

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
Total Credit Hours		36

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
Total Credit Hours		21

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
Total Credit Hours		36

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
Total Credit Hours		21

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
Total Credit Hours		36

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
Total Credit Hours		21

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 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
Total Credit Hours		36

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 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
Total Credit Hours		21

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
Total Credit Hours		36

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
Total Credit Hours		21

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
Total Credit Hours		36

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
Total Credit Hours		21

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 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
Total Credit Hours		39

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
Total Credit Hours		24

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
Total Credit Hours		39

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
Total Credit Hours		21

* 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
		Hours: 21
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
		Hours: 9
Clinical Courses		
ED 651	Values	1.5
ED 652	Mediation of Conflict	1.5
		Hours: 3

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.**