Character                                      | 1.5       |
| 639                       | Psychological and Linguistic Foundations of Reading          | 3         |
| ED 603                    | Personality Development & Self Esteem                        | 3         |
| ED 652                    | Mediation of Conflict  | 1.5       |
| ED 687                    | Special Project Seminar/Internship with portfolio (required) | 1         |
| <b>Total Credit Hours</b> |  | <b>36</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 658 EC                 | Second Language Acquisition                                  | 3         |
| ED 658 EB                 | Teaching and Reading and Writing for English Learners        | 3         |
| ED 658 ED                 | Assessment in the ESOL Classroom                             | 2         |
| ED 658EA<br>or ED 694     | Methods for Teaching ESOL                                    | 3         |
| ED 601                    | Theories of Development                                      | 3         |
| ED 602                    | Sociological Perspective                                     | 3         |
| ED 681                    | Curriculum Development for a Multicultural Society           | 3         |
| ED 687                    | Special Project Seminar/Internship with portfolio (required) | 1         |
| <b>Total Credit Hours</b> |  | <b>21</b> |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

### For:

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

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills necessary to pass the Praxis examination to add certification as a special educator.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 690                    | Curriculum Design and Adaptations for Students with Special Needs 1                | 3         |
| ED 691                    | Curriculum Design and Adaptations for Students with Special Needs II               | 3         |
| ED 688                    | Educational Assessment and Diagnosis of Students with Special Needs I              | 3         |
| ED 689                    | Educational Assessment and Diagnosis of Students with Special Needs II             | 3         |
| ED 601                    | Theories of Development  | 3         |
| ED 605                    | Research Methods   | 3         |
| ED 606                    | Action Research  | 3         |
| ED 604                    | Contemporary Issues  | 3         |
| ED 651                    | Educating for Character  | 1.5       |
| ED 652                    | Mediation of Conflict  | 1.5       |
| ED 681                    | Curriculum Development for a Multicultural Society                                 | 3         |
| ED 602                    | Sociological Perspective   | 3         |
| ED 603                    | Personality Development & Self Esteem  | 3         |
| ED 698 A                  | Special Project Seminar (includes technology requirement and portfolio completion) | 1         |
| <b>Total Credit Hours</b> |  | <b>36</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 690                    | Curriculum Design and Adaptations for Students with Special Needs 1                | 3         |
| ED 691                    | Curriculum Design and Adaptations for Students with Special Needs II               | 3         |
| ED 688                    | Educational Assessment and Diagnosis of Students with Special Needs I              | 3         |
| ED 689                    | Educational Assessment and Diagnosis of Students with Special Needs II             | 3         |
| ED 681                    | Curriculum Development for a Multicultural Society                                 | 3         |
| ED 602                    | Sociological Perspective   | 3         |
| ED 603                    | Personality Development & Self Esteem  | 3         |
| ED 698 A                  | Special Project Seminar (includes technology requirement and portfolio completion) | 1         |
| <b>Total Credit Hours</b> |  | <b>21</b> |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

### For:

In today's classrooms, teachers must effectively educate a wide variety of diverse learners, including students with vastly different behavioral challenges. A focus of this program will be understanding the impact of positive relationships with students and how those relationships impact behavior. Participants will explore the causes of student behaviors and develop prevention and intervention strategies to meet student needs.

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills necessary to be successful and implement curriculum in classrooms and schools of diverse learners and different behavioral challenges.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 607                    | Prevention Strategies, Classroom Management and Communication                               | 3         |
| ED 661                    | Intervention Strategies I, Conflict Resolution  | 2         |
| ED 662                    | Intervention Strategies I, Challenging Behaviors  | 3         |
| ED 601                    | Theories of Development   | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 604                    | Contemporary Issues   | 3         |
| ED 651                    | Educating for Character   | 1.5       |
| ED 652                    | Mediation of Conflict   | 1.5       |
| ED 681                    | Curriculum Development for a Multicultural Society  | 3         |
| ED 633                    | Methods of Teaching At-Risk & Diverse Learners  | 3         |
| ED 605                    | Research Methods  | 3         |
| ED 606                    | Action Research   | 3         |
| ED 654                    | Special Project Seminar for Reducing Student, Classroom and School Disruption (e-portfolio) | 1         |
| <b>Total Credit Hours</b> |   | <b>36</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 607                    | Prevention Strategies, Classroom Management and Communication                               | 3         |
| ED 661                    | Intervention Strategies I, Conflict Resolution  | 2         |
| ED 662                    | Intervention Strategies I, Challenging Behaviors  | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 681                    | Curriculum Development for a Multicultural Society  | 3         |
| ED 633                    | Methods of Teaching At-Risk & Diverse Learners  | 3         |
| ED 654                    | Special Project Seminar for Reducing Student, Classroom and School Disruption (e-portfolio) | 1         |
| <b>Total Credit Hours</b> |   | <b>21</b> |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

### For:

This reading instruction coursework will prepare teachers to support individual students, classroom teachers, and the general reading program in the school. This program includes two practicums: one where the participant works with an individual student and one focused on the reading program in the school.

This program leads to Maryland State Department of Education (MSDE) certification as a Reading Specialist. Certification as a Reading Specialist requires MSDE teacher certification and completion of the required a 3 credit Introduction/Survey of Special Education course.

Participants may opt to take a four course sequence to obtain Reading Teacher Endorsement.

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills necessary to become a Reading Specialist within the state of Maryland.

### Course Progression and Degree Requirements:

#### M.Ed. Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 625                    | Strategies & Resources in Teaching Reading (required for reading teacher endorsement)   | 3         |
| ED 626                    | Diagnosis of Reading Difficulties (required for reading specialist endorsement)   | 3         |
| ED 637                    | Practicum - - Part 1, Reading Diagnosis and Instruction (required for reading teacher endorsement)                                | 3         |
| ED 639                    | Psychological & Linguistic Foundations of Reading (required for reading teacher endorsement)                                      | 3         |
| ED 636                    | Overview of Intervention Strategies (Candidates completing requirements for Maryland Reading Specialist Certification)            | 1.5       |
| ED 638A<br>ED 638B        | Special Project Seminar/limited practicum in Reading Interventions required for reading teacher endorsement)                      | 3         |
| ED 635                    | Practicum - - Part 2, Role of Reading Specialist (required to complete Maryland Reading Specialist Certification) and e-portfolio | 3         |
| ED 601                    | Theories of Development   | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 603                    | Personality Development & Self Esteem   | 3         |
| ED 672                    | Assessing Needs and Evaluating Progress   | 3         |
| ED 651                    | Educating for Character   | 1.5       |
| ED 605                    | Research Methods  | 3         |
| ED 606                    | Action Research   | 3         |
| <b>Total Credit Hours</b> |   | <b>39</b> |

#### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 625                    | Strategies & Resources in Teaching Reading (required for reading teacher endorsement)   | 3         |
| ED 626                    | Diagnosis of Reading Difficulties (required for reading specialist endorsement)   | 3         |
| ED 639                    | Psychological & Linguistic Foundations of Reading (required for reading teacher endorsement)                                      | 3         |
| ED 636                    | Overview of Intervention Strategies (Candidates completing requirements for Maryland Reading Specialist Certification)            | 1.5       |
| ED 638 A                  | Special Project Seminar in Reading Intervention: Comprehension (required for reading teacher endorsement)                         | 1.5       |
| ED 638 B                  | Special Project Seminar in Reading Intervention: Vocabulary (required for reading teacher endorsement)                            | 1.5       |
| ED 638 C                  | Special Project Seminar in Reading Intervention: Word Identification (required for reading teacher endorsement)                   | 1.5       |
| ED 637                    | Practicum - - Part 1, Reading Diagnosis and Instruction (required for reading teacher endorsement)                                | 3         |
| ED 635                    | Practicum - - Part 2, Role of Reading Specialist (required to complete Maryland Reading Specialist Certification) and e-portfolio | 3         |
| ED 672                    | Assessing Needs and Evaluating Progress   | 3         |
| <b>Total Credit Hours</b> |   | <b>24</b> |

**Admissions Requirement:** Prior to beginning this specialization, students need to have taken courses required for initial certification.

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

**Technology Requirements for Graduation:**

- Technology competencies demonstrated
- Portfolio completion and exit conference

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

### For:

The School Improvement Leadership programs focus on instructional leadership. During a year-long practicum, participants will apply theories and practices from course work in the school environment. These programs are Maryland-approved programs for Administrator 1 certification.

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

Graduates leave the program equipped with the skills to become successful administrators within their schools and school districts.

### Degree Requirements:

| Course #                  | Title   | Credits   |
|---------------------------|---|-----------|
| ED 681                    | Curriculum Development in a Multicultural Society                     | 3         |
| ED 653                    | Supervision   | 3         |
| ED 646                    | School Law  | 3         |
| ED 671                    | School Improvement Leadership: A Theoretical Perspective              | 3         |
| ED 673                    | School Improvement Leadership: Facilitating a Positive School Culture | 3         |
| ED 672                    | Assessing Needs and Evaluating Progress                               | 3         |
| ED 674 A                  | Special Project Seminar/Practicum in School Improvement Leadership    | 1.5       |
| ED 674 B                  | Special Project Seminar/Practicum in School Improvement Leadership    | 1.5       |
| ED 601                    | Theories of Development   | 3         |
| ED 602                    | Sociological Perspective  | 3         |
| ED 605                    | Research Methods  | 3         |
| ED 606                    | Action Research   | 3         |
| ED 603                    | Personality Development & Self Esteem                                 | 3         |
| ED 651                    | Educating for Character   | 1.5       |
| ED 652                    | Mediation of Conflict   | 1.5       |
| <b>Total Credit Hours</b> |   | <b>39</b> |

### Post-Master's Certificate (PDs) Program Option

| Course #                  | Title  | Credits   |
|---------------------------|--|-----------|
| ED 653                    | Supervision for Effective Instruction              | 3         |
| ED 646                    | School Law   | 3         |
| ED 671*                   | School Improvement Leadership – the Theory         | 3         |
| ED 672                    | Assessing Needs, Evaluating Progress               | 3         |
| ED 673                    | School Culture                                     | 3         |
| ED 674 A/B                | Internship/Seminar                                 | 3         |
| ED 681                    | Curriculum Development in a Multi-Cultural Society | 3         |
| <b>Total Credit Hours</b> |  | <b>21</b> |

\* ED 671 is a pre-requisite for Ed 673; ED 673 is a pre- or co-requisite for ED 674. Eportfolio must be completed in ED 674 A/B.

### Technology Requirements for Graduation:

- Technology competencies demonstrated
- Portfolio completion and exit conference

### 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.

**This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.**



### For:

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

#### Program Options Available for:

- Master of Education degree (36 credits)
- Professional Development Certificate (21 credits)

### How you learn:

**Online Format:** This is an online graduate program. No face-to-face class meetings are required, but students will be engaged in an active and engaging online environment that includes assignments, materials, discussion threads, assessments and/or group activities done electronically. You will finish one 3-credit course every 8 weeks.

Face-to-Face Options are available, please contact the Graduate Information Office at (667) 444-2410.

### Career Outcomes:

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

### Degree Requirements:

| Core Courses          |  |                  |
|-----------------------|--|------------------|
| ED 601                | Theories of Development  | 3                |
| ED 605                | Research Methods   | 3                |
| ED 681                | Curriculum Development in a Multi-Cultural Society                       | 3                |
| ED 602                | Sociological Perspective   | 3                |
| ED 604                | Contemporary Issues  | 3                |
| ED 649                | Multimedia in the Curriculum (Elective)                                  | 3                |
| ED 606                | Action Research  | 3                |
|                       |  | <b>Hours: 21</b> |
| Technology Leadership |  |                  |
| ED 675                | Teacher Leadership in Technology Based Learning                          | 3                |
| ED 676                | Leading Technology Based Learning for Improved Student Learning          | 3                |
| ED 677                | A&B - Special Project Seminar/Practicum in Teacher Leadership Technology | 3                |
|                       |  | <b>Hours: 9</b>  |
| Clinical Courses      |  |                  |
| ED 651                | Values   | 1.5              |
| ED 652                | Mediation of Conflict  | 1.5              |
|                       |  | <b>Hours: 3</b>  |

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

The Master of Arts in Teaching (M.A.T.) degree with Elementary Education (grades 1-6) concentration is a certification program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

**For:**

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 education students. The program is completed with a lengthy internship or supervised teaching experience, guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

**Career Outcomes:**

Graduates leave the program equipped with Maryland Elementary School (grades 1-6) certification necessary for teaching diverse student populations.

**Course Progression and Degree Requirements:**

| Course # | Title  | Credits |
|----------|--|---------|
| ED 680*  | Theories of Learning   | 3       |
| ED 686   | Foundations of Special Education   | 3       |
| ED 656*  | Classroom Management   | 1.5     |
| ED 660*  | Planning   | 1.5     |
| ED 682E* | Foundations of Reading, elementary   | 3       |
| ED 672   | Assessment   | 3       |
| ED 601   | Development  | 3       |
| ED 681   | Curriculum Development   | 3       |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, depending on proficiency) | 6       |
| ED 627   | Advanced Methods in Reading  | 3       |
| ED 685   | Mathematics  | 2       |
| ED 683   | Science  | 2       |
| ED 684   | Social Studies   | 2       |
| ED 629   | Reading Assessment   | 1       |
| ED 628   | Teaching Reading   | 3       |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification is completed, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course work, if needed, must be completed before certification. \* These courses must be successfully completed prior to the internship.**

The Master of Arts in Teaching (M.A.T.) degree with Dual Certification – Elementary (1-6) and Elementary/Middle Special Education (grades 1-8) is a program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

**For:**

The program is based on the assumption that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general education students. The program is completed with a lengthy internship or supervised teaching experience guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

**Career Outcomes:**

Graduates leave the program equipped with elementary (grades 1-6) and elementary/middle school special education (grades 1-8) certification necessary for teaching students in diverse school settings.

**Course Progression and Degree Requirements:**

| Course # | Title  | Credits |
|----------|--|---------|
| ED 680*  | Theories of Learning   | 3       |
| ED 686   | Foundations of Special Education   | 3       |
| ED 656*  | Classroom Management   | 1.5     |
| ED 660*  | Planning   | 1.5     |
| ED 682E* | Foundations of Reading, elementary   | 3       |
| ED 672   | Assessment (classroom)   | 3       |
| ED 688   | Assessment I for special education teachers                                  | 3       |
| ED 690   | Curriculum I for special education teachers                                  | 3       |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, depending on proficiency) | 6       |
| ED 627   | Advanced Methods in Reading  | 3       |
| ED 685   | Mathematics  | 2       |
| ED 689   | Assessment II for special education teachers                                 | 3       |
| ED 691   | Curriculum II for special education teachers                                 | 3       |
| ED 629   | Reading Assessment   | 1       |
| ED 628   | Teaching Reading   | 3       |
| ED 601   | Development  | 3       |
| ED 681   | Curriculum Development   | 3       |
| ED 683   | Science  | 2       |
| ED 684   | Social Studies   | 2       |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification is completed, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course work, if needed, must be completed before certification. \*These courses must be successfully completed prior to the internship.**

The master of arts in teaching (M.A.T.) degree with Elementary Special Education concentration (grades 1-8) is a certification program designed to prepare college graduates who wish to enter the teaching profession, but who have not had adequate preparation for teaching.

### For:

The program is based on the assumption that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general education students. The program is completed with a lengthy internship or supervised teaching experience guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

### Career Outcomes:

Graduates leave the program equipped with elementary/middle school (grades 1-8) special education certification necessary for teaching students in diverse school settings.

### Course Progression and Degree Requirements:

| Course # | Title  | Credits |
|----------|--|---------|
| ED 680*  | Theories of Learning   | 3       |
| ED 686   | Foundations of Special Education   | 3       |
| ED 656*  | Classroom Management   | 1.5     |
| ED 660*  | Planning   | 1.5     |
| ED 682E* | Foundations of Reading, elementary   | 3       |
| ED 672   | Assessment (classroom)   | 3       |
| ED 688   | Assessment I for special education teachers                                  | 3       |
| ED 690   | Curriculum I for special education teachers                                  | 3       |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, depending on proficiency) | 6       |
| ED 627   | Advanced Methods in Reading  | 3       |
| ED 685   | Mathematics (if a conditional teacher, other content areas may be taken)     | 2       |
| ED 689   | Assessment II for special education teachers                                 | 3       |
| ED 691   | Curriculum II for special education teachers                                 | 3       |
| ED 629   | Reading Assessment   | 1       |
| ED 628   | Teaching Reading   | 3       |
| ED 601   | Development  | 3       |
| ED 681   | Curriculum Development   | 3       |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification is completed, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course, if needed, work must be completed before certification. \*These courses must be successfully completed prior to the internship.**

The Master of Arts in teaching (M.A.T.) degree with Secondary Education (grade 9-12) concentration is a certification program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

**For:**

The program assumes that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general education students. The program is completed with a lengthy internship or supervised teaching experience guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

**Career Outcomes:**

Graduates leave the program equipped with secondary (grades 9-12) certification necessary for teaching students in diverse school settings.

**Course Progression and Degree Requirements:**

| Course # | Title  | Credits          |
|----------|--|------------------|
| ED 686   | Foundations of Special Education   | 3                |
| ED 680*  | Theories of Learning   | 3                |
| ED 660*  | Planning   | 1.5              |
| ED 656*  | Classroom Management   | 1.5              |
| ED 682S* | Foundations of Content Reading, secondary                                    | 3                |
| ED 604   | Contemporary Issues  |                  |
| ED 601   | Development  | 3                |
| ED 681   | Curriculum Development   | 3                |
| ED 693   | General Secondary Methods  | 3                |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, depending on proficiency) | 6                |
| ED 630   | Advanced Methods of Teaching Content Reading, secondary                      | 3                |
| ED 694   | Specific Content Methods for two terms                                       | 4 over two terms |
| ED 672   | Assessment (classroom)   | 3                |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification is completed, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course work, if needed, must be completed before certification. \*These courses must be successfully completed prior to the internship.**

The Master of Arts in Teaching (M.A.T.) degree with Secondary Special Education Certification (grades 6-12) concentration is a certification program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

**For:**

The program assumes that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general education students. The program is completed with a lengthy internship or supervised teaching experience guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

**Career Outcomes:**

Graduates leave the program equipped with secondary special education (grades 6-12) certification necessary for teaching students in diverse school settings.

**Course Progression and Degree Requirements:**

| Course # | Title  | Credits |
|----------|--|---------|
| ED 686   | Foundations of Special Education   | 3       |
| ED 680*  | Theories of Learning   | 3       |
| ED 660*  | Planning   | 1.5     |
| ED 656*  | Classroom Management   | 1.5     |
| ED 682S* | Foundations of Reading, secondary  | 3       |
| ED 604   | Contemporary Issues  | 3       |
| ED 688   | Assessment I for special education teachers                                  | 3       |
| ED 690   | Curriculum I for special education teachers                                  | 3       |
| ED 693   | General Secondary Methods  | 3       |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, depending on proficiency) | 6       |
| ED 630   | Advanced Methods of Teaching Content Reading, secondary                      | 3       |
| ED 685   | Mathematics (if a conditional teacher, other content areas may be taken)     | 2       |
| ED 689   | Assessment II for special education teachers                                 | 3       |
| ED 691   | Curriculum II for special education teachers                                 | 3       |
| ED 672   | Assessment (classroom)   | 3       |
| ED 601   | Development  | 3       |
| ED 681   | Curriculum Development   | 3       |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification is completed, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course work, if needed, must be completed before certification. \*These courses must be successfully completed prior to the internship.**

The Master of Arts in teaching (M.A.T.) degree with Dual certification – Secondary content and Special Education certification concentrations is a dual certification program designed to prepare college graduates who wish to enter the teaching profession but who have not had adequate preparation for teaching.

**For:**

The program assumes that, through a curriculum carefully balanced in theory and practice, participants can acquire the knowledge and skills needed for teaching general education students. The program is completed with a lengthy internship or supervised teaching experience guided by both a member of the Goucher College faculty and a mentor teacher. Traditional interns are generally placed at Professional Development Schools, while conditional teachers are supervised in their school positions.

**Career Outcomes:**

Graduates leave the program equipped with dual certification -- secondary content (9-12) and special education (grades 6-12) necessary for teaching students in diverse school settings.

**Course Progression and Degree Requirements:**

| Course # | Title  | Credits          |
|----------|--|------------------|
| ED 686   | Foundations of Special Education   | 3                |
| ED 680*  | Theories of Learning   | 3                |
| ED 660*  | Planning   | 1.5              |
| ED 656*  | Classroom Management   | 1.5              |
| ED 682S* | Foundations of Reading, secondary  | 3                |
| ED 604   | Contemporary Issues  | 3                |
| ED 688   | Assessment I for special education teachers                                  | 3                |
| ED 690   | Curriculum I for special education teachers                                  | 3                |
| ED 693   | General Secondary Methods  | 3                |
| ED 687   | Internship with Seminars (3 or 4 eight week terms, according to proficiency) | 6                |
| ED 630   | Advanced Methods of Teaching Content Reading, secondary                      | 3                |
| ED 694   | Specific Content Methods for two terms                                       | 4 over two terms |
| ED 689   | Assessment II for special education teachers                                 | 3                |
| ED 691   | Curriculum II for special education teachers                                 | 3                |
| ED 672   | Assessment (classroom)   | 3                |
| ED 681   | Curriculum Development   | 3                |
| ED 601   | Development  | 3                |

**NOTE: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. All Praxis or other state tests must be passed before certification, and Praxis I and all content tests must be passed before the internship or supervised experience. All undergraduate course work must be completed before certification.**

**\*These courses must be successfully completed prior to the internship.**

### About Goucher College

Goucher College is dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.

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

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

### Admission Requirements

Candidates for a degree program at Goucher College must submit the following: 1) Completed Application Form; 2) Essay; 3) One letter of recommendation; 4) Official sealed transcripts from your undergraduate/graduate institution. Admissions requirements may vary for direct billing cohort programs.

### Transfer Credits

Students may, at the discretion of the program director, be able to transfer up to 12 graduate credits from other institutions into a graduate program, provided those credits carry a grade of "B" or above. Students are not eligible to transfer credits into the Post-Master's certificate programs. Students will be required to provide documentation of course content relevant to the Goucher College graduate program in which they seek to enroll.

### Cohort Information

These programs are dependent on a minimum of 10 students and class size is limited to 25 students.

### Textbook Information

Graduate students can arrange to have textbooks shipped to them for a nominal fee. Visit the Goucher College bookstore website at <https://goucher.bncollege.com> for more information.

### Goucher College Tuition Information

The tuition rate for the 2020 school year varies depending on your semester start date, plus applicable fees. Cohort cost may vary depending on your employer. Goucher College reserves the right to raise tuition costs annually.

### Important Contacts

|                             |                 |              |  |
|-----------------------------|-----------------|--------------|--|
| Graduate Information Office | Kim Leonard     | 667-444-2410 | <a href="mailto:kleonard@exploregoucher.com">kleonard@exploregoucher.com</a> |
| Financial Aid               | Scott Farquhar  | 410-337-6142 | <a href="mailto:Scott.farquhar@goucher.edu">Scott.farquhar@goucher.edu</a>   |
| Registrar                   | Christina Berke | 410-337-6530 | <a href="mailto:Christina.berke@goucher.edu">Christina.berke@goucher.edu</a> |
| Advising                    | Cielo Cournoyer | 410-337-3055 | <a href="mailto:Cielo.cournoyer@goucher.edu">Cielo.cournoyer@goucher.edu</a> |