

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, 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.

Apply [online](#) at our dedicated website for faster processing.



NOTE: Goucher College strictly limits enrollment in each program to 25 students and accepts students 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** or [email](#).



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

Sincerely,

Kim Leonard

Graduate Information Office

(667) 444-2410

Kleonard@exploregoucher.com

Apply [online](#) at our dedicated website 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 send electronic transcripts to 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.

A 3.0 GPA is recommended for admittance. If you have less than a 3.0 GPA, you will meet with the program director prior to receiving an acceptance decision.

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, mailed, or emailed to:



Goucher College

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



(800) 504-7618

kleonard@graduateprogram.org

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 Fall 2021 (term 2) Spring 2022

Location Online Main Campus

Masters of Education (M.Ed.)

- At-Risk and Diverse Learners
- ESOL for Certified Teachers
- Reading Instruction Concentration
- Reducing Student, Classroom, and School Disruption
- Spec Ed Certified Teachers
- Athletic Program Leadership and Administration
- Literacy Strategies for Content Learning
- School Improvement Leadership Concentration
- Teacher as Leader in Technology Concentration

Professional Development Certification

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

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

- Dual Elementary (Grades 1-6) and Special Education (Grades 1-8)
- Elementary Education (Grades 1-6)
- Secondary Education
- Dual Secondary with Special Education
- Elementary Special Education (Grades 1-6)
- 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, fax, or e-mail to:



Goucher College
Attn: Graduate Admissions
1021 Dulany Valley
Baltimore, MD 21204



(800) 504-7618

kleonard@graduateprogram.org

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. A 3.0 GPA is recommended for admittance. If you have less than a 3.0 GPA, you will meet with the program director prior to receiving an acceptance decision.

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.

BY MAIL:

You can also send sealed transcripts to:

Goucher College
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 2020-2021 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 Summer 2020-2021 FAFSA uses 2018 tax return information and Fall 2021-2022 FAFSA uses 2019 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 need to activate their account in the financial aid web portal called Net Partner**
 - 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 are only sent to your secure Goucher e-mail.

General Processing Timeline:

- It normally takes about 4 business days for Goucher to receive a FAFSA electronically.
 - A valid FAFSA and expected enrollment form need to be on file before processing can begin.
 - Please allow 10-15 business days after confirming your FAFSA and expected enrollment form have been received for an e-mail with next steps.
-

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 (MAT Programs only)**
 - 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**

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. 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
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.**

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.ecampus.com/> for more information.

Goucher College Tuition Information

The tuition rate for the 2021-2022 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	kleonard@exploregoucher.com
Financial Aid	Scott Farquhar	410-337-6142	Scott.farquhar@goucher.edu
Billing Department		410-337-6022	graduatebilling@goucher.edu