

# Johns Hopkins University School of Education



Academic Catalog 2010 - 2011

*prepare to make a difference*

JOHNS HOPKINS  
UNIVERSITY

School of Education

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## INTRODUCTION

### JOHNS HOPKINS UNIVERSITY

The Johns Hopkins University, founded in 1876, is a private coeducational research university. As the first true research university in the United States dedicated to advanced study and scientific research, Johns Hopkins continues today to be a leader in teaching, research, and community service, and is the single largest university recipient of research and development funds from the federal government.

Besides the School of Education, the University comprises eight other academic divisions: the Zanvyl Krieger School of Arts and Sciences, the Whiting School of Engineering, the Carey Business School, the Paul H. Nitze School of Advanced International Studies (SAIS), the Bloomberg School of Public Health, the School of Medicine, the School of Nursing, and the Peabody Institute, a conservatory of music. In addition, the Applied Physics Laboratory in Laurel, MD, is a non-academic division of the University, co-equal to the nine schools, devoted entirely to research and development.

The University's two main campuses, the Homewood and Johns Hopkins Medical Institutions campuses, are located in urban Baltimore, MD. In addition, the University operates a network of urban and suburban campus centers, institutes, and facilities throughout the Baltimore-Washington area—including centers in downtown Baltimore and Washington, DC, and in Howard and Montgomery counties in Maryland—along with academic facilities in Nanjing, China, and in Bologna and Florence, Italy.

In total, the University enrolls nearly 20,000 full-time and part-time students. It is one of the largest private employer's in Maryland, with about 27,000 people in full-time, part-time and temporary positions.

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### SCHOOL OF EDUCATION

For more than a century, the Johns Hopkins University School of Education has been preparing educators to make a difference in the lives of children. Founded in 1909 as College Courses for Teachers, the School has a long history of providing innovative academic programs and applied research that have measurably improved the quality of PK-12 education, especially in the most challenged urban schools. This blend of quality and responsiveness has led to strong partnerships with school systems, other Johns Hopkins schools, national professional organizations, and governmental agencies.

The School of Education's core purpose is to advance society and enhance the quality of life through discovery, teaching, and learning. The School addresses the most pressing issues facing public PK-12 education today: recruiting, preparing, and retraining a new generation of highly qualified teachers; building school leadership capac-

ity in an era of heightened accountability; helping children with special needs reach their full potential; developing research-based curricula focused on school improvement and enhanced student achievement; and addressing social and emotional needs of youth, adults, and families.

In support of these priorities, the School houses five departments: Teacher Development and Leadership, Teacher Preparation, Counseling and Human Services, Special Education, and Interdisciplinary Studies in Education; and two distinctive research and development centers: the Center for Research and Reform in Education and the Center for Technology in Education.

In addition, the School's nationally renowned Division of Public Safety Leadership cultivates and sustains viable communities through degree programs that foster the ethical, social, and intellectual development of current and future public safety officials.

The School of Education offers a wide variety of master's and certificate programs. It awards more than 500 master's degrees in education annually—the largest number awarded by any institution in Maryland. Doctoral degrees are offered in special education and teacher development and leadership, while the Division of Public Safety Leadership also offers undergraduate programs. Candidates in the School of Education are:

- knowledgeable in their respective content area/discipline
- reflective practitioners
- committed to diversity
- data-based decision-makers
- integrators of applied technology

The School enrolls more than 2,000 students annually, and employs more than 50 full-time faculty and 30 research and professional staff. The School of Education offers programs at three main instructional sites: the Education Building on the Homewood Campus in Baltimore, the Columbia Center in Howard County, MD, and the Montgomery County Campus, near Rockville, MD.

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### ACCREDITATION

The Johns Hopkins University is accredited by the:

Middle States Commission on Higher Education  
3624 Market St.  
Philadelphia, PA 19104  
267-284-5000  
[www.msche.org](http://www.msche.org)

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

NCATE is an accrediting body for schools, colleges, and departments of education authorized by the United

States Department of Education. NCATE determines which institutions meet rigorous national standards in preparing teachers and other school specialists for the classroom. NCATE's performance based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all students from kindergarten through grade 12. NCATE believes every student deserves caring, competent, and highly qualified teachers. NCATE may be contacted at:

National Council for Accreditation of  
Teacher Education  
2010 Massachusetts Ave, NW  
Suite 500  
Washington, DC 20036  
202-466-7496  
[www.ncate.org](http://www.ncate.org)

All programs leading to professional licensure are approved by the Maryland State Department of Education (MSDE), which may be contacted at:

Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201  
410-767-0600  
[www.marylandpublicschools.org](http://www.marylandpublicschools.org)

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## SCHOOL OF EDUCATION MISSION, CORE VALUES, AND CONCEPTUAL FRAMEWORK

### MISSION

The mission of the School of Education is to support and advance the quality of education and human services for the continuous development of children, youth, and adults. This mission, which forms the core of the unit's Conceptual Framework, is accomplished through:

- teaching
- research
- program development
- leadership and service
- partnership programs

In fulfilling its mission, the School of Education strives to produce candidates that are:

- **Knowledgeable in their respective content area/discipline:** understanding of content and demonstration of an ability to integrate appropriate national, state, and local standards in the candidate's work.
- **Reflective practitioners:** ability to modify, differentiate, and analyze effectiveness of instruction within the context of a particular classroom or school; ability to engage in and benefit from research that leads to

improved student outcomes; cultivation of a reflective disposition for lifelong learning.

- **Committed to diversity:** respect for the differences among learners (for example, but not limited to, cultural, ethnic, racial, gender, sexual orientation, ability, socio-economic) in the candidate's classroom/school; commitment to the development of all students; commitment to working in schools characterized by diversity of students; understanding of different learning needs/styles and an ability to differentiate instruction appropriately.
- **Data-based decision-makers:** understanding of the formal and informal assessments by which progress can be measured at the individual student, classroom, and school levels; ability to use data to plan for instruction (classroom-based or school-wide).
- **Integrators of applied technology:** ability to enhance instruction through the appropriate integration of technology; ability to use technologies appropriate to school-based instruction.

In pursuing its mission, the School of Education will sustain its historical commitment to flexible format programs for working professionals in the Baltimore-Washington region, and will selectively expand specialized and exemplary academic programs and research activities to national and international audiences.

### CORE VALUES

To achieve its mission, School of Education faculty, staff, and students uphold and promote the following core values:

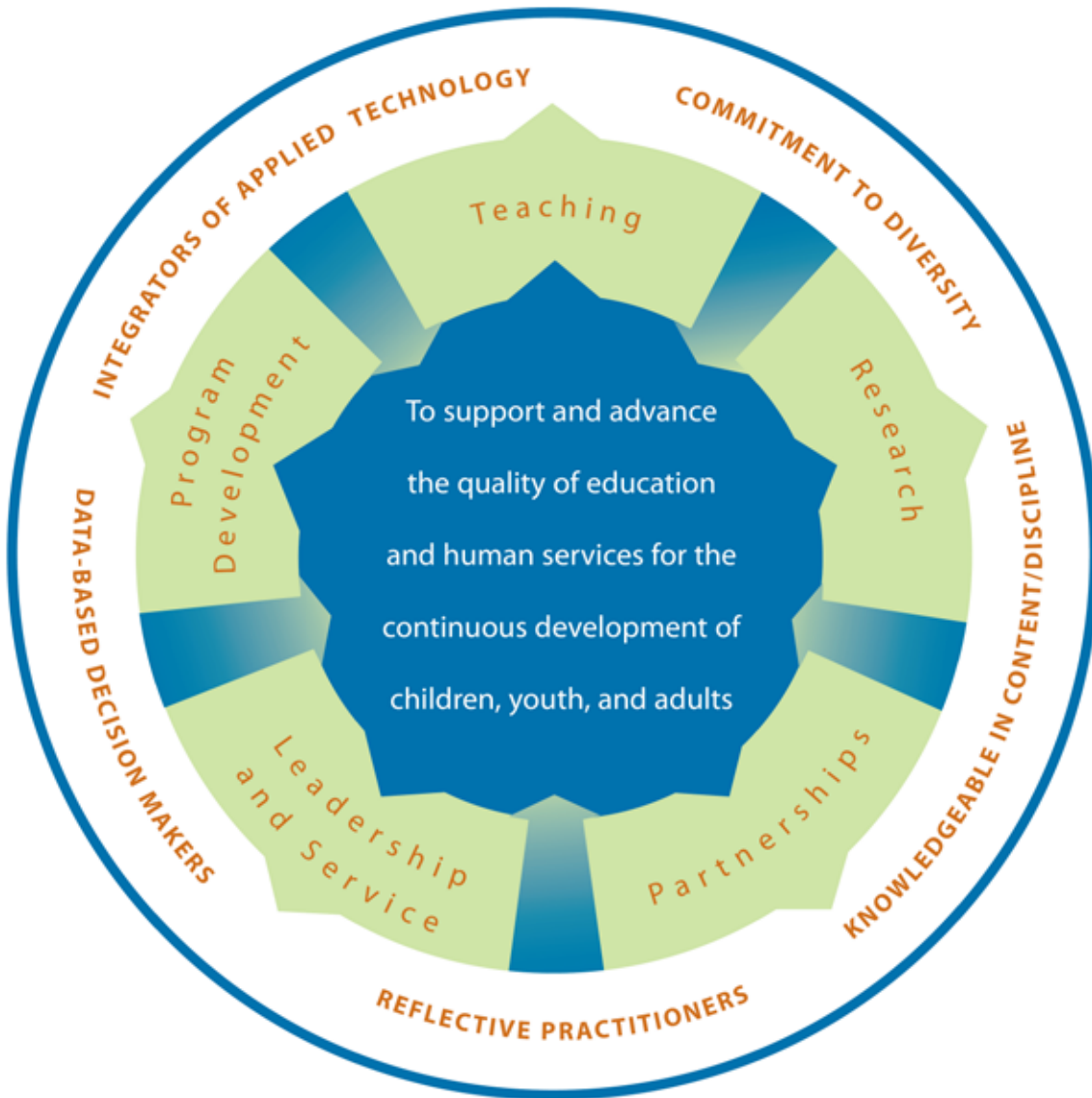
- **Innovation (in discovery, scholarship, leadership, and application):** As members of a university community known preeminently for research and its application, we challenge ourselves to create and test new approaches to the educational needs of our schools and communities, as well as in our own administrative and student support systems.
- **Excellence:** As reflective practitioners, we engage in regular self assessment and invite external peer reviews to drive the continuous improvement of our academic programs, research activities, and administrative systems.
- **Collaboration and Partnerships:** We believe that multi-disciplinary and inter-institutional teams, including other schools within Johns Hopkins and public school systems, provide the range of perspectives required to address the most challenging issues facing PK-12 schools and communities.
- **Evidence-based Practice:** Research and its application and evaluation form an iterative cycle that guides informed practice in our program development, policy formulation, and school reform initiatives. So, too, evidence-based decision making shapes our internal activities such as student and financial services.

- **Integrity:** One hundred years of continuous service to our region's public schools and urban neighborhoods has earned us a reputation as a trustworthy partner in enhancing the quality of life for children, youth, and adults. By continuing to focus our actions and decisions on the students, schools, and communities we serve, we will sustain this primary commitment.
- **Civility and Diversity (in people, thought, and practice):** Civility and diversity are processes that form the warp and weft of our school community, weaving together the multiplicity of perspectives and experiences that enhance all our work.



School of Education  
Johns Hopkins University  
CONCEPTUAL FRAMEWORK

□ Candidate Outcomes    ■ Methods of Delivery    ■ Mission





# SCHOOL OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

## Graduate Education Programs

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
<b>Master of Arts in Teaching (MAT)</b>				
<i>Concentrations (Certified Programs):</i>	Flexible Master of Arts in Teaching (FlexMAT)	Department of Teacher Preparation	39	52
	School Immersion Master of Arts in Teaching (SIMAT)	Department of Teacher Preparation	39	53
	Professional Immersion Master of Arts in Teaching (Montgomery County ProMAT)	Department of Teacher Preparation	39	54
	Accelerated Master of Arts in Teaching (AMAT)	Department of Teacher Preparation	39	55
<b>Master of Science in Counseling</b>				
<i>Concentrations:</i>	Clinical Community Counseling	Department of Counseling and Human Services	48	62
	School Counseling (Flexible and Fellows Programs)	Department of Counseling and Human Services	48	63-65
<b>Master of Science in Education</b>				
<i>Concentrations:</i>	Educational Studies	Department of Interdisciplinary Studies in Education	33-39	76
	Educational Studies (Baltimore Area)	Department of Teacher Preparation	36-51	55
	Educational Studies (Teach for America)	Department of Teacher Preparation	36-51	58
	Reading	Department of Teacher Development & Leadership	39	42
	School Administration and Supervision	Department of Teacher Development & Leadership	39	43
	Technology for Educators	Department of Teacher Development & Leadership	36	43

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
<b>Master of Science in Special Education</b>				
<i>Concentrations (Certified Programs):</i>	Early Childhood Special Education (Infant/Primary)	Department of Special Education	39	67
	Mild to Moderate Disabilities (Elementary/Middle & Secondary/Adult)	Department of Special Education	39	68
	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Department of Special Education	36	69
	Severe Disabilities (grades K-12)	Department of Special Education	36	69
<i>Concentrations (Non-certified Programs):</i>	General Special Education Studies	Department of Special Education	36-39	70
	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Department of Special Education	36	71
	Severe Disabilities	Department of Special Education	36	71
	Severe Disabilities: Emphasis in Autism Spectrum Disorders	Department of Special Education	36	72
	Technology in Special Education	Department of Special Education	36	72
<b>Certificates of Advanced Graduate Study (CAGS)</b>				
<i>Concentrations:</i>	Counseling	Department of Counseling and Human Services	30	65
	Special Education	Department of Special Education	30	74
<b>Graduate Certificate Programs</b>				
<i>Adult Learning:</i>	Online Teaching and Learning for Adults (pending approval)	Department of Interdisciplinary Studies in Education	15	77
	Teaching the Adult Learner	Department of Interdisciplinary Studies in Education	15	77
<i>Counseling:</i>	Clinical Community Counseling	Department of Counseling and Human Services	15	65
	Play Therapy	Department of Counseling and Human Services	15	65
<i>Reading:</i>	Adolescent Literacy Education	Department of Teacher Development & Leadership	15	44

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
	Effective Teaching of Reading	Department of Teacher Development & Leadership	15	46
	Emergent Literacy Education	Department of Teacher Development & Leadership	15	46
<i>School Administration and Supervision:</i>	Coaching Skills for Educational Leaders	Department of Teacher Development & Leadership	15	44
	Educational Leadership for Independent Schools	Department of Teacher Development & Leadership	15	45
	Leadership for School, Family, and Community Collaboration	Department of Teacher Development & Leadership	15	47
	School Administration and Supervision	Department of Teacher Development & Leadership	18	48-49
<i>Special Education:</i>	Advanced Methods for Differentiated Instruction and Inclusive Education	Department of Special Education	15	74
	Assistive Technology	Department of Special Education	15	74
	Early Intervention/Preschool Special Education Specialist	Department of Special Education	15	74
	Education of Students with Autism and other Pervasive Developmental Disorders	Department of Special Education	18	75
	Education of Students with Severe Disabilities	Department of Special Education	15	75
<i>STEM (Science, Technology, Engineering, Mathematics) Education:</i>	Earth/Space Science	Department of Interdisciplinary Studies in Education	18	76
	K-8 Mathematics Lead-Teachers	Department of Teacher Preparation	18	60
	K-8 Science Lead-Teachers	Department of Teacher Preparation	18	60
	Mind, Brain, and Teaching	Department of Interdisciplinary Studies in Education	15	77
<i>Technology for Educators:</i>	Data-Based Decision Making and Organizational Improvement	Department of Teacher Development & Leadership	15	45
	Leadership in Technology Integration	Department of Teacher Development & Leadership	15	48
<i>Other Specialties:</i>	English as a Second Language (ESL) Instruction	Department of Teacher Development & Leadership	15	46
	Gifted Education	Department of Teacher Development & Leadership	18	47
	Teacher Leadership: Instructional Leadership in School Settings	Department of Teacher Development & Leadership	15	49

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
	Urban Education	Department of Interdisciplinary Studies in Education	15	78
<b>Doctoral Programs</b>				
<i>Concentrations:</i>	Special Education	Department of Special Education	99	79
	Teacher Development and Leadership	Department of Teacher Development & Leadership	99	79

## DIVISION OF PUBLIC SAFETY LEADERSHIP

Qualification	Program	Number of Credits	Program Information on Page:
<b>Bachelor of Science in Management and Leadership</b>			
<i>Concentrations:</i>	Police Executive Leadership Program (PELP)	60	143
	Public Safety Aspiring Leadership Program	60	146
<b>Master of Science in Intelligence Analysis</b>			
<i>Concentrations:</i>	Intelligence Analysis	42	149
<b>Master of Science in Management</b>			
<i>Concentrations:</i>	Police Executive Leadership (PELP)	45	144
	Public Safety Aspiring Leadership	45	147
<b>Accelerated Master of Science in Management</b>			
<i>Concentrations:</i>	Police Executive Leadership (PELP)	30	145
	Public Safety Aspiring Leadership	30	148

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## 2010–11 ACADEMIC YEAR CALENDAR

### SUMMER SEMESTER 2010

**April 1**

Financial aid priority filing date for 2010 summer semester

**April 1 – May 31**

Registration period for 2010 summer semester

**May 28**

Last day to submit graduation application for 2010 summer semester

**June 1**

2010 Summer Session I begins

**July 1**

Last day for students to submit incomplete work from 2010 spring semester and May Session

**July 4 – 5**

Fourth of July holiday; no classes held

**July 12**

Summer Session I ends

**July 19**

Summer Session II begins

**August 28**

2010 Summer Session II ends

**October 5**

Last day for students to submit incomplete work from the 2010 summer semester

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### FALL SEMESTER 2010

**June 1**

Financial aid priority filing date for 2010 fall semester

**June 1**

Deadline for Maryland State Workforce Shortage Student Assistance Grants application

**July 1**

Deadline for 2010-11 school-based scholarships

**July 5 – August 29**

Registration period for 2010 fall semester

**August 27**

Last day to submit graduation application for 2010 fall semester

**August 30**

2010 fall semester classes begin

**September 6**

Labor Day; no classes held

**November 24 – 28**

Thanksgiving Holiday; no classes held

**December 13 – 18**

Final examination period for 15-week classes

**December 18**

Last day of 2010 fall semester

**February 24**

Last day for students to submit incomplete work from 2010 fall semester and 2011 January Intersession

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### JANUARY INTERSESSION 2011

**January 3 – 22**

2011 January Intersession

**January 17**

Martin Luther King Jr., holiday; no classes held

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### SPRING SEMESTER 2011

**November 1 – January 23**

Registration period for 2011 spring semester

**November 1**

Financial aid priority filing date for 2011 spring semester

**January 3**

Last day to submit graduation application for 2011 spring semester

**January 24**

2011 spring semester classes begin

**March 1**

Deadline for 2011–12 Maryland State Scholarships

**April 1**

Financial aid priority filing date for 2011 summer semester

**May 2 – 7**

Final examination period for 15-week classes

**May 7**

Last day of 2011 spring semester

**May 26**

University-wide Commencement;  
School of Education diploma ceremony

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**MAY SESSION 2011****May 9 – May 28**

May Session classes

**July 2**

Last day for students to submit incomplete work from  
2011 spring semester and 2011 May Session





## ADMISSION, REGISTRATION, AND FINANCES

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## ADMISSION

### GENERAL ADMISSION POLICY

The admission process for degree and certificate programs in the School of Education is designed to assure academic quality and program integrity. The admission process respects the dignity, privacy, and academic well-being of the applicant and is based on principles of fairness and equality of opportunity.

Johns Hopkins University is committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. As such, Johns Hopkins does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic in any student program or activity administered by the university or with regard to admission or employment.

To be admitted to a degree or certificate program, students must submit a formal application. At minimum, this will include an essay, official transcripts from all post-secondary institutions attended, and an \$80 application fee. If found eligible for admission to a program, applicants may also receive a personal admission interview. Because admission requirements (e.g., standardized test scores and letters of recommendation) vary by program, applicants should contact the Office of Admissions at 410-516-9797 or go online at [www.education.jhu.edu](http://www.education.jhu.edu) to determine specific admission criteria, suitability of prior qualifications, or certification requirements. Applicants should refer to the degree/certificate program listings in this catalog for specific program application requirements.

Applicants for graduate degree and certificate programs must hold a bachelor's degree (and in some cases a master's degree) from a regionally or nationally accredited college or university. Academic records (transcripts, diplomas, and degree certificates) from non-U.S. institutions must be evaluated by an authorized credential evaluation agency (see *ation*). Students who provide fraudulent or incomplete information during the admission process will be dismissed.

The admission process, while considering grade point average and, for some programs, standardized test scores, also takes into consideration professional experience and other distinctive characteristics of individual adult learners.

Applications are processed and files managed through the School of Education's Office of Admissions; however, admission decisions are made by the academic departments in the School of Education. The School of Education has a rolling admission policy, and applications are accepted and processed throughout the year. Applicants to cohort group programs and international students, however, should refer to specific application deadlines.

Prospective students should allow approximately four to six weeks for completion of the entire admission process (from submission of complete application packet to the admission decision). To expedite the process, applicants must submit official copies of undergraduate and/or graduate transcripts with their admission application. To be considered "official," transcripts must be submitted in the institution's sealed envelope. Unless otherwise noted for a specific academic program, all application materials should be mailed directly to:

Johns Hopkins University  
School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

Applicants to graduate degree and certificate programs may register for one semester while their application is being processed; however, certain restrictions apply (see *Registration Prior to Admission*).

To be eligible for federal financial aid, federal regulations require that a student be accepted (unconditionally) into a 15-credit or greater degree or certificate program and maintain an enrollment status of at least half-time each semester. Provisionally admitted students who are taking the three to nine prerequisite credits necessary for full admission to their program may be considered for limited federal loan assistance for one semester (or two depending on the number of prerequisites required). Loans may not exceed tuition charges for the specific number of required credits, registration or course fees, and a book allowance, less any direct tuition payments. No funds are available for repeated courses.

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. A student who wishes to extend this time period must seek written approval from the academic adviser or department chair within one year of receiving notice of acceptance into that program.

### HEALTH INSURANCE FOR FULL-TIME STUDENTS

It is University policy that all full-time students maintain adequate health insurance coverage to provide protection against unexpected accidents and illnesses. For the 2010–11 academic year, full-time students must send a copy of their insurance card to the Office of Student Affairs showing proof of health insurance. Students may email a scanned copy to [soe.students@jhu.edu](mailto:soe.students@jhu.edu) or mail their copy to the Office of Student Affairs, Johns Hopkins University School of Education, 2800 N. Charles Street, Baltimore, MD 21218. Full-time students starting in the fall semester who are not covered by adequate health

insurance are required to enroll in the annual University Health Insurance Plan (Aetna Student Health, [www.aetnastudenthealth.com/default.aspx](http://www.aetnastudenthealth.com/default.aspx) by August 15, 2010. Full-time students starting in the spring semester who are not covered by adequate health insurance are required to enroll in the University's health plan by February 15, 2010.

Beginning in the 2011–12 academic year, full-time students will no longer have to send copies of their insurance cards to the Office of Student Affairs. Instead, students will be asked to complete an online waiver form on Aetna's Web site demonstrating comparable health insurance. If the waiver is not completed, full-time students will be automatically enrolled in the Aetna plan. Deadline dates for the online waiver and enrollment will vary based on the program of study. Please contact the Office of Student Affairs at [soe.students@jhu.edu](mailto:soe.students@jhu.edu) or 410-516-6027 for the 2011–12 academic year deadline dates and to answer other questions.

*Note: Full-time status is defined by the School of Education as being enrolled in nine or more credits each semester for graduate study, and 12 or more credits each semester for undergraduate study.*

## UNDERGRADUATE PROGRAMS ADMISSION POLICY— DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership (DPSL) is the only unit in the School of Education that offers undergraduate programs. Applicants for admission to a DPSL undergraduate program must hold a high school degree or equivalent and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale).

Applicants must submit an admission application and any other required supporting documents (such as a résumé or essay), along with official transcripts from all post-secondary regionally or nationally accredited colleges or universities attended. Academic records from non-U.S. institutions must be evaluated by one of the certified credential evaluation agencies (see International Credential Evaluation). In addition, the admission process includes an interview. For more information about admission to the School of Education's undergraduate programs, please contact the Division of Public Safety Leadership at 410-516-9900.

## GRADUATE CERTIFICATE PROGRAMS ADMISSION POLICY

Applicants to graduate certificate programs must hold, depending on the program, a bachelor's or master's degree from a regionally or nationally accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their

undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.

*Note: To be eligible for federal financial aid, graduate certificate programs must include a minimum of 15 or more credits in a nine-month or shorter time frame.*

## MASTER'S PROGRAMS ADMISSION POLICY

At a minimum, applicants to master's degree programs must hold a bachelor's degree from a regionally or nationally accredited college or university. Admission to a master's program generally requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during his/her undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of his/her undergraduate program.

Applicants must submit an application for admission, \$80 application fee, essay, and official transcripts from all post-secondary institutions attended. For additional program-specific application requirements, students should contact the appropriate academic adviser or refer to the program listings in this catalog.

While grade point average is among the important factors considered in all admission decisions, individual programs may apply additional criteria. For example, some programs may require applicants to submit supporting materials, such as letters of recommendation, a current professional résumé, or standardized test scores; and most programs require an interview. Additional materials are required for international student admission (see International Student Admission Policy).

Master's degree applicants may register (within guidelines) for one semester while their application is being processed (see Registration Prior to Admission).

*Note: Students may not enroll in two master's programs concurrently. (See Adding a Second Master's Degree Program)*

## DOCTORAL PROGRAMS ADMISSION POLICY

*See Program Requirements and Admissions under the Doctoral Programs section.*

## INTERNATIONAL STUDENT ADMISSION POLICY

*Demonstration of English Language Proficiency by Non-native-speaking Applicants*

As one measure of potential for academic success while a student in the School of Education, international applicants must demonstrate proficiency in both written and spoken English.

To demonstrate proficiency, applicants to both undergraduate and graduate programs must submit official TOEFL (Test of English as a Foreign Language) scores if English is not their native language. The minimum

TOEFL requirement is 600 (paper-based), 250 (computer-based), or 100 (Internet-based). In addition, applicants to certain graduate programs may be required to provide additional evidence of English proficiency, including:

- an official TSE (Test of Spoken English) score of at least 520
- a telephone or in-person interview with an admission committee member
- a writing sample certified to be the applicant's own work
- a writing examination administered by the School of Education

The respective department chair or division director will determine and request the additional evidence of English proficiency required for admission to the given graduate program. The respective department chair or division director may grant a waiver from the TOEFL requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program and in the profession. An applicant may file a TOEFL waiver request form when submitting his/her application to the Office of Admissions. The TOEFL waiver form can be found online at <http://onestop.education.jhu.edu/online-forms/>.

Some applicants to graduate and undergraduate programs may be admitted with the requirement that they complete a workshop(s) and/or course(s) in spoken and/or written English.

#### *Admissions Policy for International Students Requiring a Student (F-1) Visa*

An international applicant requiring a student (F-1) visa to attend school must obtain full admission to a degree program well in advance of the start of the semester. The School of Education does not issue certificates of eligibility (Form I-20) for provisional or conditional acceptance to a degree program, nor does it issue an I-20 for any certificate programs. The application and other required admission documents must be received by the Office of Admissions on or before the posted deadlines for international applicants. If applications and other required documents are not received by the Office of Admissions on or before the deadline, the application will automatically be considered for the next available semester. The following are the application and other required documentation deadlines, by semester, for international students who require a student (F-1) visa and who plan to attend the School of Education:

Fall Semester	May 1
Spring Semester	October 15
Summer Semester	March 1 (Full-Time Programs Only)

*Note: For summer semester admissions, international applicants may be considered for full-time graduate degree pro-*

*grams only. Applications for part-time programs beginning in the summer will not be considered.*

Applicants must comply with the posted application deadlines for both the International Services Office and the graduate degree program in question. In the event that the International Services Office and the program deadline differ, the earlier of the two deadlines will take precedence.

#### *International Credential Evaluation*

Applicants who hold degrees or have earned credits from non-U.S. institutions must have their academic records evaluated by a credential evaluation agency before they can be considered for Graduate Special Student (Non-Degree) status or admission to a degree/certificate program. Applicants should make arrangements with an authorized credential evaluation agency, such as those listed here, for an evaluation of the degree, an assessment of the overall grade point average, and a course-by-course evaluation. The official course-by-course evaluation should be sent to the Office of Admissions in lieu of academic transcripts.

Evaluations should be sent by the agency to:

Johns Hopkins University  
School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

Because fees and documents required for evaluation may vary by agency, applicants are encouraged to contact the agencies directly for additional information.

The following is a list of preferred agencies:

World Education Services, Inc.  
Bowling Green Station  
P.O. Box 5087  
New York, NY 10274-5087  
Telephone: (202) 331-2925  
Fax: (212) 739-6100  
Email: [info@wes.org](mailto:info@wes.org)  
Web site: [www.wes.org](http://www.wes.org)

International Consultants of Delaware, Inc.  
P.O. Box 8629  
Philadelphia, PA 19101-8629  
Telephone: (215) 222-8454 ext. 603  
Fax: (215) 349-0026  
Email: [icd@icdel.com](mailto:icd@icdel.com)  
Web site: [www.icdel.com](http://www.icdel.com)

World Educational Credential Evaluators  
P.O. Box 341468  
Tampa, FL 33694-1468  
Telephone: (813) 962-6506  
Email: [wecewellington@erols.com](mailto:wecewellington@erols.com)  
Web site: <http://users.erols.com/wecewellington/>

Agencies other than the ones listed above may be contracted to provide this service, but it is recommended that the applicant contact the Office of Admissions prior to purchasing a course-by-course evaluation to determine if the agency selected is authorized.

### *International Student Services*

Upon receipt of an acceptance package from the School of Education, the international student who needs to obtain a student (F-1) visa is required to contact the International Services Office at 410-516-9740 to request a certificate of eligibility (Form I-20). The I-20 is not automatically sent with the acceptance package. Before an I-20 is issued, the international student is required to send financial documentation and a notarized affidavit of support to:

Johns Hopkins University  
International Services Office  
10 North Charles Street  
Baltimore, MD 21201

Current information on the required amount of funds, types of acceptable financial documentation, and forms may be found online at <http://onestop.education.jhu.edu/international/obtaining-an-i-20-for-f-1-status/>. In order to maintain F-1 visa status, students must adhere to the regulations set by the U.S. Citizenship and Immigration Services (USCIS). Failure to abide by any of the regulations could result in students being considered “out of status” by the USCIS.

Upon arrival at Johns Hopkins, international students on an F-1 visa are required to visit the International Services Office and bring passports, I-94 cards, and I-20s. Before leaving the United States for any reason, the I-20 must be signed by an International Services Office staff member in order for the student to re-enter the country. It is imperative to schedule an appointment with the International Services Office four weeks prior to the departure date.

Students on an F-1 visa must pursue a full course of study at the school listed on the currently valid Form I-20 during every academic session or semester, except during official school breaks. Full-time status/full course of study is defined by the School of Education as being enrolled in minimally nine credits each fall and nine credits each spring semester for graduate study, and as being enrolled in minimally 12 credits each fall and 12 credits each spring semester for undergraduate study. Credits completed during the January intersession are included in the total number of credits for the preceding fall semester, and those in the May session are included in the total number of preceding spring credits (for example, six credits completed in fall 2010 and three credits completed in the January intersession 2011 total nine credits for the fall 2010 semester). Summer semester courses are not considered when calculating full-time F-1 visa status, although

credit earned during summer semester courses may be applied towards the student's degree.

In order to comply with USCIS regulations, all F-1 students are required to register for the full course load at the beginning of each fall and each spring semester. Furthermore, a newly enrolled F-1 student can only begin his/her program in the fall or spring semester (not in the summer semester). Other regulations are outlined in the letter the international student receives with the Form I-20.

Assisting students on F-1 visas is central to the support for international students provided by the International Services Office. The office can also assist students who hold other nonimmigrant visas and direct them to the appropriate resources or government offices. If students are unclear about the type of visa they should obtain, they should visit the USCIS Web site at [www.uscis.gov](http://www.uscis.gov) for additional information, or contact International Services at 410-516-9740 or [onestop.intl@jhu.edu](mailto:onestop.intl@jhu.edu) with any questions.

All current international students on F-1 visas sponsored by the School of Education are automatically subscribed to the International Service listserv upon the first semester of enrollment. Regular updates are sent regarding visa-related matters and other items of interest to international students.

*Note: Federal financial aid is not available for international students.*

### *International Graduate Special Students (Non-Degree)*

International applicants who hold types of visas other than an F-1 visa and who wish to enroll as part-time Graduate Special Students (Non-Degree) should follow the application directions outlined under Graduate Special Students (Non-Degree). International graduate students attending other institutions on student (F-1) visas during the regular academic year are also welcome to enroll as Graduate Special Students (Non-Degree) during the summer. For more information, contact the Office of Admissions at 410-516-9797.

## PROVISIONAL ADMISSION

At the discretion of a department, an applicant with a grade point average between 2.7 and 3.0 (on a 4.0 scale) may be admitted on a provisional basis, pending fulfillment of clearly defined conditions that are stated to the applicant in writing. Such conditions may include successful completion of specific courses that relate to the academic area that the applicant wishes to pursue; attainment of specified minimum scores on standardized tests, such as the Praxis I; writing samples; letters of recommendation; and/or a review of the applicant's résumé. When these conditions have been successfully met, the applicant will be considered for full admission.

Graduate students admitted on a provisional basis may be required to complete up to nine credits to fulfill

conditions for full admission. Credits earned under a provisional admission plan may be applied to a certificate or degree program only if permitted by the academic policy of the program to which the applicant seeks admission. To successfully complete a provisional admission plan, the applicant must complete the required courses with a grade of B or better (a grade of B- is not acceptable) within the stated timeframe.

It is the responsibility of the student to notify the department adviser or coordinator once s/he has successfully completed the provisional admission requirements put in place. Once the provisional requirements have been successfully completed, the student will receive a letter confirming his/her full admission from the Office of Admissions. Applicants who do not fulfill the conditions specified will not be admitted to a degree or certificate program in the School of Education and are so informed in writing. There is no provisional admission for the doctoral program in education.

*Note: Decisions to admit applicants with a GPA below 2.7 (on a 4.0 scale) rest with the department chair/division director. Applicants admitted with a GPA below 2.7 are subject to the same strictures as outlined in the above Provisional Admission policy.*

## REGISTRATION PRIOR TO ADMISSION

Applicants to graduate degree or certificate programs may be allowed to register for one semester while their application is being processed (and only after the completed application materials have been submitted). If the application is later denied, the applicant will receive undergraduate credit for the course(s), but will not be allowed to register for subsequent graduate-level courses. Applicants are strongly encouraged to speak with an academic adviser regarding their course selection. Applicants wishing to register for courses above the .500-level must receive the approval of an academic adviser. Some courses are restricted to matriculated students.

*Note: Graduate Special Student (Non-Degree) applicants may also be allowed to register prior to admission. For more information, please see the Graduate Special Students (Non-Degree) section.*

## GRADUATE SPECIAL STUDENTS (NON-DEGREE)

Post-baccalaureate students who wish to take graduate level credit courses (.500-level and above), but who are not interested in earning a degree or certificate, may enroll as Graduate Special Students (Non-Degree). Potential Graduate Special Student (Non-Degree) applicants are strongly encouraged to speak with an academic adviser before applying. The Application for Graduate Special

Student Status form is available online at <http://onestop.education.jhu.edu/admission/>.

*Note: Graduate Special Student (Non-Degree) status is not permitted for persons seeking initial teacher certification.*

Graduate Special Students (Non-Degree) must meet all prerequisites for course registration and are subject to School of Education academic standards. Graduate Special Students (Non-Degree) must possess a bachelor's or graduate degree from a regionally or nationally accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.

Graduate Special Student (Non-Degree) applicants may be allowed to register for one semester while their application is being processed (and only after the completed application materials have been submitted). They will not be permitted to register for a second semester until they complete the application process and are admitted to Graduate Special Student (Non-Degree) status (or to a degree/certificate program as a regular School of Education student). However, if the application is later denied, the Graduate Special Student (Non-Degree) will receive undergraduate credit for all completed coursework. Registration prior to admission is limited to .500-level courses for those applying as Graduate Special Students (Non-Degree). Applicants wishing to register for courses above the .500-level must receive the approval of an academic adviser. Some courses are restricted to matriculated students.

Graduate Special Student (Non-Degree) applicants must submit:

- Application for Graduate Special Student Status form, available online at <http://onestop.education.jhu.edu/admission/>
- \$25 application fee
- official transcripts from all post-secondary institutions attended

Graduate Special Student (Non-Degree) applicants will be informed in writing of the admission decision as early as possible, but generally no more than 60 days after submission of the complete application.

### *Graduate Special Students (Non-Degree) Seeking To Apply to a Full Degree/Certificate Program*

Any application of credits earned as a Graduate Special Student (Non-Degree) toward a degree or certificate is subject to approval by a program director. The number of credits earned by a Graduate Special Student (Non-Degree) that may be applied toward a School of Education degree or certificate varies by program, but in

no case shall exceed 9 credits. Graduate Special Students (Non-Degree) who do not intend to pursue or apply credits toward a degree or certificate program may register for courses totaling more than 9 credits.

#### *School of Education Graduate Degree Recipients Seeking Enrollment as Graduate Special Students (Non-Degree)*

Graduate Special Student (Non-Degree) status is well suited for School of Education graduate degree- and certificate-holders who are interested in taking additional courses for personal and professional development, as opposed to pursuing another degree or certificate. School of Education graduates may enroll in further courses by completing an Application for Graduate Special Student Status form. No additional transcripts or application fees are required for this status.

#### *Visiting Graduate Special Students (Non-Degree) from Other Institutions*

A student who is matriculated and is in good standing in another college or university's graduate degree program may be accepted as a visiting Graduate Special Student (Non-Degree). The student should submit an Application for Graduate Special Student Status form, the application fee, and an official letter (on university letterhead) from his/her academic adviser or university registrar confirming the student's status as a graduate student in good standing. In some cases, Visiting Graduate Special Student (Non-Degree) applicants may need to provide official copies of their current graduate transcripts for approval to register for .600- or .700-level courses.

### TRANSFER OF CREDITS

#### *Transfer of Undergraduate Credits*

Undergraduate degree applicants may transfer credits for courses taken at regionally or nationally accredited institutions of higher education when a grade of C or above has been earned. Transfer credits will be viewed in the context of the student's proposed program of study. Transfer credits will be judged as appropriate to the student's program by the program director.

A student may also receive credit for extra-institutional learning by achieving a minimum score, as determined by the School of Education, on Advanced Placement (AP), College-Level Examination Program (CLEP), or DSST examination programs approved by the American Council on Education's Center for Lifelong Learning.

A maximum of 60 credits may be transferred into an undergraduate degree program in the School of Education, including credits by examination. Prospective students should request a preliminary transfer evaluation by calling the Division of Public Safety Leadership's aca-

demic adviser at 410-516-9866 prior to submitting an application.

#### *Transfer of Graduate Credits*

The maximum number of credits earned at another regionally or nationally accredited college or university that may be transferred into a graduate degree program in the School of Education varies by program, but in no case shall exceed six. Decisions regarding the number of credits that may be transferred from one School of Education (or other Johns Hopkins University) graduate degree or certificate program into another School of Education graduate degree or certificate program are at the discretion of the receiving department/division and will be decided upon on a case by case basis. Only graduate level credits earned at the grade of "B" or above (or equivalent) may be transferred into a School of Education graduate degree or certificate program.

A matriculated graduate student in the School who, under extraordinary circumstances, wishes to take a course offered by another institution to satisfy School of Education degree requirements must obtain written approval in advance from his/her department chair, program director, or academic adviser. Approval is granted only in exceptional cases.

### CHANGING PROGRAMS

Applicants to degree or certificate programs who wish to change to another degree or certificate program offered within the School of Education must submit a request in writing to the Office of Admissions. Students who have already been admitted to a degree or certificate program, and who wish to change to another degree or certificate program offered by another department or division within the School of Education, must resubmit formal applications and all other required materials (excluding transcripts and fees) to the Office of Admissions. Students who have already been admitted to a degree or certificate program, and who wish to change to another degree or certificate program within the same department or divisions, need not go through the Office of Admissions; instead, such students should seek departmental/divisional approval to change programs.

Students are not automatically admitted to a new program; their requests must be approved by the appropriate academic unit and the decision communicated directly to the student. Financial aid recipients must notify the financial aid office when changing a degree or certificate program.

Decisions regarding the number of credits that may be transferred from one School of Education graduate degree or certificate program to another are at the discretion of the receiving department/division and will be decided upon on a case by case basis.



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## ADDING A SECOND MASTER'S DEGREE

Graduates with a School of Education master's degree who subsequently enroll in a second master's program must complete a minimum of 30 additional credits beyond the first master's program to earn a second master's degree. The second master's program may, however, include specific program requirements that obligate students to take more than the minimum 30 additional credits. (Refer to individual program descriptions for specific credit requirements.) Students should submit formal applications and all required materials (excluding transcripts and fees) to:

Johns Hopkins University  
School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

*Note: Students may not enroll in two master's programs concurrently. Students may, however, enroll in two graduate certificate programs or a master's program and a graduate certificate program simultaneously.*

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## ADMISSION TO OTHER SCHOOLS OF THE UNIVERSITY

Students in the School of Education who wish to transfer to one of the other schools in the university (such as Engineering, Public Health, or the Carey Business School) are required to submit an admission application to that school. Admission to the School of Education establishes no claim or priority for admission to any other school in the University.

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## LENGTH OF TIME ADMISSION DECISIONS REMAIN ACTIVE

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. A student who wishes to extend this time period must seek written approval from the academic adviser or department chair within one year of receiving notice of acceptance into that program.

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## INACTIVE/DEACTIVATED CERTIFICATE OR DEGREE APPLICATIONS

If it has been longer than a year since a student was admitted to the School of Education, and the student has

not enrolled during that time, nor sought and received written approval from his/her academic adviser or department chair to extend the admission time period, the student will be required to submit another application, with all supporting documents and the \$80 application fee, to:

Johns Hopkins University  
School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

*Note: Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service.*

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## LEAVE OF ABSENCE

A student may be placed on leave of absence for personal reasons. The approval of a student's academic adviser and department chair or division director is required before leave is granted for a specific period, not normally to exceed one year. (A student whose leave of absence status expires has the option to request a leave of absence extension on a yearly basis, subject to the approval of the academic adviser and department chair/division director.) Once a leave of absence is granted, the department will notify the Office of the Registrar.

There is no fee for a leave of absence. The period of leave is considered an approved interruption of the degree program and will not count towards the maximum time allowed for degree completion.

*Note: Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service.*

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## GRADUATE DEGREE PROGRAM REQUIREMENTS

Once admitted to a graduate degree program in the School of Education, students must complete all coursework at Johns Hopkins University, except with prior written approval from an academic adviser. Exceptions are rarely given (see Transfer of Credits section above).

Graduate students must have a cumulative grade point average of at least 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation. Unless indicated otherwise, graduate students enrolled in master's or certificate programs have a maximum of five years to complete their degree.

## ACADEMIC ADVISING

By consulting with academic advisers throughout their degree or certificate program, students can ease the admission and registration processes, ensure conformity to program curricula and regulations, select coursework to best meet professional goals, and stay on track for timely completion of their academic program. Academic advisers are assigned to each student upon admission to a program. Graduate Special Students (Non-Degree) are strongly encouraged to consult with advisers. Advising may be done in person, by phone, or by email. If you are unsure of your academic adviser, call the appropriate number listed below:

Public Safety Leadership Programs 410-516-9900

For other graduate education programs—check our Quick Contact List at <http://onestop.education.jhu.edu/contact-us/adviser-administrative-offices-and-facilities-contact-information/?C=1460> on the OneStop Student Services Web site for academic adviser contact information.

When to seek advising:

- prospective graduate students are encouraged to speak with advisers prior to submitting applications for degree programs and must do so to set up a program of study prior to acceptance
- new students are expected to seek advising prior to registering for their first class
- Graduate Special Students (Non-Degree) students should consult advisers prior to applying and/or registering, especially to receive approval to enroll in advanced-level graduate courses
- matriculated students who have not registered for a course in more than a year should reassess the remaining curriculum requirements for their academic program prior to registering for additional classes
- to plan courses in their concentration, students should schedule appointments with advisers prior to registering for advanced-level graduate coursework
- students on academic probation or suspension are required to meet with an adviser prior to re-registration

## REGISTRATION

### GENERAL REGISTRATION POLICY

Students are encouraged to register for courses as early as possible during each registration period since a course may close or be cancelled due to low enrollment before the end of registration. Students may not sit in on a class without being officially registered for that class, nor should they contact instructors to request permission to register for or attend a closed course. Students who fail to complete their registration and sit in on a class will not receive a grade or credit for attending class.

Registration begins several months before each semester. Prospective students may access the course schedule via the Web at <https://isis.jhu.edu/classes/>. Students who have been admitted to a program may register for courses online using the School of Education's ISIS Self-Service Web site at <https://isis.jhu.edu/>. (Students should refer to the OneStop Student Services Web site, <http://onestop.education.jhu.edu/registration/>, for instructions.) Registration materials may also be brought to any campus center or to the Office of the Registrar at the

REGISTRATION ELIGIBILITY			
Students may register for courses only as indicated in the following table. Please note that some courses are limited to students matriculated in certain degree programs; see course descriptions for restrictions.			
Course Level	Undergraduate Students	Applicants to graduate degree programs and graduate special student status	Admitted graduate degree-seeking students
.300 - .499	eligible*	eligible***	eligible***
.500 - .599	not eligible**	eligible	eligible
.600 - .699	not eligible	with adviser permission	eligible
.700 - .899	not eligible	not eligible	eligible
<p>* Must have completed at least 60 credits and have a 2.00 CUM-GPA or greater; special students are only permitted to register for .300-level courses with an adviser's permission.</p> <p>** Except matriculated undergraduate students who have at least 60 credits, a 3.00 CUM-GPA or greater, appropriate academic background in the subject area, and an adviser's approval.</p> <p>*** Graduate students are eligible to take .300 to .499 level courses, but they will receive undergraduate credit.</p>			

## REGISTRATION START AND END DATES FOR ACADEMIC YEAR 2010–11

Semester	Start and End Dates
Summer Registration	April 1 – May 31
Summer Session I	June 1 – July 12
Summer Session II	July 19 – August 28
Fall/January Intersession Registration	July 5 – August 29
Fall Start and End Dates	August 30 – December 18
January Intersession Start and End Dates	January 3 – 22
Spring/May Session Registration	November 1 – January 23
Spring Start and End Dates	January 24 – May 7
May Session Start and End Dates	May 9 – 28
<i>Please note: Students may register late for any course provided that it has not had its first meeting and the course is not already full.</i>	

Columbia Center. When registering online, by mail, or by fax, students may choose to pay then or be electronically billed (see the Student Accounts section in the catalog for more details).

In addition to tuition fees, when students initially register for courses each semester, they will be charged a non-refundable \$150 registration fee. Following their initial course registration, students may register for additional courses without being subject to any additional course registration fees (see Adding a Course below).

January intersession is considered a separate semester from the fall semester. However, students may register for the January intersession at the same time they register for fall semester courses, and one registration fee covers both semesters. May session courses are considered spring semester courses. Students should register for May session courses at the same time they register for spring semester courses.

Registrations are processed as they are received. If a selected course is full, the student is placed in an alternate course as noted on the registration form. Additional information regarding registration may be found in the course schedule.

*Note: Social Security numbers are required for a student's initial registration. Once a student is in the School of Education's registration system, the student may use his/her student ID number in place of the SSN to register for courses. All outstanding debts to Johns Hopkins University must be paid in full in order to register for courses.*

### ADDING A COURSE

Following initial course registration (see General Registration Policy above), students may register for addi-

tional courses (or “add” a course), provided that the course(s) has not met for the first time and is not already closed. Students also may add alternate format courses (i.e., mini-courses, or those that meet for one or two weeks) anytime before the first class meeting, provided the course is not closed. **Students may not add a course once that course has held its first class meeting.**

Students may add courses online using the ISIS Self-Service Web site at <https://isis.jhu.edu/>, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/online-forms/>) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. (Johns Hopkins employees must submit a tuition remission voucher. Faxed copies of the vouchers are acceptable).

When dropping one course and adding another course during the first two weeks of the semester, 100 percent of the tuition from the dropped course may be applied to the tuition of the added course, provided that the added course has not met. (To ensure that 100 percent of the tuition from the dropped course will be applied to the course being added, the Add/Drop Form needs to be submitted in person to the Office of the Registrar or by fax at 410-516-9817.) After the second class meeting, a student who wishes to drop a 12- to 15-session course and add an alternate format course (provided the alternate format course has not already held its first class meeting or is closed) may apply the appropriate refund from the dropped course to the tuition of the added course.

## DROPPING A COURSE

Students may drop a course without financial penalty up to the date of the first class using the ISIS Self-Service Web site at <https://isis.jhu.edu/>, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/online-forms/>) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. Students who drop a course after the first class has met receive a pro-rated tuition refund. Tuition refunds are calculated from the date the drop occurs (if done online) or the date that the Office of the Registrar receives the facsimile Add/Drop Form (see Refund Schedule). The registration fee is non-refundable. Financial aid recipients will have their aid award adjusted according to credits registered. Students dropping to less than half-time status will have their federal aid canceled and will be responsible for any debit balance created.

## WITHDRAWING FROM A COURSE

To withdraw from a course, students must submit the facsimile Add/Drop Form (downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/online-forms/>) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. Students may not withdraw from courses online using the ISIS Self-Service Web site. Notice to the instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. The Withdrawal/Audit Calendar lists the last date each

semester to withdraw without academic penalty (without receiving the grade of F). Students should contact the Office of the Registrar at 410-516-9816 to confirm the last date to withdraw without academic penalty or to change to auditor status for other alternate format courses.

Students who withdraw after the official withdrawal date deadline or stop attending class at any time without properly submitting an official Add/Drop Form receive an F (Failure) grade for the course(s). Tuition refunds are calculated from the date the Office of the Registrar receives the Add/Drop Form (see Refund Schedule). The registration fee is non-refundable. Financial aid recipients will have their aid award adjusted according to credits registered. International students on an F-1 visa are advised to contact the International Services Office at 410-516-9740 before withdrawing or dropping a course.

## AUDITING COURSES

Students who register as auditors pay full course tuition. Regular attendance is expected, and the course is recorded on the student's transcript. Auditors are not required to complete quizzes, examinations, and other assigned work and do not receive academic credit for the course. Audited courses do not count toward the credits required for financial aid eligibility. Not all courses are open to auditors.

Students enrolled for credit who wish to change to auditor status must submit official Add/Drop Forms (dropping the class for credit and adding the same class for audit) before the appropriate deadline each semester, as noted in the Withdrawal/Audit Calendar. For the last day to change to auditor status for alternate format classes, students should consult the Withdrawal/Audit Calendar, or contact the Office of the Registrar at 410-516-9816.

**WITHDRAWAL/AUDIT CALENDAR**

Transcript Notation	2-Day Minicourses	January Intersession/ May Session	Courses That Meet 6-9 Class Sessions	Courses That Meet 10-14 Class Sessions	Courses That Meet 15 Or More Class Sessions
No notation if course is dropped	prior to the 1st class meeting	prior to the 3rd class meeting	prior to the 2nd class meeting	prior to the 3rd class meeting	prior to the 4th class meeting
WD notation if course is dropped	from the 1st to the 2nd class meeting	from the 3rd to the 5th class meeting	from the 2nd to the 3rd class meeting	from the 3rd to the 6th class meeting	from the 4th to the 8th class meeting
May not withdraw or change	once the 2nd class begins	once the 6th class begins	once the 4th class begins	once the 7th class begins	once the 9th class begins

## WAIT LISTS

If the course for which a student is attempting to register is full (i.e., it has met its enrollment limit), that student can opt via the ISIS Self-Service Web site at <https://isis.jhu.edu/sswf/> to be placed on a wait list. Students placed on a wait list for any course will be contacted in the order in which they were placed on the list. Students should not contact the instructor to request approval to be removed from the wait list and officially registered for a course. Students may wait list for only one section of a particular course. The Office of the Registrar will contact the student (via the students' JHU email address) only if an opening occurs prior to the first class meeting of the course. Students may not participate in a class unless officially registered for it. Wait listing for a course is not an official registration.

## COURSE LOAD

A student who is employed full-time is encouraged to take only one or two courses each semester, and must receive written permission from an academic adviser before registering for three or more courses. To accelerate a course of study, students should consider enrolling in the January intersession or May session.

Full-time undergraduate students are those who enroll for twelve or more credits each semester. Full-time graduate students are those who enroll for nine or more credits each semester. Part-time graduate students are those who enroll for less than full-time each semester as previously defined. Graduate courses require an average of three hours outside preparation for each class hour.

## INTERDIVISIONAL REGISTRATION

During the fall and spring semesters, degree-seeking students in the School of Education may register for courses in another school at Johns Hopkins University by submitting a Registration Form (downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/online-forms/>) with the host school's course and section number. This form may be submitted in person, by fax at 410-516-9817, or by mail to:

Office of the Registrar  
Johns Hopkins University  
School of Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

The student's academic adviser must approve the interdivisional registration and documentation of the approval should be attached to the Registration Form. Payment for the course should be included with the Registration Form. All appropriate approval signatures from the School of Education must be obtained before the registration can be processed. Students pay the per-credit rate of the school

offering the course. Graduate Special Students (Non-Degree) in the School of Education are not permitted to register interdivisionally.

Conversely, students from other divisions (except the schools of Arts and Sciences and Engineering) of the university may take courses offered by the School of Education by completing the Interdivisional Registration Form, including all appropriate signatures from their home school and from the School of Education, and submitting it to their home school Registrar for processing. Students in Arts and Sciences and Engineering programs should use the Supplemental Registration Form, available from the Homewood Registrar's Office, which requires the permission of their academic adviser and the appropriate School of Education program director or adviser. School of Education students have priority in registering for School of Education courses. All interdivisional students must abide by School of Education policies, procedures, and deadlines. All published prerequisites for the course must be met prior to enrollment.

Students from the Zanvyl Krieger School of Arts and Sciences (other than those in Advanced Academic Programs), Whiting School of Engineering (other than those in Engineering for Professionals), Bloomberg School of Public Health, School of Medicine, School of Nursing, Paul H. Nitze School of Advanced International Studies, and the Peabody Institute should follow the same registration procedures for summer as for fall and spring, with the exception that payment for the summer course needs to accompany the registration. Students from Advanced Academic Programs in the Zanvyl Krieger School of Arts and Sciences and Engineering for Professionals in the Whiting School of Engineering register and pay for summer courses as they do for fall and spring courses (through their home school's Registrar's Office). For more information, students should contact the Office of the Registrar at 410-516-9816.

## REFUNDS

Students who officially drop or withdraw from a course during an academic semester will receive tuition refunds based on the Refund Schedule. Refunds apply only to the tuition portion of a student's charges and are calculated from the date drop occurs (if done online) or the date that the Office of the Registrar receives an official Add/Drop Form. Refunds are not applicable to registration and other non-tuition fees and are not granted to students suspended or dismissed for disciplinary reasons.

Federal aid recipients who withdraw from all coursework will have aid returned to the federal government according to federal "Return of Title IV funds" regulations, a copy of which can be obtained from the Office of the Registrar. Those partially withdrawing will have their aid awards adjusted to the reduced cost of attendance.

## REFUND SCHEDULE FOR ACADEMIC YEAR 2010-11

*Note: Registration fees are nonrefundable*

Refund	2-day mini-courses	January Intercession/May Session	Courses that meet 6-9 class sessions	Courses that meet 10-14 class sessions	Courses that meet 15 or more class sessions
100%	From the day of registration prior to the beginning of the 1st class meeting				
80%	not applicable	from the 1st class meeting and prior to the beginning of the 2nd class	not applicable	from the 1st class meeting and prior to the 2nd class meeting	from the 1st class meeting and prior to the 3rd class meeting
70%	not applicable	from the 2nd class meeting and prior to the 3rd class meeting	from the 1st class meeting and prior to the 2nd class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 4th class meeting
50%	from the 1st class meeting and prior to the 2nd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 4th class meeting and prior to the 7th class meeting
0%	once the 2nd class begins, there is no refund	once the 5th class begins, there is no refund	once the 3rd class begins, there is no refund	once the 5th class begins, there is no refund	once the 7th class begins, there is no refund

Students who drop to less than half-time prior to commencing courses that yield half-time attendance will have their federal aid canceled, even portions which may have been refunded to them for living expenses, and will receive a bill from the School for the balance due.

If a course is canceled by the School, the tuition is refunded in full, and the registration fee is refunded if that course was the only course for which the student registered. All refunds will be approved by the Office of the Registrar in accordance with the Refund Schedule. A refund may take four to six weeks to process. Students will receive refunds according to the method of payment they originally used to pay their tuition.

### *Exceptions to the Refund Policy*

Students may receive an exception to the refund policy for extraordinary circumstances beyond their control, provided that the request is made during the same semester in which the course is taken and that the circumstances can be documented. Maximum refunds under such circumstances will be equal to one refund level higher than the student received. Students who experience severe medical problems, a death in their immediate family, or are called into active duty may receive a 100 percent refund. All petitions including supporting documentation should be submitted in writing to:

Office of the Registrar  
Johns Hopkins University  
School of Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

### **NEW IMMUNIZATION LAW FOR NEW AND CONTINUING STUDENTS UNDER THE AGE OF 26**

According to Washington, DC, Immunization Law 3-20, students under the age of 26 who attend classes in Washington, DC, must get vaccinations for Measles, Mumps, Rubella (MMR) and Tetanus/Diphtheria. Students will need to submit proof of their immunizations (using the Immunization Form downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/registration/immunization-law/?search=immunization%20form>) the first semester they register for courses in Washington, DC. Completed immunization forms can be faxed to the Office of the Registrar at 410-516-9817. Students who may have already submitted proof of immunizations for another school/program within Johns Hopkins University are required to resubmit the form to the School of Education's Office of the Registrar to fulfill the requirement, as these forms are not transferable across schools/programs. A registration hold will be placed on the student's record if completed immunization forms are not submitted by the following semester's registration period.

Please add the following new section (following the standard formatting) after the section on New Immunization and before the section on Disability Services:

### HEALTH INSURANCE FOR FULL-TIME STUDENTS

It is University policy that all full-time students maintain adequate health insurance coverage to provide protection against unexpected accidents and illnesses. For the 2010–11 academic year, full-time students must send a copy of their insurance card to the Office of Student Affairs showing proof of health insurance. Students may email a scanned copy to [soe.students@jhu.edu](mailto:soe.students@jhu.edu) or mail their copy to the Office of Student Affairs, Johns Hopkins University School of Education, 2800 N. Charles Street, Baltimore, MD 21218. Full-time students starting in the fall semester who are not covered by adequate health insurance are required to enroll in the annual University Health Insurance Plan (Aetna Student Health, <http://www.aetna-studenthealth.com/default.aspx>) by August 15, 2010.

Full-time students starting in the spring semester who are not covered by adequate health insurance are required to enroll in the University's health plan by February 15, 2010.

Beginning in the 2011–12 academic year, full-time students will no longer have to send copies of their insurance cards to the Office of Student Affairs. Instead, students will be asked to complete an online waiver form on Aetna's Web site demonstrating comparable health insurance. If the waiver is not completed, full-time students will be automatically enrolled in the Aetna plan. Deadline dates for the online waiver and enrollment will vary based on the program of study. Please contact the Office of Student Affairs at [soe.students@jhu.edu](mailto:soe.students@jhu.edu) or 410-516-6027 for the 2011–12 academic year deadline dates and to answer other questions.

*Note: Full-time status is defined by the School of Education as being enrolled in nine or more credits each semester for graduate study, and 12 or more credits each semester for undergraduate study.*

## DISABILITY SERVICES

The Disability Services Office collaborates with students, instructors, and staff to provide equitable, inclusive, and sustainable learning environments that promote academic success for all students. Students needing academic accommodations must register with the Disability Services Office by contacting Karen Clark Salinas at [ksalinas@jhu.edu](mailto:ksalinas@jhu.edu) or 410-516-9823. Recent documentation from a credentialed

professional must be provided—all information remains confidential. The Disability Services Office recognizes the diverse characteristics and experiences of the School of Education community and commits to creating a climate of mutual respect that supports one another's success. For more information, visit <http://onestop.education.jhu.edu/disability>.

## TUITION AND FEES

Prior to the first day of the summer, fall (including January intersession), and spring (including May session) semesters, students may select from a number of payment options (refer to the Student Accounts section in this catalog for details).

Registration requests cannot be processed unless accompanied by appropriate payment or selection of an available payment option.

Students who have just begun the financial aid application process may not check "financial aid" in lieu of payment at the time of registration. Students wishing to receive financial aid must pay for courses at the time of registration if they have not completed all required documentation.

Tuition for each course (including laboratory or computer fees) is included in the course listings.

### AY 2010–11 Tuition Fees\*

#### *Education Courses*

\$525 per credit for graduate-level (non-doctoral) courses (all locations)

\$650 per credit for online courses

\$48,000 per academic year for the full-time Master of Science School Counseling Fellows program

\$1,100 per credit for doctoral-level courses

#### *Public Safety Leadership Courses*

\$555 per credit for undergraduate-level courses

\$735 per credit for graduate-level courses

\$835 per credit for graduate accelerated programs

\$945 per credit for the Master of Science in Intelligence Analysis graduate program

*\*For course fees related to specific courses, please refer to the online course schedule.*



## Application Fee

\$80 application fee for degree or certificate programs  
\$25 application fee for graduate special (non-degree) status

The application fee, which must be submitted with the application, is nonrefundable and cannot be waived or deferred, except in certain circumstances for School of Education alumni (see Note below).

*Note: Students who have previously earned a bachelor's, master's, or doctoral degree from the School of Education are not required to submit an application fee or transcript when they apply for admission to a second degree or certificate program. Students who have graduated from a School of Education certificate program, and who apply for admission to a degree or to a second certificate program within one year of graduation, are not required to submit an application fee or transcript. However, if it has been more than one year since completion of the certificate program, a new application fee is required.*

## Matriculation Fee

A fee of \$500 is required for doctoral students and must be paid prior to beginning coursework.

## Registration Fee

A \$150 nonrefundable fee per semester is required for registration. The registration fee is not covered by the Johns Hopkins University employee tuition remission plan.

## Late Registration Fee

Students registering for the first time during a given term on or after the day of the first class meeting will be charged \$100 in addition to the registration fee of \$150.

## Late Payment Fee

A late payment fee of \$100 will also be assessed if payment for tuition and fees is not received by the specified due date listed on the monthly electronic bills (see the Electronic Billing section of this catalog for details).

## Returned Check Fee

A \$35 returned check fee will be assessed on all paper and electronic Automated Clearing House (ACH) check payments that are returned by the bank.

## Payment Plan Termination Fee

Students who are terminated from the monthly payment plan will be charged a \$50 termination fee.

## Laboratory Fees

Where applicable, laboratory fees are included in course tuition fees (noted in the online course schedule).

## Graduation Fees

A fee of \$175 for all undergraduate and graduate degree candidates and \$100 for all certificate candidates is required.

*Note: See Application for Graduation deadline information.*

## Delinquent Account Collections

A fee amounting to 25% of the outstanding debt will be charged for any accounts turned over to collections.

*Note: Transcripts and grades will not be released to students with an outstanding financial obligation to the University.*

# STUDENT ACCOUNTS

## QUESTIONS CONCERNING YOUR STUDENT ACCOUNT

For general inquiries about student accounts, specifically receipt of payments, refunds, online tuition payments, financial holds, 1098T, collections, company billing, etc., call 410-516-9722 or 1-800-GO-TO-JHU (1-800-468-6548), fax 410-516-9721, or email [onestop.student.accounts@jhu.edu](mailto:onestop.student.accounts@jhu.edu).

## PAYMENT OPTIONS

To pay for tuition and associated fees, students can use one of the following payment options:

- Pay online with an electronic check or credit card
- Pay with a check by mail
- Pay with cash, check, or credit card at one of the campus locations
- Enroll in the monthly payment plan

- Pay with an employer contract
- Take advantage of JHU's tuition remission for university employees (JHU tuition remission covers tuition costs only)
- Pay via electronic billing

Students with approved financial aid should elect to be electronically billed for any charges not covered by their award. See Schedule A for billing periods and payment due dates. A late payment fee of \$100 will be assessed if payment is not received by the specified due date. Students who choose the monthly payment plan option may use Schedule B as a payment guide. Schedule A and Schedule B can be found online at <http://onestop.education.jhu.edu/payment/>.

Students are responsible for their financial obligations to the School of Education, no matter what payment option is chosen. If the School of Education does not

receive payment in the agreed scheduled time (see billing schedules), students will be placed on financial hold and may be removed from courses for which they are currently registered. Grades may be withheld, and students will be prevented from registering for future courses until payment is received. Payments from students seeking to register may be kept and applied against prior obligations to the university. Delinquent accounts turned over to our collection agency will be assessed an additional 25% of their outstanding debt.

### **PAY YOUR ACCOUNT ONLINE**

The fastest way for students to have their tuition payment credited to their JHU student account is to pay via ISIS Self Service. Payments can be made in Self Service by using a credit card (Visa, MasterCard, Discover or American Express) or an electronic check. Students must log into ISIS Self Service using their Johns Hopkins Enterprise Directory (JHED) Logon ID (LID) and password. For more information, read the instructions at <http://jhed.jhu.edu>.

To make payments online or view your student account, go to <https://isis.jhu.edu/sswf/>.

Students who submit an electronic ACH check that is returned by the bank will be charged a \$35 returned check fee, placed on financial hold, and may be removed from courses for which they are currently registered.

### **PAY WITH A CHECK BY MAIL**

Checks for tuition and fees should be made payable to Johns Hopkins University and include the student's ID number. Payments can be mailed to the lock box address at:

Johns Hopkins University  
School of Education  
P.O. Box 64572  
Baltimore, MD 21264-4572

Paying by check authorizes the School to electronically debit a student's account. Once the transaction has been completed, the actual check will be destroyed. (Checks will not be returned to students.)

Students who submit a paper check that is returned by the bank will be charged a \$35 returned check fee, placed on financial hold, and may be removed from courses for which they are currently registered.

### **PAY IN PERSON**

Pay with cash, credit card, or check at these locations:

- Columbia Center (6740 Alexander Bell Drive, Columbia, MD, 21046) – first floor information desk
- Montgomery County Campus (9601 Medical Center Drive, Rockville, MD 20850) – ask at the main reception desk in the center building for directions.

- Education Building (2800 North Charles Street, Baltimore, MD 21218) – Room 120

Students may submit all forms of payment at any school location. The University accepts four major cards: MasterCard, Visa, Discover, and American Express. Credit card payments are not processed immediately. When students pay with a credit card, a staff member will verify that the credit card information on the payment form is complete and forward payment to the Office of Student Accounts in Columbia to be processed at a later date.

Students who submit a credit card that is declined will be placed on financial hold and may be removed from courses for which they are currently registered.

### **MONTHLY PAYMENT PLAN**

Students have the option of deferring their tuition payments by enrolling in the monthly payment plan each semester. To enroll:

- Contact Tuition Management Systems (TMS) by phone at 1-800-722-4867 or visit the website at [www.afford.com/jhucbed](http://www.afford.com/jhucbed).
- Identify yourself as a Johns Hopkins University School of Education student when contacting TMS.
- Know your Hopkins ID before calling. This can be found on the ISIS Self Service home page.
- Know the amount of tuition and fees to be budgeted with the monthly payment plan. (Note: January courses should be included in the fall payment plan.)

Please be aware of the following:

- Payment plans are semester specific and cannot be used to pay past due balances from previous semesters.
- Book charges are excluded from the payment plan.
- Students pay a nominal enrollment fee of \$45 each semester.
- See Schedule B for open enrollment and payment due dates for the current payment plan.

If payment has not been made in accordance with the payment schedule, TMS has the right to assess a \$40 late payment fee and/or terminate your agreement. In addition, if you are no longer eligible to participate in the monthly payment plan, a \$50 termination fee will be charged to your student account by the School of Education.

### **EMPLOYER CONTRACT**

If an employer is paying for all or part of a student's tuition, please note the following:

- Students must submit a purchase order or contract from their employer authorizing Johns Hopkins University to bill their employer directly for tuition and any associated fees.

- If the contract does not cover the entire cost of tuition and fees, the student is required to pay the remaining balance.
- Students can choose to receive an electronic bill or enroll in the monthly payment plan to cover any additional costs for tuition and associated fees.
- A faxed copy of the student's employer contract is acceptable. (Fax to 410-516-9721)
- If a student's employer pays the student directly for tuition expenses, that student is required to pay tuition and fees directly to the School of Education and seek reimbursement from his/her employer. (Students can enroll in the monthly payment plan or choose to be electronically billed.)

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### JOHNS HOPKINS REMISSION

Students who are Johns Hopkins employees participating in the tuition remission benefit plan, please note the following:

- Tuition remission covers tuition costs only. Fees are not covered.
- Students must submit a completed tuition remission application form for each course to the Office of Student Accounts.
- The application(s) can be faxed to 410-516-9721 or mailed to:  
Office of Student Accounts  
Johns Hopkins University  
School of Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100
- If the remission does not cover the entire cost of tuition, the student is required to pay the remaining balance at the time of registration.

- Students can select the monthly payment plan to pay for tuition not covered by the tuition remission benefit or choose to be electronically billed.

For additional questions about tuition remission, read the Payment FAQ found online at <http://onestop.education.jhu.edu/payment/payment-faq/>, contact the Office of Student Accounts at 410-516-9722, or email [onestop.studentaccounts@jhu.edu](mailto:onestop.studentaccounts@jhu.edu).

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### ELECTRONIC BILLING

Students selecting this option are required to have a current Johns Hopkins email address and a valid Johns Hopkins Enterprise Directory (JHED) Logon ID (LID) and password. To locate a JHED LID, read the instructions at <http://jhed.jhu.edu>.

Notification of outstanding tuition balances will be sent electronically to a student's JHU email account. Billing statements are emailed the second Wednesday of each month if activity has occurred since the last billing cycle. Students are required to make payment upon notification of this bill. Balances not paid by the due date will be assessed a \$100 late payment fee. Paper statements are no longer mailed to students.

Students can update their email address by calling 1-800-GO-TO-JHU or emailing [onestop.registrar@jhu.edu](mailto:onestop.registrar@jhu.edu).

For current billing periods and due dates, see Schedule A below or online at <http://onestop.education.jhu.edu/payment/>.

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### STUDENT ACCOUNT AND BILL VIEWING ONLINE

For students wishing to view or pay their student account online or view their monthly electronic bills online, visit <https://isis.jhu.edu/sswf/>.

### SCHEDULE A: BILLING CYCLES – MARCH 2010 THROUGH MAY 2011

Charges and Payments Applied to your Student Account Between the Following Dates	Appears on your Electronic Bill Presented on the Web	Statement Due Date
March 11, 2010 – April 14, 2010	April 15, 2010	April 23, 2010
April 15, 2010 – May 12, 2010	May 13, 2010	May 21, 2010
May 13, 2010 – June 9, 2010	June 10, 2010	June 18, 2010
June 10, 2010 – July 14, 2010	July 15, 2010	July 23, 2010
July 15, 2010 – August 11, 2010	August 12, 2010	August 20, 2010
August 12, 2010– September 8, 2010	September 9, 2010	September 17, 2010
September 9, 2010 – October 13, 2010	October 14, 2010	October 22, 2010
October 14, 2010 – November 10, 2010	November 11, 2010	November 19, 2010
November 11, 2010 – December 8, 2010	December 9, 2010	December 17, 2010
December 9, 2010– January 12, 2011	January 13, 2011	January 21, 2011
January 13, 2011– February 9, 2011	February 10, 2011	February 18, 2011
February 10, 2011 – March 9, 2011	March 10, 2011	March 18, 2011
March 10, 2011 – April 13, 2011	April 14, 2011	April 22, 2011
April 14, 2011 – May 11, 2011	May 12, 2011	May 20, 2011

### SCHEDULE B: AY 2010-11 MONTHLY PAYMENT PLAN

Semester	Payment Plan Enrollment Start Date	Payment Plan Enrollment End Date	First Payment Due	Payment Plan Options
<b>Summer 2010</b>	April 1, 2010	June 1, 2010	June 1, 2010	Two installments due the 1st of each month. First payment due June 1; remaining balance due on July 1.
<b>Fall 2010 and January Intersession 2011</b>	July 5, 2010	Sept. 1, 2010	Sept. 1, 2010	Four installments due the 1st of each month. First payment due Sept.1; remaining balance due on the 1st of Oct., Nov., and Dec.
<b>Spring 2011</b>	Nov. 1, 2010	Feb. 1, 2011	Feb. 1, 2011	Four installments due the 1st of each month. First payment due Feb.1; remaining balance due on the 1st of March, April, and May.
For more information, students should visit the “pay bills” page on the Onestop website ( <a href="http://onestop.education.jhu.edu/payment/">http://onestop.education.jhu.edu/payment/</a> ).				

## FINANCIAL AID

The School of Education offers programs of financial support that include federal grants and low-interest loans, state and school-based scholarships and grants, and awards. In general, consideration for financial aid is restricted to students who have been fully and unconditionally accepted into a degree or approved certificate program, enroll half-time or more each semester, advance by 12 credits each year, complete all courses for which aid was awarded, and maintain a 3.0 GPA (graduate students) or a 2.0 GPA (undergraduate students). Financial aid is available only for courses that are required of the program and for which students will receive credit toward completion of their program. Courses taken merely for personal reasons or simply so a student can remain enrolled at least half time are not eligible for federal financial aid.

Audited courses do not count toward the credits required for financial aid availability. Only those certificate programs that are 15 credits or longer are eligible for financial aid.

In addition, to receive federal aid, students must be U.S. citizens or eligible non-citizens; have registered with the Selective Service between the ages of 18 and 26 if male; not owe refunds on federal grants or be in default on federal educational loans; never been convicted of an offense involving possession or sale of illegal drugs; and be admitted prior to the first day of classes for the semester in which they receive aid. Students admitted in mid-term will become eligible for aid for the next semester.

Also available are alternative private educational loans that can be used by students who are enrolled less than

half time, who have not yet applied for admission, who have been conditionally or provisionally admitted, as well as by international students. International students are encouraged to investigate the possibility of aid through their government or outside agencies before applying for these loans, which require a co-signer who is a US citizen.

*Note that provisionally admitted students who are taking the prerequisite credits necessary for unconditional admission to their program may be considered for limited federal loan assistance for one or two semesters depending on the number of prerequisites required. These loans may not exceed tuition charges for the specific required credits, registration or course fees, and a book allowance less any direct tuition payments. No funds will be available for repeated courses.*

The academic year consists of the summer, fall, and spring semesters. For financial aid purposes, the fall semester includes the January intersession, and the spring semester includes the May session. Students must maintain satisfactory academic progress and credit compliance (half-time enrollment per semester in which aid is received) to continue to be eligible for financial aid. Academic progress is reviewed each year after the spring semester.

Loss of aid eligibility due to non-compliance with satisfactory academic progress policy may be appealed in writing to the Financial Aid Office, including presentation of evidence substantiating the reason for failing to achieve academic progress. Federal regulations identify the special circumstances that can be taken into consideration in an appeal. The appeal statement will identify what measures the student has taken, or will take, to rectify the situation. The appeal statement will be reviewed and academic advisers and/or deans may be consulted. The student will be notified of the decision in writing. All decisions are final.

Satisfactory academic progress may be reestablished if the student subsequently completes one semester or more (at least half-time in a term) and achieves the required cumulative grade point average. Full details on satisfactory academic progress requirements for financial aid recipients may be found at <http://onestop.education.jhu.edu/financial/satisfactory-academic-progress/>.

Students must demonstrate financial need as calculated by federal methodology to be considered eligible for all need-based aid, including government subsidized direct loans. For purposes of federal loan eligibility, undergraduates must have completed at least 30 credits to qualify for a sophomore-level loan, and at least 60 credits to qualify for upperclassman loan limits.

Unsubsidized direct loans, which are not need-based, are available to students who are ineligible or only partially eligible for the subsidized version.

*Deferment of loan repayment is available for students enrolled at least half-time (6 credits each semester for undergraduates; 4.5 credits for graduate students). The Office of the*

*Registrar certifies loan deferment forms. Students who only need one course to graduate and will enroll less than half-time will go into their grace period as of the date they ceased attending half-time. Deferment is also available for several other reasons, such as for service as a volunteer under the Peace Corps Act or the Domestic Volunteer Service Act of 1973. To receive a paper copy of deferment terms, contact the Financial Aid Office at 410-516-9808.*

To be considered for financial aid, a student must file the Free Application for Federal Student Aid (FAFSA) using the official code of E00475 and complete the School of Education Financial Aid Application. Both forms are available online at <http://onestop.education.jhu.edu/financial/apply/>. Students selected for verification will also have to provide signed copies of their most recent federal tax returns and those of parents or spouses, where applicable, including all schedules filed and W-2 forms. School-based scholarship applicants also must complete the School-based Scholarship Application and write an essay. Students must be fully admitted prior to the first day of classes for the semester in which they receive aid. Students admitted in midterm will become eligible for aid for the next semester.

Gift aid (scholarships and grants) is taxable to the extent that it exceeds the federally allowable costs of tuition, fees, and required books and supplies, or is dedicated to other costs, such as living expenses. Federal grants may be taxable if, together with other gift assistance, they exceed the allowable costs. Students whose aid award exceeds the cost of tuition and fees may request book vouchers for use at the school's bookstores three weeks prior to the start of class. When aid from all sources exceeds the tuition and fees charged by the school, the student may request a refund of any credit balance remaining after aid has been disbursed by calling the Student Accounts Office in Columbia at 410-516-9722.

The School of Education reserves the right to ask for documentation necessary to determine aid eligibility. Documents submitted as part of aid applications become the property of the school and cannot be returned. Applications for federal aid cannot be processed if the relevant tax returns have not been filed in accordance with IRS code. Federal regulations require that the school report suspected cases of fraud or misrepresentation to the appropriate federal, state, and local authorities.

In compliance with the Higher Education Amendments of 1998, students receiving Title IV aid who drop below half-time status or withdraw completely will have their aid returned to the government according to a federal formula. Aid proceeds, which have been previously refunded to the student for living expenses, may have to be repaid immediately as well. Since such changes in academic status will also affect students' future eligibility for aid, it is recommended that Title IV aid recipients who

contemplate withdrawing or reducing their status below half-time first consult the financial aid office.

Financial Aid Office  
Johns Hopkins University  
School of Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100  
410-516-9808  
[onestop.finaid@jhu.edu](mailto:onestop.finaid@jhu.edu)

Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday.

## SCHOLARSHIPS, GRANTS, AND AWARDS

Undergraduate students with high financial need will be considered for Federal Pell and Supplemental Opportunity Grants as a consequence of filing the institutional financial aid application and FAFSA. Graduate students enrolling in teacher preparation programs in critical shortage areas will be considered for the new Federal TEACH Grant as a result of filing the FAFSA and the School of Education's TEACH Grant Application, available on the school's OneStop website at <http://onestop.education.jhu.edu/financial/forms/forms-for-2010-2011/>.

Residents of Maryland can be considered for assistance for the next academic year. Most programs require the submission of the FAFSA to the federal processor by March 1 of each year. Workforce Shortage Student Assistance Grants have a July deadline, but those who file a FAFSA by March 1 will receive priority based on need. Legislative Scholarships are available to full or part-time students through their Maryland delegates and senators. For more information regarding Maryland State aid and scholarship applications, contact the State Office of Student Financial Assistance at 410-260-4565 or 1-800-974-1024 or visit the Maryland Higher Education Commission (MHEC) Web site at [www.mhec.state.md.us](http://www.mhec.state.md.us).

A limited number of school-based partial tuition scholarships are available each year. Selection is based primarily on financial need, but scholastic merit is also considered. School of Education scholarship applications are available online at <http://onestop.education.jhu.edu/financial/apply/apply-to-academic-year-2010-11/> from February 1 through June 30. Applications must be completed by this deadline. Since need is a factor in the selection process, applicants should file the FAFSA so that results are received prior to the June 30 deadline. As one application provides consideration for all available funds, it is not necessary for students to apply for specific scholarships. All scholarship award decisions are final, authority resting with the scholarship committee of the School of Education.

Information on the new **Federal TEACH Grant**, which provides grants of up to \$4,000 per year to education students who intend to teach in a public or private

elementary or secondary school that serves students from low-income families, can be found at <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>.

Students are encouraged to contact other scholarship sources, such as cultural groups and professional organizations.

The following Web sites provide additional information on financial aid sources:

- Financial Aid Information page ([www.finaid.org](http://www.finaid.org))
- U.S. Department of Education home page ([www.studentaid.ed.gov](http://www.studentaid.ed.gov))
- Student Internet Gateway to the U.S. Government ([www.students.gov](http://www.students.gov))

## TAX LAW BENEFITS

There are several tax benefits that provide help for those financing the costs of higher education as listed below. Many have income level caps and there are restrictions on taking advantage of more than one deduction and/or education credit at the same time. Please consult a tax adviser for full information and/or visit the IRS Web site at [www.irs.gov](http://www.irs.gov):

- Employer-paid tuition assistance for undergraduate and graduate coursework is tax-free up to \$5,250.
- Interest paid on student loans is deductible up to \$2,500, regardless of the age of the loan.
- The American Opportunity Tax Credit—up to \$2,500 credit available for qualifying educational expenses paid for the first four years of post-secondary graduate education for students pursuing an undergraduate degree or other recognized education credential.
- A Lifetime Learning Credit—up to \$2,000 credit is available for qualifying educational expenses, limited to 20 percent of tuition and required fees paid for any year of postsecondary education. This includes courses taken to acquire or improve job skills, even if the courses are not part of a degree program.
- Students not qualifying for the Hope Tax or Lifetime Learning Credits may be able to deduct up to \$4,000 of qualified tuition and fees paid for by the student, a spouse, or dependents, if modified adjusted gross income is not more than \$80,000 if single or \$160,000 if married filing jointly (2009 income cutoff; 2010 limits may differ).

## EMPLOYMENT-BASED TUITION BENEFITS

Employment-based tuition benefit programs represent an alternate source of assistance to School of Education students. Employers and labor unions often provide educational benefits for their employees as part of a larger benefits package. The assistance may take the form of a contract between the employer and the university or a full or partial

tuition reimbursement plan between the employer and the employee. Note that students who participate in employer tuition reimbursement programs should plan to pay all tuition and fees at the time of registration and follow their employer's procedures for requesting reimbursements. Students should contact their employer's human resources office to discuss the availability of tuition assistance. Information on billing or contract procedures may be obtained from the Student Accounts Office at 410-516-9722. Employees receiving tuition assistance may be responsible for taxes on the value of the tuition assistance received and should check with employers for more details.

Johns Hopkins University provides a tuition remission program for full-time employees. For information, contact Training and Education at 443-997-6800.

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## OTHER STUDENT SERVICES

For the latest information on disability support, career services, student and alumni relations, and campus locations, visit <http://onestop.education.jhu.edu/>.

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## SCHOLARSHIPS

### SCHOOL OF EDUCATION SCHOLARSHIPS

#### ***Aegon USA Inc. Scholarship Fund***

Established in 1999 by Aegon USA Inc. to provide scholarship support to School of Education and Public Safety Leadership students who demonstrate financial need.

#### ***Marlene K. Barrell Scholarship Fund***

Established in 2004 to support students in the School of Education.

#### ***BGE Scholarship Fund***

This fund was established in 1998 with a generous gift from the Baltimore Gas and Electric Company. Scholarships are awarded to students who demonstrate financial need.

#### ***Bloomberg Scholars Program***

Established in 1995 with a gift from Michael Bloomberg, ENGR '64 and former chairman of the JHU Board of Trustees. The Bloomberg Scholars Program provides scholarship support to the School of Education. The competitive awards are made to students with outstanding academic ability and potential.

#### ***Edward Franklin Buchner Fellowship in Education***

Established in 1987 by the late Louisa Buchner in honor of the late Dr. Edward Franklin Buchner, professor of education and philosophy and first chairman of the university's College Courses for Teachers, created in 1909. The fellowship is for doctoral candidates in education at the School of Education.

#### ***Dorothy Davis Scholarship for Gifted Education***

Established in 1987, this scholarship is for students in gifted education and provides half-tuition scholarships.

#### ***Decker-Gabor Scholarship***

This scholarship provides tuition assistance for under-graduate and graduate students. Established in 1999 by the late Al Decker, former trustee emeritus, and his wife, Virginia Decker, the scholarship honors Stanley C. Gabor, dean of the school from 1982 until his retirement in 1999.

#### ***Linda A. Fedor Memorial Scholarship***

Established in 2004 by the Fedor family in memory of their daughter and sister, this scholarship supports an internship in the master's degree in special education program at the School of Education.

#### ***Isaac and Fannie Fox Scholarship Fund***

Established in 1997 by Lillian Bernice Fox, '61, for undergraduate students in memory of her parents.

#### ***Lillian Bernice Fox Scholarship Fund***

Established in 1997 by Lillian Bernice Fox, '61, for undergraduate students.

#### ***The Stanley Gabor Scholarship Fund***

Established in 1999 in honor of Dean Emeritus Gabor at the time of his retirement to provide support to Carey Business School and School of Education students who demonstrate financial need.

#### ***The Sheldon and Saralynn Glass Scholarship Fund***

Initiated in 2011 by Dr. Sheldon Glass, '66, and Saralynn Glass, '72, '77, this term scholarship supports full-time students in the Department of Counseling and Human Services.

#### ***Nancy Grasmick Fellowship Fund***

Established in 1998 to provide financial assistance to doctoral students in the School of Education.

#### ***David and Bessie Greenberg Scholarship Fund***

This scholarship provides financial assistance for students in the Division of Public Safety Leadership.

#### ***Alma D. Hunt/VCM***

Established in 1999 by an anonymous donor in honor of the donor's grandmother (1891–1987), a lady whose humble life and generous spirit were underscored by her compassionate concern to put others first, the grant provides tuition assistance to urban students with demonstrated financial need who are in the internship stage of their special education program in the School of Education.

### ***Jumble-Inn Scholarship***

The Jumble-Inn Scholarship was established in 1920 by a gift from the Jumble-Inn Committee to benefit women who teach in Baltimore elementary schools, who are residents of the city, and who are candidates for degrees in education. Preference is given to those in need of financial assistance.

### ***Mary Levin Scholarship Fund***

Established in 1978 for post-master's degree students by the late Cecelia L. Bass, '41, and Leon P. Bass in honor of her sister, the late Mary Levin, former executive secretary to the deans of McCoy College and the Evening College, now separately known as the Carey Business School and the School of Education.

### ***Helen Hassie Lichtenstein Scholarship***

Established in 1986 by the late Dr. Arthur Lichtenstein, '30, '34, in memory of his wife Helen Hassie Lichtenstein, '39, this scholarship is awarded annually to a doctoral student at the School of Education who exemplifies a commitment to the field of special education and may need institutional support to further his or her studies. Dr. and Mrs. Lichtenstein, both alumni of the School of Education, were special education professionals in Baltimore public schools for many years.

### ***Kelvin D. Machemer Scholarship***

Established in 2004 by Kelvin D. Machemer to provide scholarship support for part-time students in the School of Education.

### ***Michael/Weinstein Scholarship***

Established in 1998 by Joel A. and Bonita M. Weinstein, '72, in memory of her mother and brother, this fund provides financial assistance to students in the School of Education.

### ***Richard and Marie Conley Mumma Scholarship Fund***

Established in 1997 by the estate of Richard and Marie Conley Mumma, this scholarship supports graduate and undergraduate students. Richard Mumma served as dean of McCoy College and the Evening College from 1951 to 1970.

### ***Helen M. and E. Magruder Passano Jr. Scholarship***

Established in 1997 by Helen M. Passano, '78, and E. Magruder Passano, '67, '69, and Waverly Inc., the fund provides need-based scholarships. "Mac" Passano has served the university in a variety of ways, including the Advisory Council and the JHU Alumni Council, which presented him with the Heritage Award for outstanding contributions to JHU and the community.

### ***Pi Lambda Theta Scholarship***

Established in 1980 by the Chi Chapter of Pi Lambda Theta, a national honor and professional association in education, to honor Drs. Florence E. Bamberger and Angela Broening. The fund provides financial assistance for graduate education students at the School of Education. Dr. Bamberger served as director of College Courses for Teachers and the summer session during the 1930s and 1940s.

### ***Eugene H. Ryer Scholarship Fund***

Established in 1998 in memory of Eugene H. Ryer, who attended evening courses at Hopkins during the 1930s, by his wife, Catharine H. Ryer, and son, David E. Ryer, '64. The fund provides financial aid for students in the School of Education.

### ***Aileen and Gilbert Schiffman Fellowship***

Established in 1996 by a gift from The Hodson Trust in memory of Gil Schiffman, professor emeritus and former director of the Graduate Division of Education, this fellowship is awarded to School of Education doctoral students.

### ***Sonia Beser Snyder and Naomi Beser Scholarship Fund***

Established in 1997 by Sonia Beser Snyder, '44, in memory of her twin sister, Naomi Beser.

### ***William H. Thomson Scholarship***

Dorothy S. Thomson established this fund in memory of her husband to provide financial assistance to worthy students in the School of Education.

### ***Anna McClintock Welch Matching Fund***

The family and friends of Anna McClintock Welch established a fund in her honor to assist working students who require partial financial aid for their education. The fund matches up to 50 percent of the student's earned income required to cover tuition, fees, and books. Although this is a scholarship program, the donors of the fund encourage recipients to repay the gift and thereby help students in the future.

### ***Wilson Memorial Scholarship***

Established in 1967 by Mrs. Eva Orrick Bandell Wilson, who attended classes in the Evening College, the fund provides aid for students with demonstrated financial need in the School of Education.

### ***Alison P. Wolcott Memorial Scholarship***

Established in 2008, for the purpose of advancing the service goals and ideals of Alison Paige Wolcott, to help cover the tuition and fees of a student enrolled in the School Immersion Master of Arts in Teaching (SIMAT) program.



## VETERANS/G.I. BILL ASSISTANCE

The Johns Hopkins University is approved by the Maryland Higher Education Commission for training veterans and the widows and children of deceased veterans under provisions of the various federal laws pertaining to veterans' educational benefits.

Information about veterans' benefits and enrollment procedures may be obtained from the Department of Veterans Affairs at [http://vabenefits.vba.va.gov/vonapp/about\\_vonapp.asp](http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp) or from the Office of the Registrar, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, Maryland 21046-2100; 410-516-9816.

Students eligible for veterans' educational benefits register and pay their University bills in the same manner as non-veteran students. Reimbursement is made by the Department of Veterans Affairs on a monthly basis. The amount of reimbursement is determined by the veteran's course load and the number of dependents and is based on the following:

- full time: 12 credits per term—undergraduate; 9 credits per term—graduate
- three-quarter time: 9 to 11 credits per term—undergraduate; 7 to 8 credits per term—graduate
- half time: 6 to 8 credits per term—undergraduate; 5 to 6 credits per term—graduate.
- quarter time: 1 to 5 credits per term—undergraduate; 1 to 4 credits per term—graduate

*Note: This time scale applies only to regular, semester-long courses; i.e., courses meeting regularly for the entire length of the semester. Any course that meets for a compressed period, for example, the January intersession and May session, is required by the Department of Veterans Affairs to be certified separately and generally has a different time status assigned that could affect benefits. Contact the VA Certification Officer in the Office of the Registrar at 410-516-9816 with any questions about these types of courses.*

To obtain reimbursement, a veteran must comply with the following procedures:

### INITIAL ENROLLMENT

1. The veteran must first apply and be admitted to one of the schools of the University.
2. He or she then obtains an Application for Program of Education of Training (VA Form 22-1990) from the Department of Veterans Affairs. Forms are available at [http://vabenefits.vba.va.gov/vonapp/about\\_vonapp.asp](http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp). (Vonapp stands for Veterans On Line Application.) Once logged in, applicants will find links to various veterans forms required to apply for Veterans Benefits.

3. After completing the application, the veteran sends it, along with a certified copy of the DD214, Copy 4, to the following address:

Veteran's Certification Officer  
Office of the Registrar  
School of Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

### TRANSFERS

When transferring from another college or university, the veteran must obtain a Request for Change of Program or Place of Training form (VA Form 22-1995) from the Department of Veterans Affairs (using the online application form at [http://vabenefits.vba.va.gov/vonapp/about\\_vonapp.asp](http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp)) and submit the completed form to the Veteran's Certification Officer.

### RE-ENROLLMENT

A student who received veteran's benefits while attending the University during the preceding fall or spring semester, and who plans to re-enroll with no change of objective, needs only to advise the certifying official in the Office of the Registrar when submitting registration materials that re-certification under the provisions of the original VA form 22-1990 is desired.

Students receiving veteran's benefits must pursue a program of courses that leads to the exact objective (normally a degree or certificate) indicated on the original VA application. Any change in program or objective requires submission of a Request for Change of Program (VA Form 22-1995).

Veterans are required to immediately advise the certifying official in the Office of the Registrar (contact phone number: 410-516-9816) regarding any change in their program or status that might affect the amount of their monthly payment from the VA. Failure to do so causes the Department of Veterans Affairs to seek restitution from the veteran of a resulting overpayment of benefits.

Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service (see policies on Inactive/Deactivated Certificate or Degree Applications and Leave of Absence).

### STUDENTS FROM OTHER INSTITUTIONS

Students attending other colleges and universities who enroll for the summer session at Johns Hopkins University should request that a letter be sent from the primary insti-

tution to the Department of Veterans Affairs stating that the courses and credits at Johns Hopkins University are accepted toward the student's degree.

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### **STANDARDS OF PROGRESS**

Continuation of VA payments is dependent on the veteran meeting the academic standards established by the

university for all students, veterans and nonveterans alike. The veteran also must meet any standards of progress that are or may be established by VA regulations. In the event that the student fails to meet these standards, the benefits are suspended until the VA completes a review of the student's progress toward his/her objective and determines that the benefits may be resumed.

## ACADEMIC POLICIES

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## GRADING SYSTEM AND ACADEMIC RECORDS

### GENERAL GRADING POLICY

The grading scale used for official grades for all School of Education students—graduate, undergraduate, and non-degree—is listed in the table below. Please note that the grades of D+, D, and D- pertain only to undergraduate coursework offered in the Division of Public Safety Leadership. The grade of A+ is not assigned at any level.

Each instructor assigns grades according to his/her own system, which should be explained in the course syllabus. All students must possess acceptable written command of the English language; instructors will consider writing quality when assigning grades, and make referrals for those needing improvement in writing skills.

### Grading Scale

Grades	Meaning	Quality Points
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
*D+		1.3
*D		1.0
*D-		0.7
F		0.0
I	Incomplete	
MR	No grade reported as yet by the instructor, not a failing grade	
WD	Official withdrawal (not assigned by instructor)	
X	Grade not yet submitted by instructor	

No notation on an official report may be changed except to correct an error or to replace an “I” (incomplete) grade.

*\*The grades of D+, D, and D- are awarded at the undergraduate level only.*

*Note: Counseling and Special Education students are subject to additional grading requirements. For further details, please refer to the departmental/individual program descriptions in this catalog.*

### Alternative Grading Scale

Some courses may choose to employ a Pass (P)/Fail (F) grading system rather than a letter-based grading scale (as outlined in the above table). In such cases, the award of a Pass (P) grade is the equivalent to the award of a “B” grade or above, while the award of a Fail (F), and the consequences thereof, equate to the award of an “F” in the

letter-based grading scale. The use of the Pass (P)/Fail (F) grading system for courses should be clearly stated in the course syllabus.

*Note: Pass (P) grades are not considered in the determination of a student's Grade Point Average (GPA). However, Fail (F) grades awarded on the basis of Pass (P)/Fail (F) grading system will count towards a student's GPA.*

### FAILURE

An “F” (failure) grade indicates the student's failure to complete satisfactorily the work of the course. No grade of “F” may be counted toward a graduate degree or certificate. If the course in which the “F” is received is not required for graduation, it need not be repeated. However, if the course is mandatory and laboratory work forms part of the course, both the lecture and laboratory work must be repeated unless the instructor in the course indicates otherwise. In all cases in which an “F” grade was received, the failing grade will remain on the transcript and will be calculated into the grade point average.

### WITHDRAWAL

The WD (withdrawal) grade signifies an official withdrawal from a course approved by the Office of the Registrar. It is not assigned by the instructor. Students who wish to withdraw from a course must submit the facsimile Add/Drop Form (downloadable from the OneStop Web site at <http://onestop.education.jhu.edu/registration/changing-your-registration/dropping-or-withdrawing-from-a-course/>) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100.

### INCOMPLETE

An “I” (incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific coursework. A final grade is submitted to the Office of the Registrar by the instructor (using the Grade Change Form) after the student's completed work has been graded, provided the work was done within the agreed time frame. In the event that the work is not completed within the agreed time frame, and no grade is reported within four weeks after the start of the following semester, a grade of “F” replaces the “I” on the student's academic transcript. The Academic Year Calendar details the last date that students may submit incomplete work for each semester.

## REPEATED COURSES

### *Graduate Students*

A graduate student may repeat only one course while enrolled in a program; and it can only be a course in which a grade of B- or below was received. The course may be repeated only once. When a course is repeated, both the original and repeated grades appear on the academic record; however, only the second grade is used in calculating the grade point average. Course credit may be applied toward degree requirements only once, even if a course is repeated. The repeated course is indicated with an "R" on the academic record. Graduate students should be aware of the following when repeating courses:

- If a graduate student with provisional admission status to a program earns a grade of B- or below, the course may not be repeated and the student will not be admitted to the program.
- Only one course with a grade of C+, C, or C- will count toward a graduate degree program. Graduate students do not receive credit toward their degree or certificate for courses in which second or third grades of C+, C, or C- are earned.
- The number of C and F grades used to determine academic disciplinary actions includes repeated course grades. (See section on Unsatisfactory Academic Standing.)
- Graduate students must have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation.
- Counseling and special education students have additional grade requirements for repeated courses. (For further details, please refer to the departmental/individual program descriptions in this catalog.)

## GRADE POINT AVERAGE

To calculate grade point average (GPA):

1. multiply the number of credits for each course by the quality points (noted on Grading Scale) associated with the grades received in each course
2. add quality points
3. add credits
4. divide quality points by the number of credits

## GRADE APPEALS

Grades for academic work and courses are determined by the faculty through the exercise of their considered academic judgment, and the School of Education will not override grades that are so determined.

A student who disagrees with a grade on a particular assignment or for a course should discuss the matter with

the faculty member. If that discussion fails to resolve the matter, the student may appeal the faculty member's decision to the Division Director or Chair of the Department in which the course was offered. The appeal must be in writing, stating the student's basis for believing that the grade assigned was not based on the faculty member's considered academic judgment. Mere disagreement with a faculty member is not basis for a grade appeal.

If the matter is not resolved following consultation with the Division Director or Department Chair, a student may appeal in writing to the Dean of the School of Education. In such cases, the Dean may appoint a hearing committee to review the case and make a recommendation; the Dean shall make the final decision in the matter.

All appeals must be in writing, setting forth the specific basis and evidence for the appeal. At each review level, consideration of grade appeals is limited to an evaluation of whether the grade being appealed was determined based on the faculty member's considered academic judgment. A faculty member's failure to follow standards announced in the syllabus may be considered evidence that the grade was not so determined.

All grade appeals must be initiated and resolved within one semester after completion of the course in question. For appeals that reach the Division Director/Department Chair and/or Dean's level review stage, the School of Education shall notify the student in writing that the student's grade appeal has been received. Notification of the final decision concerning a grade appeal will be communicated to the Student Affairs office and placed in the student's record.

## GRADE REPORTS, TRANSCRIPTS, AND ACADEMIC RECORD REQUESTS

### *Grade Reports*

Students can request via email at [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu) to receive grade reports once the instructor has submitted the course grade to the Office of the Registrar following the end of the course. The grade report will be mailed to the student's home address; it is not available by telephone or personal inquiry. Currently enrolled students can also access their semester grades and review and update their address information via the ISIS Self-Service Web site at <https://isis.jhu.edu/>. Students who have questions about this service should contact the Office of the Registrar at 410-516-9816.

*Note: Grade reports are not issued for a student with an outstanding financial obligation to the University.*

### *Transcripts*

Students who wish to obtain transcripts of their School of Education academic records should access the OneStop Web site (<http://onestop.education.jhu.edu/registration/>)

**transcripts/)** for information on how to order transcripts online, by mail, or in person. Students who wish to obtain transcripts from previously attended colleges and universities should contact those institutions directly.

Photocopies of transcripts received by the School of Education from other domestic educational institutions will not be made available to a student. These documents are submitted specifically for consideration of admission and cannot be made available for any other use. Requests for photocopies of transcripts from international educational institutions, however, will be considered due to the difficulty of obtaining those documents directly.

*Note: Transcripts are not issued for a student with an outstanding financial obligation to the University, nor will they be released without a student's signed authorization.*

#### *Academic Records Requests*

Requests to inspect and/or receive copies of documents (other than transcripts from previous institutions and confidential letters of recommendation) maintained in the academic record of a student must be submitted in writing with an original signature to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. Faxed requests will not be honored. For further information or questions, students should contact the Office of the Registrar at 410-516-9816.

#### *Verification Requests*

Requests for verification of enrollment or degrees earned can be submitted to the Office of the Registrar via telephone or email. The student's name, Social Security Number, and the name(s) and address(es) of the recipient(s) are required to process the request. For more information or assistance, contact the School's Transcript/Records Coordinator at 410-516-9816.

#### *Family Educational Rights and Privacy Act*

The University maintains its academic records in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA), as amended. Each October, the University publishes its policy on family educational rights and privacy in the Johns Hopkins Gazette. Copies of this policy can be obtained from the Office of Registrar or online at [www.jhu.edu/news\\_info/policy/ferpa.html](http://www.jhu.edu/news_info/policy/ferpa.html).

#### *Retention of Records*

The academic record includes all documents related to an individual student such as application for admission, letters of recommendation, etc., as well as the record of academic performance commonly referred to as the transcript.

- Retention of student records is dependent on an individual's student status within the School of Education.
- Records for individuals who are denied admission are retained for a period of one year
- Records for students who are admitted to a program but do not register for courses are retained for a period of one year.
- Records for students who are admitted to a program, enroll, but do not complete the program and do not graduate are retained for six years after the last term of enrollment
- Records for students who are admitted to a program and graduate from that program are retained permanently.

Transcript records are archived permanently in the Registrar's Office. Documentation pertaining to registration is held only for a period of five years. If any questions should arise regarding documentation of enrollment in a course beyond that five-year period, it will be the student's responsibility to produce proper documentation to support any claim for a change to their record.

## ACADEMIC STANDARDS

The requirements for the degrees and certificates offered through the School of Education are subject to change. The School does not guarantee continuation of any particular curriculum or program of study.

The University does not guarantee the award of a degree or certificate to students enrolled in any academic program. The award of degrees and certificates is conditional based on satisfaction of all current degree/certificate and instructional requirements at the time of such award, compliance with the University and School regulations, as well as performance meeting the expectations of faculty. Any breach of academic standards may result in disciplin-

ary actions against the student(s) involved; please see the Academic and Student Conduct Policies section for an overview of grievance and due process procedures.

### GOOD ACADEMIC STANDING

#### *Undergraduate Students*

To remain in good academic standing, undergraduate students in Public Safety Leadership programs in the School of Education must maintain at least a C average (2.0 on a 4.0 scale) throughout their enrollment. Undergraduates may not count any D+, D, or D- grades earned in a

course. In addition, undergraduate students must have a minimum cumulative grade point average of 2.0 (on a 4.0 scale) to receive approval for graduation.

### *Graduate Students*

To remain in good academic standing, School of Education graduate students (degree, certificate, and non-degree) must maintain at least a B average (3.0 on a 4.0 scale) throughout their enrollment. In addition, graduate students must have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to receive approval for graduation.

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## UNSATISFACTORY ACADEMIC STANDING

### *Undergraduate Students*

An undergraduate student's academic standing is considered unsatisfactory if his/her cumulative grade point average falls below 2.0. In such an event, the student will be placed on academic probation. To be removed from academic probation, the student must raise his/her cumulative grade point average above 2.0 within 24 credits of being placed on academic probation.

If a student on academic probation fails to raise his/her cumulative grade point average above 2.0 by the semester in which he/she completes an additional 24 credits, the student will be academically suspended. A student will also be academically suspended if he/she achieves a grade point average below 2.0 during a semester(s) while on academic probation.

After a period of not less than one year, an academically suspended student may submit a written petition to the Director of the Division of Public Safety Leadership for consideration of reinstatement on a probationary basis. Suspended students must meet with an academic adviser prior to reinstatement. If a student is reinstated, any additional grade below C will result in academic dismissal from the University, which is final.

### *Graduate Students*

A graduate student's academic standing is considered unsatisfactory if either of the following two outcomes occur:

- The student earns a grade of F for a course. No grade of F may be counted toward a degree or certificate program.
- The student earns a second grade of C+, C, or C- for a course. (D grades are not given to graduate students.) No more than one course in which the grade of C+, C, or C- is earned may be counted toward the degree or certificate. Graduate students receive no credits for courses in which a second or third grade of C+, C, or C- is earned.

In the event that a student earns a grade of F or a second grade of C+, C, or C- for a course, the following actions are taken:

- The student is placed on academic probation for a period of not less than one semester. The student should contact his/her academic adviser to develop a plan for reinstatement to good academic standing. Any courses taken during the probationary period must be approved by the student's academic adviser. If it is a required course, the student must repeat the course in which the unsatisfactory grade was earned. (See section on Repeated Courses.) If the unsatisfactory grade was earned in a course that is not required, the student may take another course that meets with academic adviser approval.
- The student will be released from probation when s/he has completed the course with a satisfactory grade, has met all other conditions of probation set by his/her academic adviser, and has regained the 3.0 grade point average required for good academic standing.
- If a student is reinstated, any additional grade of C+ or below will result in academic dismissal, which is final.

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## ATTENDANCE

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often include classroom participation and attendance in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus. Students who expect to miss several class sessions for personal, professional, religious, or other reasons are encouraged to meet with their academic advisers to consider alternative courses prior to registration.

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## EXAMINATIONS

A student who must miss an examination should notify the instructor. If the absence is justifiable, the instructor may permit a deferred examination.

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## RELIGIOUS HOLIDAY OBSERVANCE

Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed. Students who expect to miss several classes because of religious holidays are encouraged to meet with their academic advisers to consider alternative courses prior to registration.

## GRADUATION

A student who expects to receive a degree or certificate must submit an Application for Graduation Form and graduation fee (\$175 for graduate and undergraduate degree candidates; \$100 for certificate candidates).

Students who are planning to graduate by May 2011 must apply for graduation using the online graduation application form, which is available through ISIS Self-Service at <https://isis.jhu.edu/sswf/>. Students should use their JHED username and password to access the on-line graduation application form. The link to the application is in the Registration menu under the Program of Study Information. All students, regardless of whether or not they plan to attend the ceremonies, need to complete this application for graduation approval. The graduation form is also available online at <http://onestop.education.jhu.edu/media/files/registration/GradAppEducation.pdf> and at all campus locations.

The application must be submitted no later than the start of the student's final semester of coursework. (See the application deadlines at the end of this section.) **Students must complete separate applications for each degree and/or certificate they expect to receive.**

Applications should be mailed or faxed to 410-516-9817 with the appropriate graduation fee to:

Office of the Registrar  
Johns Hopkins University  
School of Education  
ATTN: Graduation  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046-2100

Students who are planning to graduate should complete all coursework on time and should not request or receive the grade of "I" (incomplete) during their final semester.

Approximately one month after the semester begins, students who have submitted the Application for Graduation Form receive confirming letters from the graduation coordinator. Their names are placed on the tentative graduation list for the semester in which they anticipate completing their degree/certificate requirements.

The School of Education Academic Council meets three times each year to review candidates for conferral

and to make recommendations to the University President for commencement. Students completing all requirements at the end of the May session and summer sessions are reviewed by the Academic Council in October; those finishing at the end of the fall semester are reviewed in February; and those finishing at the end of the January intersession and spring semester are reviewed in May. After the Academic Council meets in October and February, students on the graduation list receive letters confirming the Council's action.

The Johns Hopkins University confers degrees at the end of the summer, fall, and spring semesters. The commencement ceremonies are held in May. The May commencement brochure will include the names of those students who applied to graduate by the designated deadlines for the 2010–11 academic year. (See the application deadlines at the end of this section.) Students who submit graduation applications after the spring semester deadline may need to wait until the end of the following semester to have their degree conferred.

Students will have the choice of having their diplomas mailed to them approximately two weeks after the May commencement ceremonies, or they can attend the commencement ceremonies and pick up their diplomas at the conclusion of the ceremony. (Note: students in certificate programs will receive their diplomas via mail.)

Ceremony information is sent to those on the tentative graduation list at the beginning of March. To receive their diplomas, students must pay all student accounts in full and resolve all outstanding charges of misconduct and violations of academic integrity.

The deadlines (which are also listed in the Academic Year Calendar) for submitting the graduation application form and fees are as follows:

Semester	Deadline
Summer	May 28
Fall	August 27
Spring	January 3

*Note: Johns Hopkins diplomas indicate the degree qualification and major without identifying the student's concentration.*

## ACADEMIC AND STUDENT CONDUCT POLICIES

### STATEMENT OF PRINCIPLES

The purpose of the Academic and Student Conduct Policies is to promote and protect the rights, welfare, intellectual integrity, safety, property, and health of all members of the academic community, as well as to promote the orderly operation of the School and to safeguard its property and facilities.

These policies are based on the principle that each student assumes individual responsibility to abide by them. They pertain to any person who is currently enrolled in a School of Education course or program, or who has completed degree or certificate requirements and is awaiting graduation. These policies apply to misconduct committed on University premises or during School of Education related or sponsored activities off School premises.



The Academic and Student Conduct Policies are intended to resolve student related matters in as informal an administrative setting as possible. The School reserves the right to institute disciplinary action whether or not the offense results or may result in action by a civil or criminal court. The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

All records of academic and student conduct cases, and all supporting documentation, shall be maintained in accordance with the University policy and state and federal laws concerning maintenance and disclosure of student records.

## **POLICIES GOVERNING ACADEMIC CONDUCT**

School of Education students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their field-work or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Violations of academic integrity and ethical conduct include, but are not limited to, cheating, plagiarism, unapproved multiple submissions, knowingly furnishing false or incomplete information to any agent of the University for inclusion in academic records, violation of the rights of human and animal subjects in research, and falsification, forgery, alteration, destruction, or misuse of the University seal and official documents. (For violations related to non-academic conduct matters, see Policies Governing Student Conduct below.)

### **(1) Procedures Governing Student-Initiated Complaints**

Students who wish to initiate a complaint regarding the academic conduct of another student should consult with the instructor of the course in question or with their academic adviser. (Students who wish to initiate a complaint related to student conduct should contact the Student Affairs office. See Procedures Governing Student Conduct Complaints below.)

### **(2) Procedures Governing Faculty-Initiated Complaints**

#### *Academic Misconduct Proceedings*

To assure that charges of student academic misconduct (including, but not limited to, cheating and plagiarism and other violations as outlined above in the Policies Governing Academic Conduct) are decided in a fair and

impartial manner, the procedures listed below are to be followed:

- The faculty member shall notify his/her Department Chair or Division Director and the student's academic adviser of the charge.
- The student receives written notice of the charge from the appropriate Department Chair or Division Director.
- Evidence supporting the charge is made available to the student.
- The student is given the opportunity to resolve the matter directly with the faculty member and/or appropriate Chair or Director. If the student admits the infraction and a penalty is agreed upon, a written report containing a brief description of the infraction and the penalty agreed to, signed by all parties, is placed in the student's record. The decision in the signed written report outlining the infraction and penalty is final.
- If no agreement is reached as provided for above, the Department Chair or Division Director will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The committee shall comprise at least three members and include a faculty member drawn from the department or division offering the course in which the alleged infraction took place, a senior administrator (equivalent to an Assistant or Associate Dean level appointment), and a representative from the Student Affairs office. Following a presentation of the evidence in support of the charge and the evidence the student offers in response, the committee will render a decision within seven working days and determine the appropriate course of action. A written report prepared by the committee containing a brief description of the infraction and the penalty imposed is placed in the student's record.
- Following notification of the hearing committee's decision, the student may submit a written appeal within seven working days to the Dean of the School of Education. An appeal to the Dean must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

## POLICIES GOVERNING STUDENT CONDUCT

In addition to maintaining good academic standing and integrity, students are expected to refrain from conduct that injures persons or property; impedes in any way the orderly operations of the School; prevents the work of its faculty, staff, or students; or disrupts the intellectual exchange in the classroom. The School expects students to be law-abiding citizens, to respect the rights of others, and to refrain from behavior which tends to impair the School's purpose or its reputation in the community. Students who have committed acts that are a danger to their own personal safety or that harm or have the potential of harming others, or who destroy, impair, or wrongfully appropriate property, will be disciplined and may forfeit their right to be members of the University community.

### (1) Regulations Governing Student Conduct

The School of Education prohibits the following types of conduct. Students and student organizations that engage in such conduct will be subject to the disciplinary proceedings and sanctions and penalties outlined below.

Specifically, students and student organizations are expected to refrain from:

- Acts which disrupt or interfere with the orderly operation of teaching, administration, research, and other academic activities.
- Intentionally or recklessly interfering with normal School or University activities or emergency services.
- Behavior that causes, or can reasonably be expected to cause, physical harm to a person.
- Physical, verbal, or written threats against; intimidation of; or persistent, unwanted contact with any member of or visitor to the University community.
- Conduct that constitutes sexual abuse, assault, or rape of another person. (See the University's Policy on Sexual Assault and Procedures). (Students are also expected to abide by all Maryland state laws relating to the abuse of minors and, where applicable, the regulations of school district systems with whom the School of Education partners pertaining to teacher-student relations.)
- Conduct that constitutes sexual or discriminatory harassment of another person in violation of the University's Anti-Harassment Policy.
- Refusing to comply with the directions of School or University officials, faculty, administrators, or staff acting in performance of their duties.
- Refusing to appear or giving false statements when asked to present evidence or respond to an investigation involving student conduct.

- Theft, vandalism, or deliberate misuse of School or University property, or the property of others, or knowingly possessing stolen property.
- Falsifying, forging, altering, destroying or otherwise misusing official School or University documents or seals.
- The unauthorized use, possession, or storage of any chemicals, weapons, or explosives, including fireworks, on School or University property.
- The unauthorized distribution, possession, or use of any controlled substance (including, but not limited to, illegal drugs) on School or University property.
- The possession or consumption of alcohol by individuals under the legal drinking age in Maryland (21 years of age), or the provision of alcohol to minors on School or University property. (Students are also expected to abide by the University's policies regarding the use and abuse of alcohol.)
- The unauthorized or improper use of School or University property, facilities (leased or owned), equipment, keys, identification cards, documents, records, or resources. (This includes any misuse of electronic resources and equipment defined in the University's Policies for Student Use of Shared Information Technology Resources.)
- Failure to observe policies regulating the use of School or University buildings, property, or other resources.
- Violations of criminal law that occur on School premises or in connection with School functions, that affect members of the School or University community, or that impair the School's or University's reputation.
- Violations of any other University-wide policies or campus regulations governing student conduct, including orders issued pursuant to a declared state of emergency.

Other behavior may be equally inconsistent with the standard of conduct expected of a student in the School of Education and the School's commitment to providing an environment conducive to learning and research. To remain in good standing, students are also expected to abide by the academic regulations outlined above in the Policies Governing Academic Conduct.

### (2) Procedures Governing Student Conduct Complaints

A member of the faculty or staff, a student, and other aggrieved persons may file a complaint alleging misconduct by a student and/or student organization for a non-academic related matter (as outlined above in the Regulations Governing Student Conduct) with the Student Affairs office (SA). (To file a complaint alleging academic misconduct, please refer to the Policies Governing Academic Conduct.) The complaint must be submitted in written form. Complaints alleging violation

of certain campus policies, which provide procedures for handling matters within the purview of the policies, will be referred to the appropriate University office for handling (e.g., complaints of discrimination or harassment in violation of the University's policies on nondiscrimination will be referred to the Office of Institutional Equity).

All allegations that a student and/or student organization has violated School of Education policies or campus regulations are intended to be resolved as expeditiously as possible. Accordingly, the procedures outlined here in the Academic and Student Conduct Policies will not be delayed pending the resolution of any criminal or other legal proceedings arising out of the same incidents.

Within seven working days of receipt of a written complaint, SA will notify the student and/or student organization of the allegations and will schedule a personal meeting. If the student and/or student organization cannot be reached, a certified letter will be sent to the student and/or student organization outlining the allegations.

Within 30 days of receipt of a written complaint, SA will conduct an inquiry into the matter to determine the seriousness of the allegations and whether sanctions are necessary. The student's academic adviser and Department Chair will be notified, on a need to know basis, of the complaint and/or investigation. Depending on the severity of the allegations, the student may be asked not to attend classes during the investigation. If the complaint involves sexual assault, sexual harassment, or discriminatory harassment, the Office of Institutional Equity will be asked to investigate and assist in resolving the issue. For other complaints, if it is determined that sanctions are not necessary, SA and the student and/or student organization may arrive at a mutually acceptable agreement concerning the disposition of the charges. However, if it is determined that sanctions are necessary, SA will meet with the student and/or student organization to present the imposed sanctions.

### (3) Procedures for Convening a Hearing Committee

If no agreement is reached as provided for above, SA will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The hearing committee shall comprise at least three members, drawn from the faculty and senior administrative staff. In some cases, another student enrolled in a School of Education program may be asked to serve on the hearing committee. At the hearing, the committee will meet with the accused student and/or student organization and the complainant to make findings of fact, determine whether there has been a violation of the School's student conduct policies, and, in such cases, makes decisions concerning sanctions within seven working days of being convened.

The evidence considered by the hearing committee shall be open to review by the accused student and/or stu-

dent organization and the complainant prior to the hearing, as will the records of all proceedings of the hearing committee itself. Otherwise, the committee's proceedings will be closed. Neither the accused student and/or student organization, nor the complainant, will be allowed to make copies of the records or to keep them.

### (4) Procedures for Appealing Hearing Committee Decisions

Following notification of the decision of a hearing committee, the complainant or the accused student and/or student organization may submit a written appeal within seven working days to the Dean of the School of Education. When such a request is submitted by the party contesting the decision, the Dean (or his/her designee) may send a copy of the request to the opposing party, who, within seven working days of receiving it, may submit a written response to the Dean (or his/her designee).

A request for appeal must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

### (5) Sanctions and Penalties for Violating Student Conduct Policies

Students violating the School of Education student conduct policies may be subject to the following sanctions:

- **Warning:** written notice to a student that continued or repeated violations of specified School or University policies may be cause for further disciplinary action (censure, suspension, dismissal, restitution). A permanent record of the violation will be retained in the student's file.
- **Censure:** written reprimand for violations of specified School or University policies, including notice to the student that repeated violations may be cause for further disciplinary action (suspension, dismissal, restitution).
- **Suspension:** termination of student status for a specified period of time, including an academic semester or semesters, with reinstatement subject to specified conditions, the violation of which may be cause for further disciplinary action, normally in the form of dismissal.
- **Dismissal:** termination of student status at the University.
- **Restitution:** reimbursement for damage to or misappropriation of School, University, or private

property, which may be imposed exclusively or in combination with other disciplinary actions. (Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate

for damages. Restitution may be imposed on any student who, either alone or through group or concerted activities, participates in causing the damages or costs.)

## UNIVERSITY POLICIES

*Note: For the full listing of Johns Hopkins University policies, please refer to [http://webapps.jhu.edu/jhuniverse/administration/minutes\\_policies\\_reports/policies/](http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/).*

### Non-Discrimination Policy for Students

The Johns Hopkins University admits students of any race, color, gender, religion, national or ethnic origin, age, disability or veteran status to all of the rights, privileges, programs, benefits and activities generally accorded or made available to students at the University. It does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, veteran status or other legally protected characteristic in any program or activity, including the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs or in employment. Accordingly, the University does not take into consideration personal factors that are irrelevant to the program involved.

Questions regarding access to programs following Title VI, Title IX and Section 504 should be referred to the Office of Institutional Equity, 130 Garland Hall, Telephone: 410-516-8075, 410-516-6225 (TTY).

### Admissions Policy

Johns Hopkins University admits as regular students only persons who have a high school diploma or its recognized equivalent, or persons who are beyond the age of compulsory school attendance in Maryland.

To be eligible for federal student aid, students who are beyond the age of compulsory attendance but who do not have a high school diploma or its recognized equivalent must meet ability-to-benefit criteria or meet the student eligibility requirements for a student who is home-schooled.

### Privacy Rights of Students (FERPA)

Notice is hereby given that the School of Education of the Johns Hopkins University complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380), as amended, and regulations promulgated thereunder. Eligible students, as defined in the regulations, have the right:

- (1) to inspect and review their education records, as defined in the regulations;

- (2) to request the amendment of their education records if they are inaccurate, misleading, or otherwise in violation of the student's rights;
- (3) to consent to the disclosures of personally identifiable information in their education records except to the extent permitted by law, regulation, or university policy; and
- (4) to file a complaint with the U.S. Department of Education if the university has failed to comply with the requirements of law or regulation.

The University's policy on Family Rights and Privacy is published periodically in the Johns Hopkins Gazette, and copies of the policy are available from the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046, or online at [www.jhu.edu/news\\_info/policy/ferpa.html](http://www.jhu.edu/news_info/policy/ferpa.html).

### Copyright Compliance and the Digital Millennium Copyright Act (DMCA)

It is the policy of The Johns Hopkins University to comply with copyright law in general as well as with the provisions of the Digital Millennium Copyright Act (DMCA).

#### DMCA

The owner or the person entitled to enforce copyright may notify The Johns Hopkins University of any violation of copyright on the university's system by sending a notice in the form required by the Digital Millennium Copyright Act to:

Philip Roberts  
Associate General Counsel  
E-mail: [philroberts@jhu.edu](mailto:philroberts@jhu.edu)

#### Copyright Violations

Copyright exists in any original work which exists or is fixed in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, scientific and other journals, photographs and articles are some of the things subject to copyright. A copyright notice is not required.

Subject to exceptions, it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without authority of the owner of the copyright. (For information about copyright law and various

exceptions, see <http://www.library.jhu.edu/researchhelp/general/copyright/index.html#howusecopyrightteach.>)

Transmission electronically includes both copying and distributing. Such things as downloading music or displaying photographs without authority of the copyright owner may be a violation. Civil penalties can be substantial. Under the DMCA, Johns Hopkins is permitted to immediately take down any infringing site on the Johns Hopkins network and block access to any infringing sites on other networks, upon proper notice from the copyright owner or upon actual knowledge of infringement.

## Anti-Harassment Policy

### *Preamble*

The Johns Hopkins University is committed to providing its staff, faculty and students the opportunity to pursue excellence in their academic and professional endeavors. This opportunity can exist only when each member of our community is assured an atmosphere of mutual respect. The free and open exchange of ideas is fundamental to the University's purpose. It is not the University's intent in promulgating this policy to inhibit free speech or the free communication of ideas by members of the academic community.

### *Policy Against Discriminatory Harassment*

1. The University is committed to maintaining learning and working environments that are free from all forms of harassment and discrimination. Accordingly, harassment based on an individual's gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic is prohibited. (For the purposes of this policy, "gender identity or expression" refers to an individual's having or being perceived as having a gender-related self-identity, self-image, appearance, expression, or behavior, whether or not those gender-related characteristics differ from those associated with the individual's assigned sex at birth.) The University will not tolerate harassment, sexual harassment or retaliation in the workplace or educational environment whether committed by faculty, staff, or students, or by visitors to Hopkins while they are on campus. Each member of the community is responsible for fostering civility, for being familiar with this policy, and for refraining from conduct that violates this policy.
2. For purposes of this policy, harassment is defined as any type of behavior which is based on gender, marital status, pregnancy, race, color, ethnicity, national origin,

age, disability, religion, sexual orientation, gender identity or expression, veteran status, that is so severe or pervasive that it interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

3. Harassment when directed at an individual because of his/her gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, personal appearance, veteran status, or any other legally protected characteristic may include, but is not limited to: unwanted physical contact; use of epithets, inappropriate jokes, comments or innuendos; obscene or harassing telephone calls, e-mails, letters, notes or other forms of communication; and, any conduct that may create a hostile working or academic environment.
4. Sexual harassment, whether between people of different sexes or the same sex, is defined to include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:
  - (a) submission to such conduct is made implicitly or explicitly a term or condition of an individual's employment or participation in an education program;
  - (b) submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement; or
  - (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include, but is not limited to: unwelcome sexual advances; demands/threats for sexual favors or actions; posting, distributing, or displaying sexual pictures or objects; suggestive gestures, sounds or stares; unwelcome physical contact; sending/forwarding inappropriate e-mails of a sexual or offensive nature; inappropriate jokes, comments or innuendos of a sexual nature; obscene or harassing telephone calls, e-mails, letters, notes or other forms of communication; and any conduct of a sexual nature that may create a hostile working or educational environment.
5. Retaliation against an individual who complains of discriminatory harassment under this policy, is strictly prohibited. Intentionally making a false accusation of harassment is also prohibited.

### *Responsibilities Under this Policy*

The University is committed to enforcement of this policy. Individuals who are found to have violated this policy will be subject to the full range of sanctions, up to and including termination of his/her University affiliation.

1. All individuals are expected to conduct themselves in a manner consistent with this Policy.
2. Staff, faculty and/or students who believe that they have been subject to discriminatory harassment are encouraged to report, as soon as possible, their concerns to the Office of Institutional Equity, their supervisors, divisional human resources, or the Office of the Dean of their School.
3. Discriminatory harassment of another are encouraged to report their concerns as soon as possible to the Office of Institutional Equity, their supervisors, divisional human resources, or the Office of the Dean of their School.
4. Complainants are assured that reports of harassment will be treated in a confidential manner, within the bounds of the University's legal obligation to respond appropriately to any and all allegations of harassment.
5. Managers, including faculty managers, who receive reports of harassment should contact human resources or the Office of Institutional Equity for assistance in investigating and resolving the issue.
6. Managers, including faculty managers, are required to implement corrective action where, after completing the investigation, it is determined corrective action is indicated.
7. The University administration is responsible for ensuring the consistent application of this policy.

### *Procedures for Discrimination Complaints Brought Within Hopkins*

Inquiries regarding procedures on discrimination complaints may be directed to the Vice Provost for Institutional Equity or the Director for Equity Compliance & Education, Garland Hall, 130, Homewood Campus, 410-516-8075, 410-516-6225 (TTY).

## **Policy on Sexual Assault and Procedures**

The Johns Hopkins University is committed to providing a safe educational and working environment for its faculty, staff and students. The University has adopted a policy addressing sexual assaults and offenses involving sexual violence in order to inform faculty, staff and students of their rights in the event they are involved in an assault and of the services available to victims of such offenses.

Members of the University community who are the victims of, or who have knowledge of, a sexual assault occurring on University property, or occurring in the course of a University sponsored activity, or perpetrated by

a member of the University community, are urged to report the incident to campus authorities promptly. Persons who are victims of sexual assault will be advised by campus security of their option to file criminal charges with local police of the jurisdiction where the sexual assault occurred. Campus security and the Office of the General Counsel will provide assistance to a complainant wishing to reach law enforcement authorities.

A victim of an assault on University property should immediately notify campus security who will arrange for transportation to the nearest hospital. Persons who have been sexually assaulted will be taken to a hospital in Baltimore City designated as a rape treatment center. Mercy Hospital, 301 St. Paul Place (410) 332-9000 is the current designated center for adult examination and treatment. This hospital is equipped with the State Police Sexual Assault Evidence Collection Kit.

The University will provide counseling to any member of the Hopkins community who is a victim of sexual assault and also will provide information about other victim services. Students can seek the assistance of counseling through their divisional counseling offices, and members of the faculty and staff can seek assistance through the Faculty and Staff Assistance Program (FASAP). A student who is a victim of sexual assault may request a transfer to alternative classes or housing if necessary to allay concerns about security. The University will try to accommodate the request if such classes and housing are reasonably available.

Persons who are the victims of sexual assault also may pursue internal University disciplinary action against the perpetrator. The University's disciplinary process may be initiated by bringing a complaint of sexual assault to the attention of a dean, department chairman or director, supervisor, divisional human resources office, or security office. The University's Associate Director for Compliance & Conflict Resolution also is available to render assistance to any complainant. Allegations of sexual assault will be investigated by the appropriate security offices and any other offices whose assistance may be valuable for gathering evidence. The University reserves the right to independently discipline any member of the student body, staff or faculty who has committed a sexual or other assault whether or not the victim is a member of the University community and whether or not criminal charges are pending.

Disciplinary actions against students accused of sexual assaults will be processed by the appropriate student affairs office of the School or campus attended by the accused student in accordance with established disciplinary procedures pertaining to the School in which the student is enrolled. Disciplinary actions against staff members will be governed by the procedures set out in the University's personnel policies. Disciplinary actions against members of the faculty will be processed by the offices of the dean

of the appropriate academic division according to the procedures established by that division. Both a complainant and the person accused of a sexual assault will be afforded the same opportunity to have others present during a University disciplinary proceeding. Attorneys, however, will not be permitted to personally participate in University disciplinary proceedings.

Both the complainant and the accused will be informed of the resolution of any University disciplinary proceeding arising from a charge that a sexual assault has been committed. The disciplinary measures which may be imposed for sexual assault will vary according to the severity of the conduct, and may include expulsion of a student from the University and termination of the employment of a member of the staff or faculty.

### **Policy on Alcohol and Drug Abuse for Students**

The Johns Hopkins University recognizes that alcoholism and other drug addiction are illnesses that are not easily resolved by personal effort and may require professional assistance and treatment. Faculty, staff and students with alcohol or other drug problems are encouraged to take advantage of the diagnostic, referral, counseling and preventive services available through the University. Procedures have been developed to assure confidentiality of participation, program files and medical records generated in the course of these services.

Substance or alcohol abuse does not excuse faculty, staff or students from neglect of their employment or academic responsibilities. Individuals whose work or academic performance is impaired as the result of the use or abuse of alcohol or other drugs may be required to participate in an appropriate diagnostic evaluation and treatment plan. Further, use of alcohol or other drugs in situations off campus or removed from University activities that in any way impairs work performance is treated as misconduct on campus. Students are prohibited from engaging in the unlawful possession, use or distribution of alcohol or other drugs on University property or as a part of University activities.

It is the policy of The Johns Hopkins University that the unlawful manufacture, distribution, dispensation, possession or use of controlled substances is prohibited on the University's property or as a part of University activities. Individuals who possess, use, manufacture or illegally distribute drugs or controlled dangerous substances are subject to University disciplinary action, as well as possible referral for criminal prosecution. Such disciplinary action of faculty and staff may, in accordance with this policy, range from a minimum of a three day suspension without pay to termination of University employment. Disciplinary action against students may include expulsion from school.

As a condition of employment, each faculty and staff member and student employee must agree to abide by this policy, and to notify the divisional Human Resources Director of any criminal conviction related to drug activity in the workplace (which includes any location where one is in the performance of duties) within five (5) days after such conviction. If the individual is supported by a federal grant or contract, the University will notify the supporting government agency within ten (10) days after receiving notice.

### **Policy Addressing Campus Violence**

The Johns Hopkins University is committed to providing a learning and working environment that is safe to all members of the University community. The University will not tolerate violent acts on its campuses, at off-campus locations administered by the University, or in its programs. This policy of "zero tolerance" extends not only to actual violent conduct but also to verbal threats and intimidation, whether by students, faculty, staff, or visitors to the University.

The University urges individuals who have experienced or witnessed incidents of violence to report them to Campus Security. Alternatively, students are urged to report concerns about violence to the divisional office responsible for student matters, faculty to the divisional office responsible for faculty matters, and staff to the applicable human resources offices.

The University will not permit retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence.

### **Policy on Possession of Firearms on University Premises**

The possession, wearing, carrying, transporting, or use of firearm or pellet weapon is strictly forbidden on university premises. This prohibition also extends to any person who may have acquired a government-issued permit or license. Violation of this regulation will result in disciplinary action and sanctions up to and including expulsion, in the case of students, or termination of employment, in the case of employees. Disciplinary action for violations of this regulation will be the responsibility of the divisional student affairs officer, dean or director, or the vice president for human resources, as may be appropriate, in accordance with applicable procedures. Any questions regarding this policy, including the granting of exceptions for law enforcement officers and for persons acting under the supervision of authorized university personnel, should be addressed to the appropriate chief campus security officer.

## Photography and Film Rights Policy

The Johns Hopkins University reserves the right from time to time to film or take photographs of faculty, staff, and students engaged in teaching, research, clinical practices, and other activities, as well as casual and portrait photography or film. These photographs and films will be used in such publications as catalogs, posters, advertisements, recruitment, and development materials as well as on the university's Web site, for various videos, or for distribution to local, state, or national media for promotional purposes. Classes will be photographed only with the permission of the faculty member.

Such photographs and film—including digital media—which will be kept in the files and archive of The Johns Hopkins University, will remain available for use by the university without time limitations or restrictions. Faculty, students, and staff are made aware by virtue of this policy that the university reserves the right to alter photography and film for creative purposes. Faculty, students, and staff who do not want their photographs used in the manner(s) described in this policy statement should contact the Office of Communications and Public Affairs.

Faculty and students are advised that persons in public places are deemed by law to have no expectation of privacy and are subject to being photographed by third parties. The Johns Hopkins University has no control over the use of photographs or film taken by third parties, including without limitation the news media covering University activities.

## Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following federal return of Title IV funds formula: Percentage of

payment period or term completed—the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this title for which a return of funds is required (e.g., LEAP)



## POLICY ON STUDENT SOCIAL SECURITY NUMBER PROTECTION AND USE

In 2003 the Johns Hopkins University (JHU) issued to its faculty and staff specific guidance for the protection and use of the student's social security number (SSN). This policy statement clarifies and extends that prior guidance. University-wide implementation of this policy, which applies to the entire JHU community, is guided by the following objectives and needs:

1. Broaden awareness about the confidential, protected nature of the student SSN.
2. Reduce reliance on the student SSN for identification purposes.
3. Establish consistent University-wide and divisional student SSN protection and use policies and practices.
4. Increase student confidence surrounding handling of their SSN.

### Policy

JHU is committed to ensuring privacy and proper handling of confidential information it collects and maintains on faculty, staff and students, including the SSN, which is required for state and federal government reporting purposes. It is the policy of JHU to protect the privacy of the student SSN and to place appropriate limitations on its use throughout admission, financial aid, billing and registration processes – both within and outside of JHU information systems. The collection, use and dissemination of student SSNs or any part thereof for other purposes is strongly discouraged.

This policy outlines acceptable use of the student SSN, limits use to business purposes only and establishes procedures to assure that University employees and students are aware of and comply with the Family Educational Rights and Privacy Act of 1974, the Maryland Social Security Number Privacy Act and other applicable laws and regulations.

1. JHU considers the student SSN or any part thereof to be “personally identifiable information” under the Family Educational Rights and Privacy Act of 1974 (FERPA).
2. No part of a student SSN may be publicly displayed or released (e.g., via e-mail to multiple students, student rosters, bulletin boards, etc).
3. The student SSN may be collected as part of the application process and required for registration at JHU. The student SSN is also generally required for certain government reporting and as part of applying for financial aid, billing and employment.

4. The risk of unauthorized disclosure of the student SSN increases with each additional electronic or paper copy of the SSN. Divisional leadership is responsible for ensuring that the number and scope of physical and electronic repositories of SSN are kept to the minimum necessary.

### General Requirements

The following requirements apply to paper and electronic records.

1. Authorization. Only individuals with a “need to know” are authorized to access the student SSN. These individuals are to receive appropriate on-line privacy training and sign a confidentiality statement prior to receiving the student SSN.
2. Document Handling and Storage. Documents containing the student SSN are not to be distributed to or viewed by unauthorized individuals. Such documents are to be stored in secured cabinets and locations. In high traffic areas, such documents are not be left on desks or other visible areas.
3. Disposal. The student SSN stored in either documentary or electronic formats is to be destroyed (e.g., shredding papers, wiping electronic files, etc) prior to disposal.
4. Current and Future Records. JHU will insert in all student records in the new information systems (ISIS and HopkinsOne) new primary identifiers. Until those numbers are available it is acceptable to use the last four digits of the student SSN as a secondary identifier.
5. Historical Records. The student SSN is included in archived databases and in imaged documents. Such historical records cannot be altered. All records and files containing student SSN data are to be considered sensitive information and must be handled and stored accordingly.
6. Acceptable Release to Third Parties. JHU may release a student SSN to third parties as allowed by law, when authorization is granted by the individual student, when the Office of the General Counsel has approved the release (e.g. subpoenas) or when the authorized third party is acting as JHU's agent and when appropriate security is guaranteed by the agreement (e.g., National Student Loan Clearinghouse, financial institutions providing student loans or other financial services to students, and student-designated entities receiving a student academic transcript).

## Requirements for Electronic Data

“SSN Data” include any aggregation or collection of JHU student SSN stored, processed or transmitted in an electronic format. Examples of these include: enterprise databases, small databases such as MS Access, Web pages, e-mail, spreadsheets, and tables or lists in word processing documents.

1. **Student SSN Transmission by E-Mail, Instant Messaging, Etc.** SSN Data may not be transmitted (e.g., e-mail, instant messaging) to parties outside JHU without appropriate security controls. Generally, such controls include encryption and authentication of recipients (e.g., password protection of files). Great care is to be taken to ensure that e-mails are sent only to intended recipients.
2. **Student SSN Transmission by Fax.** A student SSN may not be faxed except as required by law or as part of an essential administrative process (e.g., financial aid, tax reporting, transcripts). In such cases, reasonable and appropriate security controls must be established and maintained to protect confidentiality (e.g., verifying fax numbers; cover sheets; marking documents as confidential; including sender phone number).
3. **Storage of Student SSN Data.** JHU student administration databases and datasets may not store or otherwise maintain a student SSN, except as required for government reporting or other specific business purposes. The School of Education leadership is responsible for:
  - a. maintaining an up-to-date inventory of SSN databases and datasets
  - b. minimizing the use of SSN (including use of substitutes such as partial SSN and the Hopkins Unique Identifier)
  - c. documenting security controls and risk remediation
4. **Administrative Research with SSN Data.** Electronic data maintained for institutional research, enrollment planning, and university planning are considered to be administrative research data for the purposes of this policy. Administrative research databases or datasets may continue to store or otherwise maintain student SSN so long as divisional leadership is responsible for:
  - a. maintaining an up-to-date inventory of SSN databases and datasets
  - b. minimizing the use of SSN (including use of substitutes such as partial SSN and the Hopkins Unique Identifier)
  - c. documenting security controls and risk remediation
5. **Academic Research with SSN Data.** Research databases that include student SSN as a data element must be disclosed by the investigator to the appropriate institutional review board. Researchers are responsible for:
  - a. maintaining an up-to-date inventory of SSN databases and datasets
  - b. minimizing the use of SSN (including use of substitutes such as partial SSN and the Hopkins Unique Identifier)
  - c. documenting security controls and risk remediation

## References

1. University Policy on Family Educational Rights and Privacy (<http://jhu.edu/~gazette/2001/apr3001/30ferpa.html>)
2. Johns Hopkins Information Technology Policies (<http://www.it.jhu.edu/policies/>)
3. Social Security Number Privacy Act, Sec. 14-3401 of the Maryland Commercial Law Code

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## DEPARTMENT OF TEACHER DEVELOPMENT AND LEADERSHIP

Through its teaching, research, and partnership programs, the Department of Teacher Development and Leadership contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults.

The department is committed, in light of rapidly changing federal and state standards, to helping experienced educators bring the latest theory, research, technology, and best practices to classrooms, schools, and the wider education community. Through master's, advanced certificate, and doctoral programs, the department prepares educators for the challenges they face as instructors and school leaders.

The department helps candidates meet these challenges through specialized programs that prepare educators for a principalship or to become a teacher specialist in areas such as reading and technology. Regardless of specialization, candidates will work with experienced faculty and faculty associates who blend theory and practice to meet the needs of schools and students.

### MASTER OF SCIENCE IN EDUCATION

Johns Hopkins is committed to supporting career-long development for educators. The Master of Science in Education (MSEd) degree is designed for educators who desire to enhance their professional knowledge and skills and to develop new areas of specialization.

This program requires the completion of 36 to 39 credits, depending on the concentration. With the approval of the program adviser, a student may transfer a maximum of three graduate credits from an accredited college or university, if the course is directly applicable to the student's degree requirements and is taken within the five-year time limit for completion of the degree.

MSEd concentrations are offered in school administration and supervision, reading, and technology for educators. Some of these concentrations are offered as cohort partnerships, while additional options are available as on-campus degree programs. Each concentration in this degree program aligns closely with regional and national standards and emphasizes performance assessment, career-long professional development, the needs of diverse learners, school improvement, and the role of educators as change agents.

#### Reading

Adviser: Dr. A. Jonathan Eakle, 410-516-9755

This concentration is designed to develop and enhance the knowledge and skills of classroom teachers and other

professionals to prepare future leaders in the field of literacy instruction in all settings, such as classrooms, school districts, and informal learning environments.

Various evidence-based instructional approaches and perspectives of literacy are presented and examined during the course of study. A foundation in cognitive psychological issues is provided, as well as coursework in sociocultural and critical dimensions of literacy. Candidates learn to organize creative and effective learning environments and to evaluate, design, produce, and implement programs and strategies to teach literacies to young children, adolescents, and adults. Practical assessment and meaningful instruction are treated as integrated processes to address the needs of all learners, including those who struggle with reading and writing, gifted students, and students with culturally and linguistically diverse experiences.

Throughout the program, and with the assistance of School of Education professors, course instructors, and technical experts, candidates develop a professional digital portfolio for presentation as they move toward graduation. This portfolio includes practical research and research reviews, philosophy statements, literacy program designs, multimedia and other literacy materials selections, and reports from practical supervised clinical experiences. The digital portfolio will be available for students to use during and after their graduation from the Johns Hopkins University School of Education. In consultation with an adviser, candidates plan a 39-credit program of study, culminating in clinical practicum experiences and portfolio review. Candidates completing the course of study with three years of successful teaching experience fulfill all requirements for certification as a reading specialist in the state of Maryland. The program is nationally recognized by the International Reading Association (IRA) and the National Council for Accreditation of Teacher Education (NCATE).

*Note: All students must provide evidence of a satisfactory federal and state criminal background check at the beginning of the program and before each course in which work with human subjects is involved.*

#### Program Plan

*Number of Credits Required: 39*

#### First Half (21 credits)

Choose one course from the following for a total of 3 credit hours:

- 882.511 Human Growth and Development:  
A Lifespan Perspective
- 882.501 Educational Psychology: Learning

Take the following six 3-credit hour courses for a total of 18 credits:

- 884.604 Emergent Literacy: Research into Practice
- 884.615 Cross-Cultural Studies in Literacy
- 884.617 Children and Adolescent Literature
- 884.610 Advanced Diagnosis for Reading Instruction
- 884.642 Linguistics for Teachers
- 884.810 Supervised Clinical Practicum in Reading I

### Second Half (18 credits)

Choose one of the following elective courses, to be taken at any time during the last half of the program, for a total of 3 credits:

- 884.612 Teaching Reading and Writing in the Content Areas to ESL Students
- 884.703 Seminar in Adolescent Literacy Education

Take the following 5 courses for a total of 15 credits:

- 881.611 Action Research for School Improvement
- 881.622 Advanced Instructional Strategies
- 884.701 Reading Comprehension and Critical Literacy
- 884.620 Seminar in Reading: Roles of the Reading Specialist
- 884.820 Supervised Clinical Practicum in Reading II

### School Administration and Supervision

Advisers: Dr. Wilbert Hawkins or Kenneth Gill,  
410-516-9755

This MEd concentration is designed for teachers and other certified personnel pursuing leadership positions in kindergarten through grade 12 (K-12) school settings and is approved by the Maryland State Department of Education (MSDE) for Administrator I certification. Designed primarily for those pursuing principalship, assistant principalship, and supervisory positions, this 39-credit program is aligned with the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) Standards, as well as with the Maryland Instructional Leadership Framework outcomes. Program options are also appropriate for preparing department chairs, team leaders, or curriculum coordinators.

A strong emphasis is placed upon the development of personal portfolios and the refinement of individualized professional development plans. Students are expected to use their professional development plans and their schools' improvement plans in implementing their individual programs of study. The seminar and internship provide opportunities for discussion and critique of these plans and for the development of professional portfolios.

Please note that students must attend an organizational meeting or make arrangements to meet with the program coordinator in the semester prior to registering for the internship.

### Program Plan

*Number of Credits Required: 39*

#### First Sequence of Concentration Requirements (24 credits)

Must be taken prior to the second sequence.

- 851.705 Effective Leadership
- 851.601 Organization and Administration of Schools
- 851.603 School Law
- 852.602 Supervision and Professional Development
- 881.610 Curriculum Theory, Development, and Implementation
- 851.708 Systemic Change Process for School Improvement
- 881.611 Action Research for School Improvement
- 881.622 Advanced Instructional Strategies

#### Second Sequence of Concentration Requirements (15 credits)

Take the following two courses for a total of 6 credits:

- 851.609 Administrative and Instructional Uses of Technology
- 881.621 Effective Schools and Effective Instruction

#### Choose one of the following 3-credit electives:

- 882.524 Education of Culturally Diverse Students
- 884.615 Cross-Cultural Studies in Literacy
- 851.610 Mentoring and Peer Coaching

The following courses may be taken only after completing the first sequence of 24 credits:

- 851.809 Seminar in Educational Administration and Supervision
- 851.810 Internship in Administration and Supervision

### Technology for Educators

Adviser: Dr. John Castellani, 410-516-9755

The 36-credit Technology for Educators program prepares educators and related professionals to use a broad range of technologies in their multiple roles as teacher, mentor, facilitator, researcher, change agent, as well as lifelong learner. The program is aligned with national and state standards for educational technology, professional development mandates from the State of Maryland (Blueprint for Success: Professional Development Standards, 2005), the Partnership for 21st Century Skills, Maryland standards-based instruction, and the National Academy of Sciences' initiatives on the new science of learning. The knowledge base within the Technology for Educators program comes from both existing and emerging methods for effective technology training, including policy, practice, research, wisdom, theory, and legislation. Hands-on experiences and classroom activities help participants under-

stand and apply research and best practices on how technology can be used to improve schools and organizations and increase student achievement. Candidates gain competencies in instructional leadership, systems change, integrating technology into instruction, and specialized technical resource.

Throughout the program, candidates develop an electronic portfolio that showcases the technology artifacts created in each course and within their own professional work. The artifacts are mapped to competencies and standards established through the International Society for Technology in Education (ISTE), the Maryland State Department of Education, and additional technology competencies identified by faculty at the Johns Hopkins University. Candidates follow a defined course of study with an individualized internship developed around current work schedules and collaboratively designed to provide an opportunity to pursue a specialized skill set. Participation in online forums, Web-based learning communities, collaborative projects, and professional mentoring experiences requires candidates to have access to a computer with online services.

This program, which has been approved by the International Society for Technology in Education, does not lead to initial teacher certification by the Maryland State Department of Education.

### **Program Plan**

*Number of Credits Required: 36*

#### **Core Requirements (9 credits)**

- 893.601 Evaluation and Research of Technology Supported Interventions and Programs
- 893.800 Graduate Internship in Instructional Technology
- 893.701 Advanced Seminar in 21st Century Skills

#### **Concentration Requirements (27 credits)**

- 893.515 Hardware, Operating Systems, and Networking for Schools
- 893.508 Technology and the Science of Learning
- 893.634 Technology Leadership for School Improvement
- 893.563 Multimedia Tools for Instruction
- 893.628 Gaming and Media Design for Learning
- 893.545 Integrating Media into Standards-Based Curriculum
- 893.645 Designing and Delivering E-Learning Environments
- 893.550 Emerging Issues for Instructional Technology
- 893.632 Data-Driven Decision Making for Schools and Organizations

## **GRADUATE CERTIFICATE PROGRAMS IN TEACHER DEVELOPMENT AND LEADERSHIP**

### **Adolescent Literacy Education**

Adviser: Dr. A. Jonathan Eakle, 410-516-9755

This 15-credit graduate certificate program is designed to enhance the knowledge and skills of classroom teachers in the implementation of effective literacy instruction for students from middle school through secondary education. It builds on and extends the foundational initial certification courses in reading education required by the Maryland State Department of Education. Coursework addresses advanced level evidence-based literacy instruction such as subject area reading comprehension strategies, advanced assessment procedures, and materials, and also involves advanced study of new technologies for literacy instruction and current literacy education policies. The certificate program is aligned with state and international literacy education standards. Students who complete the certificate program may elect to apply to the Johns Hopkins University School of Education's 39-credit Master of Science in Education with a concentration in Reading program, which prepares certified Reading Specialists for leadership roles in schools. All certificate coursework may be applied to that master's program of study or to the Master of Science in Education with a concentration in Educational Studies. This certificate program is endorsed by the Maryland Higher Education Commission (MHEC).

*Note: All students must provide evidence of a satisfactory federal and state criminal background check at the beginning of the program and before each course in which work with human subjects is involved.*

#### **Requirements (15 credits)**

- 884.615 Cross-Cultural Studies in Literacy
- 884.617 Children and Adolescent Literature
- 884.701 Reading Comprehension and Critical Literacy
- 884.703 Seminar in Adolescent Literacy Education
- 884.810 Supervised Clinical Practicum in Reading I

### **Coaching Skills for Educational Leaders**

Adviser: Edward Pajak, 410-516-9755

The Graduate Certificate in Coaching Skills for Educational Leaders is a 15-credit graduate certificate program that incorporates coaching competencies for educators in leadership roles. The program is based on guidelines for content and process contained within the International Coach Federation's (ICF) requirements. It is also consistent with the Maryland Instructional Leadership Framework outcomes and the Maryland Professional Development Standards. Coaching has been shown to create lasting changes in educator behaviors, based on self-identified strengths, needs, goals, and commitments.

Students are the ultimate beneficiaries when educators with coaching skills assist teachers and students in setting goals and achieving results.

The first three courses provide competency building in the areas outlined by the International Coach Federation. These are required for the certificate and participants in the program will be prepared to enter into the ICF credentialing process. In addition, two other courses must be taken for the graduate certificate in the areas of culturally proficient coaching and team coaching. One of these courses may be substituted for an equivalent School of Education course, subject to academic adviser approval.

With flexible class schedules and courses offered at multiple locations, the program is tailored to accommodate the needs of working adults. In addition, the graduate certificate program addresses current needs by building leadership capacity and focusing on improving student achievement, valuing, respecting, and honoring diverse backgrounds and ethnicities, and coaching others to do the same.

#### **Requirements (15 credits)**

- 851.605 Coaching Skills for Educational Leaders
- 851.602 Advanced Coaching Skills for Educational Leaders
- 851.620 Coaching Clinical Practicum
- 851.604 Coaching for Cultural Proficiency
- 851.618 Coaching Teams and Groups

#### **Data-based Decision Making and Organizational Improvement**

Adviser: Dr. John Castellani, 410-516-9755

This advanced 15-credit certificate program provides school leaders and leaders of other organizations with knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and performance accountability. Program participants survey data-driven decision-making applications, problem-solving techniques, and methods for engaging in systemic change. Participants learn to apply data-driven decision-making applications and data-mining strategies to existing classroom, school, or organizational data, and to use persuasive technology (captoplogy) techniques to create compelling decision-oriented presentations. Participants engage in the dynamics of scenario-based problem solving and implementation activities using field-based data to make decisions about school or organizational planning. Applicants must hold a bachelor's or master's degree in business or education from an accredited institution.

#### **Requirements (15 credits)**

- 893.601 Evaluation and Research of Technology Supported Interventions and Programs
- 893.632 Data-Driven Decision Making for Schools and Organizations
- 893.634 Technology Leadership for School Improvement
- 893.645 Designing and Delivering E-Learning Environments
- 893.800 Graduate Internship in Instructional Technology

#### **Educational Leadership for Independent Schools**

Adviser: Dr. Wilbert Hawkins, 410-516-9755

This 15-credit graduate certificate program, offered in collaboration with the Association of Independent Maryland Schools, serves the needs of directors, heads of schools, principals, and other professionals responsible for the management of non-public schools. Offered in a cohort format, the certificate program comprises 15 graduate credits, with the option of applying them to the 39-credit Master of Science in Education degree with a concentration in School Administration and Supervision.

Graduates of the program will be able to:

- gain a deep understanding of their budgets, general principles of budget development, and strategies for communicating budgetary issues to their constituencies
- develop budgets for their schools that support faculty and staff in meeting their instructional goals
- become more proficient supervisors and professional developers with teachers and staff
- become more competent consumers and producers of research that is relevant to their jobs
- function more effectively and sensitively with faculty, students, staff, parents, and communities of diverse cultures and socioeconomic status
- enhance and refine their management skills, including supervision of personnel, strategic planning, conflict management, and fund raising
- improve their application of policy and laws to problems or issues that emerge
- become competent instructional leaders through the analysis and use of data about their schools and their communities
- build proficiency in the use of technology for instruction and administration
- become effective mentors and supervisors for their faculty and staff
- work effectively as part of a team and develop teams of teachers who provide participatory and democratic leadership to the school

**Requirements (15 credits)**

- 851.642 Leadership in Curriculum, Instruction, and Assessment for Independent Schools
- 851.643 Supervision and Professional Development for Personnel in Independent Schools
- 851.644 Public Relations, Marketing, and Fund Raising for Independent Schools
- 851.646 Business Management and Finance for Independent Schools
- 851.645 Governance of Independent Schools

**Effective Teaching of Reading**

Adviser: Dr. A Jonathan Eakle, 410-516-9755

This 15-credit graduate certificate program is designed to enhance the knowledge and skills of classroom teachers in the implementation of effective reading instruction for students from preschool and kindergarten through high school. Various instructional approaches, such as phonics instruction, literature-based programs, diagnostic/prescriptive teaching, and direct instruction methods, are included. Coursework addresses research-based assessment and instruction, state and national standards, and the uses of technology in instruction. This program meets the requirements of the Maryland State Department of Education for initial certification or recertification in reading and, when combined with two years of successful teaching, leads to eligibility for certification as a Reading Teacher in Maryland. All certificate coursework may also be applied to the Master of Science in Education with a concentration in Educational Studies.

*Note: All students must provide evidence of a satisfactory federal and state criminal background check at the beginning of the program and before each course in which work with human subjects is involved.*

**Requirements (15 credits)**

Take the following three courses for a total of nine credits:

- 884.501 Advanced Processes and Acquisition of Reading
- 884.502 Diagnosis/Assessment for Reading Instruction
- 884.505 Materials for Teaching Reading

Take one course from the following for a total of three credits:

- 884.507 Instruction for Reading
- 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I

Take the required Capstone Course for a total of three credits:

- 884.810 Supervised Clinical Practicum in Reading I

**Emergent Literacy Education**

Adviser: Dr. A. Jonathan Eakle, 410-516-9755

This 15-credit graduate certificate program is designed to enhance the knowledge and skills of classroom teachers in the implementation of effective reading instruction for students of preschool age through early elementary school years. It builds on and extends the foundational initial certification courses in reading education required by the Maryland State Department of Education. Coursework addresses advanced level evidence-based literacy instruction, assessment, and materials, and also involves advanced study of new technologies for literacy instruction and literacy education policies. The certificate is aligned with state and national standards. Students who complete the certificate program may elect to apply to the Johns Hopkins University School of Education's 39-credit Master of Science in Education with a concentration in Reading program, which prepares certified Reading Specialists for leadership roles in schools. All certificate coursework may be applied to that master's program of study or to the Master of Science in Education with a concentration in Educational Studies. This certificate program is endorsed by the Maryland Higher Education Commission (MHEC).

*Note: All students must provide evidence of a satisfactory federal and state criminal background check at the beginning of the program and before each course in which work with human subjects is involved.*

**Requirements (15 credits)**

- 884.604 Emergent Literacy: Research into Practice
- 884.642 Linguistics for Teachers
- 884.617 Children and Adolescent Literature
- 884.610 Advanced Diagnosis for Reading Instruction
- 884.810 Supervised Clinical Practicum in Reading I

**English as a Second Language (ESL) Instruction**

Adviser: Dr. A Jonathan Eakle, 410-516-9755

The population of students for whom English is a second language (ESL) is growing, and teachers receiving these students into their classrooms must have the knowledge and skills to meet their needs. This 15-credit program assists teachers in creating a positive learning environment where students who are learning English can embrace that language while their own cultures are respected and allowed to flourish. The program provides meaningful and practical information addressing the challenges of working with students from different cultural and language backgrounds.

Those who can benefit from this program include regular education teachers at both the elementary and secondary levels, reading specialists, special educators, administrators, and curriculum supervisors. Program participants will learn to identify and effectively use research-based



best practices in ESL instruction, articulate an understanding of the evolution of ESL programming, articulate an understanding of second language acquisition, design instruction reflecting effective assessment and learning strategies, and demonstrate sensitive and innovative instruction respecting cultural differences.

*Note: All students must provide evidence of a satisfactory federal and state criminal background check at the beginning of the program and before each course in which work with human subjects is involved.*

### Requirements (15 Credits)

Take the following three courses for a total of nine credits:

- 884.612 Teaching Reading and Writing in the Content Areas to ESL Students
- 884.642 Linguistics for Teachers
- 884.615 Cross-Cultural Studies in Literacy

Take the following course for a total of six credits:

- 810.618 Methods of Teaching English to Speakers of Other Languages

### Gifted Education

Adviser: Karen Ganjon, 410-516-9755

The Graduate Certificate in Gifted Education is designed to address the needs of teachers who are seeking knowledge and skills in curriculum, instruction, and assessment to meet the needs of academically talented students in their classrooms.

The program provides an 18-credit sequence of courses designed specifically for classroom and resource teachers who are working with gifted students. Courses include assignments to observe gifted students and to design and present lessons that are appropriate for their intellectual and developmental needs.

The objectives of the program are to:

- provide teachers with an understanding of the characteristics of gifted students as learners
- familiarize teachers with learning and developmental theories about gifted students
- enhance teachers' skills in developing curriculum for gifted students
- expand teachers' repertoire of instructional strategies that are appropriate for gifted students
- expand teachers' knowledge and skills in assessment techniques for gifted students

### Requirements (18 Credits)

- 885.501 The Gifted Learner
- 885.512 The Gifted/Learning Disabled Learner
- 885.510 Curriculum, Assessment, and Instruction for Gifted Learners, Part I

- 885.511 Curriculum, Assessment, and Instruction for Gifted Learners, Part II

- 885.519 Seminar in Gifted Education

- 885.820 Practicum in Gifted Education

### Leadership for School, Family, and Community Collaboration

Adviser: Dr. Mavis Sanders, 410-516-9755

This 15-credit graduate certificate program is designed to provide educational leaders with the conceptual knowledge and practical skills to organize, implement, and evaluate a team approach to partnerships; create goal-oriented programs of school, family, and community involvement within the larger context of systemic change and reform; communicate effectively with diverse families and community individuals and agencies; and encourage an organizational climate that is conducive to partnerships and collaboration.

The program objectives are to:

- provide participants with an understanding of the role of family and community involvement and support within the broader context of school improvement and systemic reform
- enhance participants' communication and team-building skills to increase their effectiveness as leaders and facilitators of a team approach to school, family, and community partnerships
- assist participants in understanding the principles and techniques required for creating organizational climates conducive to the effective implementation of school, family, and community partnerships
- provide participants with a comprehensive understanding of family and community involvement and the strategies and skills necessary to design, implement, and evaluate goal-oriented programs of school, family, and community partnerships

For additional information about the certificate, contact program adviser Mavis Sanders at 410-516-9755.

### Requirements (15 credits)

- 851.705 Effective Leadership
- 882.524 Education of Culturally Diverse Students
- 893.601 Evaluation and Research of Technology Supported Interventions and Programs
- 851.630 School, Family, and Community Collaboration for School Improvement I
- 851.631 School, Family, and Community Collaboration for School Improvement II

## Leadership in Technology Integration

Adviser: Dr. John Castellani, 410-516-9755

This 15-credit graduate certificate program prepares master teachers to become proficient at integrating technology into standards-based curriculum to improve student learning. Candidates become technology leaders in the classroom, school, and district.

This certificate program incorporates three sets of skills and strategies:

- advanced technology—e-learning, telecommunications and multimedia-based instruction, tools for instructional management and assessment, and adaptive computer access
- technology integration—the new science of learning, 21st century skills, and a constructivist approach are applied to teaching and learning, as well as the use of authentic assessment strategies, differentiated instruction and appropriate technology tools to accommodate all learners, including students with special needs
- leadership—mentoring, consulting, professional development, and systems change

Applicants must hold a bachelor's or master's degree in education or a related field from an accredited institution of higher education and possess skills equivalent to those taught in 893.515 Hardware, Operating Systems, and Networking for Schools.

### Requirements (15 credits)

- 893.634 Technology Leadership for School Improvement
- 893.508 Technology and the Science of Learning
- 893.645 Designing and Delivering E-Learning Environments
- 893.632 Data-Driven Decision Making for Schools and Organizations
- 893.800 Graduate Internship in Instructional Technology

## School Administration and Supervision

Advisers: Dr. Wilbert Hawkins or Kenneth Gill, 410-516-9755

This 18-credit graduate certificate for teachers and other certified personnel may be taken as a stand-alone, post-master's program, may be incorporated into the 39-credit master's degree in School Administration and Supervision, or may be combined with another graduate certificate program for a 33-39-credit master's degree in Educational Studies.

Certificate students prepare a portfolio connecting course projects and addressing program performance requirements. Students who complete the graduate certificate may apply to the Maryland State Department of

Education (MSDE) for Administrator I certification. Candidates must meet with an adviser before they are fully admitted to this program.

*Please note that students must attend an organizational meeting in the semester prior to registering for the internship.*

### Requirements (18 Credits)

- 851.601 Organization and Administration of Schools
- 851.603 School Law
- 851.705 Effective Leadership
- 852.602 Supervision and Professional Development
- 881.610 Curriculum Theory, Development, and Implementation
- 851.810 Internship in Administration and Supervision

## School Administration and Supervision (ISTE)

Adviser: Dr. Wilbert Hawkins

Contact: Linda Carling, 410-516-9842

This 18-credit graduate certificate in School Administration and Supervision, offered in partnership with the Johns Hopkins University Center for Technology in Education (CTE) and the International Society for Technology in Education (ISTE), focuses on instructional technology to national and international audiences. This initiative is designed to prepare aspiring administrators and supervisors with effective strategies and tools to deal with issues regarding instructional technology, while ensuring that all students, including students with diverse learning needs, succeed.

ISTE has partnered with CTE to deliver this certificate in an online format. The partnership between Johns Hopkins University and ISTE aims to maintain the depth and focus of the face-to-face School Administration and Supervision certificate program offered through the Department of Teacher Development and Leadership, adapt it to include a focus on instructional technology, and to offer it in a Web-based format that builds on CTE's research-based approach to online learning. The certificate launches with an online kickoff in June 2011 and a face-to-face meeting at ISTE's National Educational Computing Conference (NECC) in late June 2011. It continues for approximately one year, culminating with an internship and a second face-to-face meeting at NECC in 2012.

Upon successful completion of the year-long certificate program, which combines five online courses offered in eight-week segments, a customized three-credit internship, and face-to-face work sessions, participants earn the 18-credit graduate certificate from Johns Hopkins University and are prepared to meet the standards of the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituents Council (ELCC), and ISTE's National Educational Technology Standards (NETS). Students who complete the graduate certificate

may apply to the Maryland State Department of Education (MSDE) for Administrator I certification. To be considered for admission to the program, applications must be received by April 8, 2011.

If you are interested in applying to this program (even if the deadline has passed), please email [EdOnline@mail.cte.jhu.edu](mailto:EdOnline@mail.cte.jhu.edu).

#### Requirements (18 Credits)

- 851.601 Organization and Administration of Schools
- 851.603 School Law
- 851.705 Effective Leadership
- 851.810 Internship in Administration and Supervision
- 852.602 Supervision and Professional Development
- 881.610 Curriculum Theory, Development, and Implementation

#### School Administration and Supervision for Special Education Leaders

Adviser: Dr. Wilbert Hawkins

Contact: Linda Carling, 410-516-9842

This 18-credit online Graduate Certificate in School Administration and Supervision is for aspiring leaders in special education. The program's goals are to:

- attract high-quality educators and prepare them for school-based, district-level, or state-level leadership positions; instill the knowledge necessary for special education; and enable them to meet the rigor required in leadership roles today.
- actively engage participants in ongoing professional development and critical examination of current issues in general and special education, proven practices, and research-based approaches in school or district leadership.
- build a collegial network/community of leaders knowledgeable in educating all students.

The year-long program combines five online courses offered in eight-week segments with a customized internship. The courses are fully facilitated and run on a rigorous weekly cycle of instruction. Students communicate frequently online via the Center for Technology in Education's Electronic Learning Community using tools such as discussion forums, chat, and email. The program launches in June 2011 with a two-week online orientation. Participants may also meet in person in an evening session at the start of each course, depending on the instructor's preference.

The School Administration and Supervision for Special Education Leaders certificate may be taken as a stand-alone, post-master's program, may be incorporated into the 39-credit master's degree in School Administration and Supervision, or may be combined with another graduate certificate program for a 36-39 credit master's degree in Educational Studies. Students who complete the graduate certificate may apply to the

Maryland State Department of Education (MSDE) for Administrator I certification. To be considered for admission to the program, applications must be received by April 8, 2011.

#### Requirements (18 Credits)

- 851.601 Organization and Administration of Schools
- 851.603 School Law
- 851.705 Effective Leadership
- 851.810 Internship in Administration and Supervision
- 852.602 Supervision and Professional Development
- 881.610 Curriculum Theory, Development, and Implementation

#### Teacher Leadership: Instructional Leadership in School Settings

Adviser: Robert Keddell, 410-516-9755

The 15-credit Graduate Certificate in Teacher Leadership prepares teachers to improve their knowledge and skills in the area of leadership in the movement to improve public education. As responsibilities associated with their roles expand, teachers are increasingly called upon to exercise greater influence in schools. Teacher empowerment and distributed leadership are key concepts addressed in this program.

The program objectives are to:

- equip teachers with the knowledge and skills they need to function successfully as leaders in their schools
- provide experiences that prepare teachers to improve instruction through collaboration with other professional colleagues
- develop knowledge and skills needed for effective team leadership
- familiarize teachers with critical issues and practices related to improved teaching and learning
- enable teachers to become contributing members of learning communities

#### Requirements (15 credits)

Take the following four courses for a total of 12 credits:

- 851.705 Effective Leadership
- 851.708 Systemic Change Process for School Improvement
- 883.506 Alternative Methods for Measuring Performance
- 851.610 Mentoring and Peer Coaching

Choose one course from the following for a total of three credits:

- 851.630 School, Family, and Community Collaboration for School Improvement I
- 855.610 Seminar in Teacher Leadership

## DEPARTMENT OF TEACHER PREPARATION

The teaching profession offers the opportunity to make a profound difference in the lives of children and young adults. The Department of Teacher Preparation is committed to preparing a new generation of teachers for challenges and success in the classroom. Through its teaching and research activities, the department contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults.

Candidates in the Johns Hopkins Master of Arts in Teaching (MAT) program learn to apply the latest educational theory, research, technology, and best practices as they develop their instructional skills. Whether candidates seek to maintain their current employment while planning a transition to teaching, or prefer to immerse themselves full-time in graduate study and teacher preparation, the MAT program has a format to meet every student's needs.

The Master of Science in Education (MSEd) program provides Teach for America (TFA) candidates, certified novice teachers (those with less than five years of teaching experience), or novice teachers in independent schools (who do not require certification) the opportunity to pursue a master's degree that focuses on improving their teaching skills.

The 18-credit graduate certificate programs for K-8 Mathematics and Science Lead-Teachers provides certified teachers the opportunity to extend their mathematics or science content knowledge, pedagogical content knowledge, and to experience leadership opportunities. Participants will be eligible to receive a graduate certificate in either mathematics or science upon satisfactory completion of the program requirements.

### MASTER OF ARTS IN TEACHING

The Johns Hopkins Master of Arts in Teaching (MAT) program prepares candidates for initial certification in Maryland as Early Childhood, Elementary, Secondary, or English for Speakers of Other Languages (ESOL) teachers. Offering part- and full-time options, the program integrates the content and classroom experience required for certification and for effective teaching. The MAT is designed for recent graduates of bachelor or graduate degree programs in appropriate content areas, as well as mid-career professionals who desire to become teachers.

There are four program options in the MAT program, each designed to accommodate candidates' scheduling and professional needs. Regardless of the format, all candidates fulfill the same general requirements for the MAT program. The program options are:

- The Flexible Master of Arts in Teaching (FlexMAT) provides part-time opportunities to become a teacher.

- The School Immersion Master of Arts in Teaching (SIMAT) is a full-time cohort program option that includes a full school-year internship.
- The Professional Immersion Master of Arts in Teaching (ProMAT) is a partnership program between Johns Hopkins University and Montgomery County Public Schools. The program enables candidates to complete the MAT degree while serving as teachers of record.
- The Accelerated Master of Arts in Teaching (AMAT) program provides opportunities for qualified JHU undergraduate students to begin their master's degree and teacher certification after earning 60 undergraduate credits.

### MAT Advisers

FlexMAT (Phone: 410-516-9759)

Veronique Gugliucciello

SIMAT, Anne Arundel/Howard County Cohort

(Phone: 410-516-9759)

Linda Adamson (elementary), Bill Sowders (secondary)

SIMAT, Baltimore Area Cohort (Phone: 410-516-5239)

Kate Foley (elementary), Mary Ellen Beaty-O'Ferrall (secondary)

ProMAT, Montgomery County (Phone: 301-294-7102)

Jennifer Cuddapah, Dee Jolles

AMAT (Phone: 410-516-9759)

Veronique Gugliucciello

MAT, Baltimore City (Phone: 410-516-5239 or 410-516-6210)

Yolanda Abel, Mary Ellen Beaty-O'Ferrall, Kate Foley, Francine Johnson, Larry Kimmel, Lydia Lafferty Curran, Anika Spratley, Amy Wilson

### General Requirements

Students work with an adviser to plan a program of study that fulfills the requirements for certification as a teacher in Maryland. The MAT requires a minimum of 39 credits, and specific additional content-area coursework that may vary due to differences in undergraduate preparation. Students may pursue the degree on a full- or part-time basis; however, the internship requires full-time teaching in a school setting. The description and duration of the internship are determined by the program option selected.

The nationally recognized Interstate New Teacher Assessment and Support Consortium (INTASC) Principles guide the MAT program. Using these standards, students demonstrate their competence through a portfolio development process monitored by faculty and supervising teachers and their participation in field placements. Upon successful completion of the coursework, intern-

ship, and Praxis exams, and defense of the portfolio, students are eligible for Maryland state certification. (Praxis is a professional assessment test for beginning teachers.)

All options of the MAT program require candidates to participate in electronic learning communities, and computers and Internet access are available on each campus. In addition, applicants must pass all Praxis I requirements (or the state approved alternatives) to be admitted to the MAT program. FlexMAT students must also have passed the content knowledge portion of Praxis II to be scheduled for their pre-internship class. ProMAT candidates must have passed the content knowledge portion of Praxis II in order to be placed in the classroom.

In addition, all students entering the program are required to complete a criminal disclosure statement and to undergo a criminal background check. (Under Maryland law, persons who have committed acts of violence or crimes against children are not eligible for teacher certification.)

## Coursework

### Early Childhood Education

*Number of Credits Required: 39*

- 810.608 Human Development, Learning, and Diversity (6)
- 810.602 Curriculum, Instruction, & Assessment in School Settings (3)
- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.502 Diagnosis/Assessment for Reading Instruction (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction for Reading (3)
- 871.502 Educational Alternatives for Students with Special Needs (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3)
- 810.672 Parent Involvement in Education (3)
- 810.673 Supervised Internship and Seminar in Early Childhood Settings (6)

Three credits from among the following (depending on the program option):

- 810.630 Pre-Internship Seminar (3)
- 810.XXX Special Topic Elective in Early Childhood Education (3)

### Elementary Education

*Number of Credits Required: 39*

- 810.608 Human Development, Learning, and Diversity (6)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)

- 871.502 Educational Alternatives for Students with Special Needs (3)
- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.502 Diagnosis/Assessment for Reading Instruction (3)
- 810.610 Methods of Teaching in the Elementary School (6)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction for Reading (3)
- 810.640 Supervised Internship and Seminar in the Elementary Schools (6)

Three credits from among the following (depending on program option):

- 810.630 Pre-Internship Seminar (3)
- 810.620 Special Topics in Elementary Education (3)
- 810.6XX Elective (3)

### Secondary Education

*Number of Credits Required: 39*

- 810.608 Human Development, Learning, and Diversity (6)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 871.502 Educational Alternatives for Students with Special Needs (3)
- 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I (3)
- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)
- 810.625 Special Topics in Secondary Education (3)
- 810.615 Methods of Teaching in the Secondary School (6)
- 810.645 Supervised Internship and Seminar in the Secondary Schools (6)

Six credits from among the following (depending on program option):

- 810.630 Pre-Internship Seminar (3)
- 810.625 Special Topics in Secondary Education (3)
- 810.6XX Elective (3)

### English for Speakers of Other Languages (ESOL)

*Number of Credits Required: 39*

- 810.608 Human Development, Learning, and Diversity (6)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.629 Supporting English Language Learners in Literacy and Content Knowledge Development (3)

- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.612 Teaching Reading and Writing in the Content Areas to ESL Students (3)
- 810.618 Methods of Teaching English to Speakers of Other Languages (6)
- 871.502 Educational Alternatives for Students with Special Needs (3)
- 810.628 English Grammar and Second Language Acquisition for ESOL Teachers (3)
- 810.648 Supervised Internship and Seminar in ESOL (6)

Three credits from either of the following (depending on program option):

- 810.630 Pre-Internship Seminar (3)
- 810.XXX Elective (3)

### Admission

Applicants to the MAT program must submit a resume, an essay (check with program option for essay topic), official transcripts from all post-secondary institutions attended, the application fee, passing scores from one of the following tests (Praxis I, SAT, ACT or GRE), and for some program options, a letter of recommendation. (Please visit the Maryland State Department of Education (MSDE) Web site at [http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/testing\\_information/praxis1](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1) to view current state requirements.) If eligible for admission to a program, applicants will be invited for interview.

### Master's Programs Leading to Certification

To be recommended for teacher certification, students must successfully complete the MAT program requirements (including passing the portfolio and all coursework with a GPA of at least 3.0) and pass all Praxis I (or state approved alternative) and Praxis II exams required by the state. (Note: Praxis II requirements vary by certification area.) Teacher candidates may pursue certification in one of four areas of concentration:

- Early Childhood Education (grades pre-K through 3).
- Elementary Education (grades 1-5).
- Secondary Education (grades 7-12). Content areas for secondary education certification include English, foreign languages (French and Spanish), mathematics, social studies, and the sciences (biology, chemistry, earth/space/environmental science, and physics).
- English for Speakers of Other Languages (ESOL) (grades pre-K through 12).

### Certification

All of the programs in teacher education at Johns Hopkins University are fully accredited through the National Council for Accreditation of Teacher Education (NCATE)

and lead to teacher certification in the State of Maryland, which reciprocates with most other states. For information regarding which states accept Maryland state certification, please visit the National Association of State Directors of Teacher Education and Certification's Web site at <http://www.nasdtc.org/agreement.php>.

### FLEXIBLE MASTER OF ARTS IN TEACHING (FLEXMAT)

FlexMAT is the part-time program option at Johns Hopkins University that has been developed to assist in the recruitment and initial certification of teachers. This program is designed for career changers and for individuals who did not prepare for teaching as undergraduates. Candidates can become eligible for certification in Early Childhood Education, Elementary Education, ESOL, or Secondary Education in the disciplines of English, Spanish, French, social studies, mathematics, and four sciences (biology, chemistry, earth/space/environmental science, and physics).

FlexMAT begins each semester: successful candidates receive certification eligibility and the degree of Master of Arts in Teaching (MAT) in two to five years.

The FlexMAT program was designed for the full-time working individual. It has proven to be an effective program for those who need to continue to work full-time or those who have other full-time obligations. The curriculum integrates the theory and practice of teaching through a full-semester, supervised internship in a school setting. All courses are held in the evening and are offered at the Columbia Center and Montgomery County Campus, but not always consecutively every semester. Occasionally, courses are offered at the Homewood campus, where some daytime courses may also be available. Candidates admitted to the program are responsible for full tuition, registration fees, and books for all 39 credits. Financial aid is available for those who qualify. For more information, contact the Financial Aid Office at 410-516-9808. Each candidate may complete the program at his/her own pace within five years. Candidates are not obligated to take a specific number of courses per semester, but are recommended to take not more than three per semester, ensuring a comfortable course load. The candidate's course load and flexibility will determine the time necessary to complete the program. Upon completion of the program, candidates will be eligible for teacher certification in the state of Maryland, which includes reciprocity with a majority of other states.

### FlexMAT Admission Requirements

- Submission of application, fee, resume, all official transcripts, and an essay that convinces reviewers that the applicant has a commitment to becoming a teacher who believes in positive educational change.
- Bachelors degree in the area of intended certification, or equivalent, with a minimum grade point average of

3.0. Candidates may also be required to take additional content courses to fulfill state requirements.

- Passing scores on one of the following state-approved tests: Praxis I, SAT, ACT or GRE.
- Criminal Disclosure Statement.
- Interview with program coordinator and/or faculty adviser, which includes a review of undergraduate coursework.
- Faculty recommendation for admission.

### **FlexMAT Framework**

- Candidates have a maximum of five years to complete all degree requirements.
- Candidates successfully complete a full semester internship in a Professional Development School (PDS).
- In lieu of a master's thesis, candidates submit and present a digital portfolio of their work to a review panel for approval.
- Certification eligibility is met through successful completion of all MAT program requirements, including the supervised internship, Praxis I (or state approved alternative) and II Exams, content courses, portfolio, and 39 course credits.

### **University Support for the FlexMAT Program**

- A faculty adviser to assist the candidate with academic course planning and portfolio support.
- A program coordinator to provide support and resources to candidates and interns related to field placements, internships, certification, and graduation.
- A supervising teacher, recommended by the school principal and paid by the University to assist the intern on a daily basis with any tasks and/or issues related to teaching.
- A university supervisor (retired principal, supervisor, chair, and/or master teacher) who works with the intern, providing feedback and support every other week during the semester-long internship.
- Electronic support and mentoring through the Electronic Learning Community (ELC).

### **Student Obligations and Responsibilities**

- To complete all required administrative paperwork throughout the program and maintain accurate information in the Department of Teacher Preparation records (current address, contact information, supplemental transcripts, Praxis scores, etc.)
- To complete a criminal background check with no convictions for disqualifying crimes prior to beginning classes.

- To complete coursework in the sequence recommended by the adviser, along with the timely completion of all course assignments to a high level of academic quality.
- To complete all field experience observation requirements prior to the internship.
- To complete any supplemental coursework prior to the internship.
- To complete all Praxis exams for your area of certification.
- To complete and pass Praxis II Content Knowledge prior to applying for the internship.
- To adhere to all expectations for professionalism and ethical conduct. Failure to adhere to these expectations may be cause for dismissal from the program and from the University.
- To have access to email, the ELC and other forms of communication to maintain contact with adviser/coordinator, university supervisor, mentor teacher, and course instructors.
- To agree to terminate all other employment once the internship begins.
- To accept placement in a school, and under no circumstances to arrange one's own placement or contact school or school system staff.
- To meet all program requirements, including the collection of appropriate artifacts for the digital portfolio over the course of the program and the successful presentation of a portfolio.

For additional information, please contact the FlexMAT program office at 410-516-9759.

### **SCHOOL IMMERSION MASTER OF ARTS IN TEACHING (SIMAT) ANNE ARUNDEL COUNTY/ HOWARD COUNTY (AACPS/HCPS) & BALTIMORE AREA COHORTS**

SIMAT is a full-time cohort program that begins every June (for the AACPS/HCPS cohort) or July (for the Baltimore Area cohort) and ends the following May. SIMAT works with Professional Development Schools (PDS) to help prepare new teachers and improve teaching and learning. Candidates can become eligible for certification in Early Childhood Education, Elementary Education, or Secondary Education in the disciplines of English, Spanish, French, social studies, mathematics, and four sciences (biology, chemistry, earth/space/environmental science, and physics). Successful candidates receive certification eligibility in their content area and the degree of Master of Arts in Teaching.

All SIMAT candidates are responsible for full tuition, registration fees, and books for all 39 credits. Financial aid is available for those who qualify.

## SIMAT Admission Requirements

- Submission of application, fee, essay, resume, recommendations, and all official transcripts.
- Bachelors degree with a minimum grade point average of 3.0.
- Successful interview.
- Appropriate coursework in area of desired certification. (Generally, a major or 36 related credits.) Candidates who do not meet the State's content threshold for certification will need to fulfill any undergraduate content requirements before completing the program. Candidates cannot begin the SIMAT program with a content gap of more than six credits by the start date in early June for the AACPS/HCPS cohort, and of more than twelve credits by the start date in July for the Baltimore Area cohort.
- Completion of state and federal criminal background checks, revealing no history of criminal activity.
- Passing scores on one of the following state-approved tests: Praxis I, SAT, ACT or GRE.

## SIMAT Framework

- Candidates complete the program in 12 months.
- Candidates are placed in PDS settings during the program.
- In the fall and spring semesters, candidates complete a supervised internship and coursework.
- Certification eligibility is met through successful completion of the supervised internship, Praxis I (or state approved alternative) and II, content courses, electronic portfolio, and 39 JHU credits.

## University Support for the SIMAT Program

- A faculty adviser to assist the candidate with academic course planning and portfolio support.
- A program coordinator to provide support and resources to candidates and interns related to field placements, internships, certification, and graduation.
- A mentor teacher, recommended by the school principal, and paid by the University to assist the intern on a daily basis with any tasks and/or issues related to teaching.
- A university supervisor (retired principal, supervisor, chair, and/or master teacher) who works with the intern, providing feedback and support every other week during the semester-long internship.
- Electronic support and mentoring through the Electronic Learning Community (ELC).

## Student Obligations and Responsibilities

- Complete all required administrative paperwork throughout the program and maintain accurate

information in the Department of Teacher Preparation records (current address, contact information, supplemental transcripts, Praxis scores, etc.).

- Complete a criminal background check with no convictions for disqualifying crimes.
- Complete coursework in the sequence recommended by the adviser, along with the timely completion of all course assignments to a high level of academic quality.
- Register for coursework and pay tuition at specified intervals throughout the program.
- Complete any supplemental coursework prior to program completion.
- Successfully pass all required exams.
- Adhere to all expectations for professionalism and ethical conduct. Failure to adhere to these expectations may be cause for dismissal from the program and from the University.
- Have access to email, the Electronic Learning Community (ELC), and other forms of communication to maintain contact with adviser/coordinator, university supervisor, mentor teacher, and course instructors.
- Make a full-time commitment to the internship; holding of outside employment during the year of the program is not permitted.
- Accept placement in a partnership school, and under no circumstances arrange own placement or contact school or school system staff.
- Meet all program requirements, including the collection of appropriate artifacts for the digital portfolio over the course of the program and the successful presentation of a portfolio.

For additional information, please contact the Columbia office at 410-516-9759 (for the AACPS/HCPS cohort) or the Baltimore office at 410-516-5239 (for the Baltimore Area cohort).

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## PROFESSIONAL IMMERSION MASTER OF ARTS IN TEACHING: MONTGOMERY COUNTY PROMAT

Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a two-year Master of Arts in Teaching (MAT) degree for those interested in becoming Early Childhood, Secondary, or Elementary Advanced Math Teachers. Montgomery County ProMAT offers approved programs leading to certification in: Early Childhood Education; Secondary English, mathematics, Spanish, and four sciences (biology, chemistry, earth/space/environmental science, physics); and Elementary Foreign Language Immersion (Chinese or Spanish).

All tuition, books, and fees are paid for by MCPS after the candidate pays for the first 6 credits of courses and books. Interested students should contact the



Montgomery County ProMAT office at 301-294-7102. Admission to the next cohort is on a rolling basis until all positions are filled. All required materials, including official transcripts and a letter of recommendation, must be received by April 15. Coursework begins in May. Interviews are held several times throughout the year, so applicants are encouraged to apply early. All completed applications will be screened, and applicants will be notified only if they are selected for an interview.

Beginning in January 2011, Montgomery ProMAT will become a one year program. Please call the ProMAT office (301-294-7102) for details.

### ACCELERATED MASTER OF ARTS IN TEACHING (AMAT)

The Accelerated Master of Arts in Teaching (AMAT) option provides opportunities for qualified undergraduate students at JHU to begin their master's degrees and

teacher certification prior to completing their bachelor's degrees. Students may apply to the program following the completion of 60 undergraduate credits and after achieving passing scores on one of the following state-approved tests (Praxis I, SAT, ACT or GRE). If accepted, students work closely with an adviser to determine appropriate course selection and sequence. Upon the completion of their undergraduate program, students continue their master's degrees and complete the coursework, internship, and portfolio through one of the above options.

Interested students should contact the Department of Teacher Preparation at 410-516-9759 as early as possible to develop an undergraduate program aligned with the content background required for initial teaching certification. Candidates for admission are interviewed by University faculty to assess their content knowledge and disposition toward teaching and may be required to submit letters of recommendation.

## MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL STUDIES (BALTIMORE AREA)

The Johns Hopkins Master of Science in Education: Educational Studies (MSEd) is designed for novice educators as they work to increase student learning in their classrooms through strategic and comprehensive coursework, professional development, and reflection. This program is intended for candidates who already possess, or may not need certification in their field, and who are currently teaching. Teachers in the MSEd program develop classroom skills as teacher leaders in order to make significant academic gains with their students, meet the needs of the whole child, and have a long term impact in the field of education.

Teachers have three options for the MSEd degree (see below). Each option consists of foundation coursework to support the development of teaching skills integrated with a concentration that would further develop knowledge in a specialized area. Within each of the three options, students can elect to pursue a specialization in Early Childhood Education, Elementary Education, and Secondary Education. All options include a final capstone project.

- Science, Technology, Engineering, Mathematics (STEM): This two-year, 36-credit option consists of a combination of MSEd foundation coursework with a concentration in math and science education.
- Urban Education: This two-year, 36-credit option consists of a combination of MSEd foundation coursework with a concentration in urban education.
- Urban Education and Administration: This three-year, 51-credit option combines MSEd foundation coursework with a concentration in both urban

education and school administration and supervision. After two years, students who successfully complete the program are awarded the 39-credit MSEd. In year three, students take an additional 12 credits and, upon successful completion of this final portion of the program, are awarded the Graduate Certificate in School Administration and Supervision. (See the program listing under the Department of Teacher Development for more information about the Graduate Certificate in School Administration and Supervision program.)

*Note: For information about other MSEd program options offered by the School of Education, please refer to the Department of Interdisciplinary Studies in Education's MSEd program listing.*

### MSEd Advisers

Yolanda Abel, Mary Ellen Beaty-O'Ferrall, Kate Foley, Francine Johnson, Larry Kimmel, Lydia Lafferty Curran, Anika Spratley, Amy Wilson

For additional information, please contact the MSEd program office at 410-516-5239 or 410-516-6210.

### General Requirements

Students work with an adviser to plan a program of study that fulfills the requirements for the MSEd degree. The MSEd, depending on the option selected, requires 36-51 credits. Students pursue the degree on a part-time basis and take a combination of core and elective courses.

The nationally recognized Interstate New Teacher Assessment and Support Consortium (INTASC)

Principles guide the MSED program. Using these standards, students demonstrate their competence through a capstone project monitored by faculty. Upon successful completion of the coursework and capstone project, candidates are eligible for the MSED.

All options on the MSED program require candidates to participate in Electronic Learning Communities (ELCs), and computers and Internet access are available on each campus. All students entering the program are required to complete a criminal disclosure statement and undergo a criminal background check.

### Admission

Applicants to the Baltimore Area MSED program must submit the application form, an essay, and official transcripts from all post-secondary institutions attended. Admission to the MSED program requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during his/her undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of his/her undergraduate program. If found eligible for admission to one of the MSED program options, applicants will be invited for interview.

### Coursework

#### Science, Technology, Engineering, Mathematics (STEM)

*Number of Credits Required: 36*

##### Early Childhood Education/Elementary Education: STEM Core Courses (21 credits)

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) *or*
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) *or*
- 810.610 Methods of Teaching in the Elementary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

##### Early Childhood Education/Elementary Education: STEM Concentration (15 credits)

- 810.632 Special Topics in Elementary Mathematics (3)
- 810.633 Special Topics in Elementary Science (3)
- 810.xxx Special Topics in STEM (3)

- 810.685 Integrated Math & Science Applications for K-8 Lead Teachers (3), *plus*
- 810.68x One content course from the K-8 Mathematics or K-8 Science Lead-Teachers Graduate Certificate program (3)

##### Secondary Education: STEM Core Courses (21 credits)

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

##### Secondary Education: STEM Concentration (15 credits)

- 810.622 Special Topics in Secondary Mathematics (3) *or*
- 810.623 Special Topics in Secondary Science (3)
- 810.xxx Special Topics in STEM (3)
- 810.685 Integrated Math & Science Applications for K-8 Lead Teachers (3)
- 893.504 Technology and the Science of Learning (3) *plus*
- 810.68x One content course from the K-8 Mathematics or K-8 Science Lead-Teachers Graduate Certificate program (3)

### Urban Education

*Number of Credits Required: 36*

##### Early Childhood Education/Elementary Education: Urban Education Core Courses (21 credits)

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) *or*
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) *or*
- 810.610 Methods of Teaching in the Elementary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

##### Early Childhood Education/Elementary Education: Urban Education Concentration (15 credits)

- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)

- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 810.665 School Reform in the Urban Environment (3)

**Secondary Education: Urban Education Core Courses (21 credits)**

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

**Secondary Education: Urban Education Concentration (15 credits)**

- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)
- 810.665 School Reform in the Urban Environment (3)

**Urban Education and Administration**

*Number of Credits Required: 51*

**Early Childhood Education/Elementary Education: Urban Education and Administration Core Courses (21 credits)**

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) *or*
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) *or*
- 810.610 Methods of Teaching in the Elementary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

**Early Childhood Education/Elementary Education: Urban Education and Administration Concentration (18 credits)**

- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 810.665 School Reform in the Urban Environment (3)
- 881.610 Curriculum, Theory, Development, and Implementation (3)
- 851.603 School Law (3)

**Year 3—Early Childhood Education/Elementary Education: School Administration and Supervision Courses (12 credits)**

*Note: Students must apply and be admitted into the Graduate Certificate in School Administration and Supervision program before starting the Year 3 coursework below.*

- 852.602 Supervision and Professional Development (3)
- 851.705 Effective Leadership (3)
- 851.601 Organization and Administration of Schools (3)
- 851.810 Internship in Administration and Supervision (3)

**Secondary Education: Urban Education and Administration Core Courses (21 credits)**

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

**Secondary Education: Urban Education and Administration Concentration (18 credits)**

- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)
- 810.665 School Reform in the Urban Environment (3)
- 881.610 Curriculum, Theory, Development, and Implementation (3)
- 851.603 School Law (3)

### Year 3—Secondary Education: School Administration and Supervision Courses (12 credits)

*Note: Students must apply and be admitted into the Graduate Certificate in School Administration and Supervision program before starting the Year 3 coursework below.*

- 852.602 Supervision and Professional Development (3)  
851.705 Effective Leadership (3)

- 851.601 Organization and Administration of Schools (3)  
851.810 Internship in Administration and Supervision (3)

## MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL STUDIES (TEACH FOR AMERICA)

This partnership program with Teach for America (TFA) is designed to support the development of novice Baltimore City teachers in the TFA program as they work to increase student learning in their classrooms through strategic and comprehensive coursework, professional development, and reflection. Teachers in the partnership program develop classroom skills as teacher leaders in order to make significant academic gains with their students, meet the needs of the whole child, and have a long term impact in the field of education.

Baltimore City TFA corps members are eligible to enroll in the MEd program once they meet Johns Hopkins University School of Education's admissions requirements. Before applying to the Master of Science in Education: Educational Studies (MEd) program, candidates must first be accepted into the TFA Baltimore Teacher Corps. For more information about TFA, please visit its Web site at [www.teachforamerica.org](http://www.teachforamerica.org) or call the Baltimore office at 410-662-7700.

TFA teachers receive certification through the Maryland Approved Alternative Preparation Program (MAAPP). TFA's partnership with Johns Hopkins University allows TFA teachers to also earn the MEd degree.

TFA corps members have three options for the MEd degree (see below). Each option consists of foundation coursework to support the development of teaching skills integrated with a concentration that would further develop knowledge in a specialized area. Within each of the three options, students can elect to pursue a specialization in Early Childhood Education, Elementary Education, and Secondary Education. All options include a final capstone project.

- **Data-Driven Teaching:** This two-year, 36-credit option provides teacher preparation coursework with particular emphasis on data-driven assessment and instruction.
- **Urban Education:** This two-year, 39-credit option consists of a combination of MEd foundation coursework with a concentration in urban education.
- **Urban Education and Administration:** This three-year, 51-credit option combines MEd foundation coursework with a concentration in both urban

education and school administration and supervision. After two years, students who successfully complete the program are awarded the 39-credit MEd. In year three, students take an additional 12 credits and, upon successful completion of this final portion of the program, are awarded the Graduate Certificate in School Administration and Supervision. (See the program listing under the Department of Teacher Development for more information about the Graduate Certificate in School Administration and Supervision program.)

*Note: For information about other MEd program options offered by the School of Education, please refer to the Department of Interdisciplinary Studies in Education's MEd program listing.*

### MEd Advisers

Yolanda Abel, Mary Ellen Beaty-O'Ferrall, Kate Foley, Francine Johnson, Larry Kimmel, Lydia Lafferty Curran, Anika Spratley, Amy Wilson

For additional information, please contact the MEd program office at 410-516-5239 or 410-516-6210.

### General Requirements

Students work with an adviser to plan a program of study that fulfills the requirements for the MEd degree. The MEd, depending on the option selected, requires 36-51 credits. Students pursue the degree on a part-time basis and take a combination of core and elective courses.

The nationally recognized Interstate New Teacher Assessment and Support Consortium (INTASC) Principles guide the MEd program. Using these standards, students demonstrate their competence through a capstone project monitored by faculty. Upon successful completion of the coursework and capstone project, candidates are eligible for the MEd.

All options on the MEd program require candidates to participate in Electronic Learning Communities (ELCs), and computers and Internet access are available on each campus. All students entering the program are required to complete a criminal disclosure statement and to provide evidence of a criminal background check before enrolling in classes.

## Admission

As noted, above, applicants to the TFA MSED program must first be accepted into the TFA Baltimore Teacher Corps. To apply to the TFA MSED program, applicants must submit the application form, an essay, and official transcripts from all post-secondary institutions attended. Admission to MSED program requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during his/her undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of his/her undergraduate program. If found eligible for admission to one of the MSED program options, applicants will be invited for interview.

## Coursework

### Data-Driven Teaching

*Number of Credits Required: 36*

#### Early Childhood Education/Elementary Education: Data-Driven Teaching Core Courses (21 credits)

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) *or*
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.608 Human Development, Learning, and Diversity (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.502 Diagnosis/Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction for Reading (3)

#### Early Childhood Education/Elementary Education: Data-Driven Teaching Concentration (15 credits)

- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) *or*
- 810.610 Methods of Teaching in the Elementary School (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle (3)
- 893.632 Data-Driven Decision-Making for Schools and Organizations (3)
- 881.611 Action Research for School Improvement (3)

#### Secondary Education: Data-Driven Teaching Core Courses (21 credits)

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)

- 810.608 Human Development, Learning, and Diversity (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I (3)
- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)

#### Secondary Education: Data-Driven Teaching Concentration (15 credits)

- 810.615 Methods of Teaching in the Secondary School (3)
- 810.602 Curriculum, Instruction, and Assessment in School Settings (3)
- 874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/ Adult (3)
- 893.632 Data-Driven Decision-Making for Schools and Organizations (3)
- 881.611 Action Research for School Improvement (3)

## Urban Education

*Number of Credits Required: 39*

#### Early Childhood Education/Elementary Education: Urban Education Core Courses (24 credits)

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) *or*
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) *or*
- 810.610 Methods of Teaching in the Elementary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.502 Diagnosis/Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction for Reading (3)

#### Early Childhood Education/Elementary Education: Urban Education Concentration (15 credits)

- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 810.665 School Reform in the Urban Environment (3)

**Secondary Education: Urban Education Core Coursework (24 credits)**

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (3)
- 810.xxx Teaching Elective I (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I (3)
- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)

**Secondary Education: Urban Education Concentration (15 credits)**

- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 880.615 Creating Family and Community Partnerships for Urban School Improvement (3)
- 810.665 School Reform in the Urban Environment (3)

**Urban Education and Administration**

*Number of Credits Required: 51*

**Early Childhood Education/Elementary Education: Urban Education and Administration Core Courses (24 credits)**

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3) or
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3) or
- 810.610 Methods of Teaching in the Elementary School (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.501 Advanced Processes and Acquisition of Reading (3)
- 884.502 Diagnosis/Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction for Reading (3)

**Early Childhood Education/Elementary Education: Urban Education and Administration Concentration (15 credits)**

- 878.501 Differentiated Instruction and Inclusion (3)
- 880.611 Culturally Responsive Education (3)
- 810.665 School Reform in the Urban Environment (3)
- 881.610 Curriculum Theory, Development, and Implementation (3)
- 851.603 School Law (3)

**Year 3—Early Childhood Education/Elementary Education: School Administration and Supervision Courses (12 credits)**

*Note: Students must apply and be admitted into the Graduate Certificate in School Administration and Supervision program before starting the Year 3 coursework below.*

- 852.602 Supervision and Professional Development (3)
- 851.705 Effective Leadership (3)
- 851.601 Organization and Administration of Schools (3)
- 851.810 Internship in Administration and Supervision (3)

**Secondary Education: Urban Education and Administration Core Courses (21 credits)**

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)
- 881.611 Action Research for School Improvement (3)
- 855.610 Seminar in Teacher Leadership (3)
- 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I (3)
- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)

**Secondary Education: Urban Education and Administration Concentration (18 credits)**

- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 880.615 Creating Family and Community Partnerships for Urban School Improvement (3)
- 810.665 School Reform in the Urban Environment (3)
- 881.610 Curriculum Theory, Development, and Implementation (3)
- 851.603 School Law (3)

### Year 3—Secondary Education: School Administration and Supervision Courses (12 credits)

*Note: Students must apply and be admitted into the Graduate Certificate in School Administration and Supervision program before starting the Year 3 coursework below.*

- 852.602 Supervision and Professional Development (3)
- 851.705 Effective Leadership (3)
- 851.601 Organization and Administration of Schools (3)
- 851.810 Internship in Administration and Supervision (3)

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### GRADUATE CERTIFICATE PROGRAMS IN TEACHER PREPARATION

#### K-8 Mathematics and Science Lead-Teachers

Adviser: Francine Johnson, 410-516-5239

The 18-credit Graduate Certificate programs for K-8 Mathematics or K-8 Science Lead-Teachers at the Johns Hopkins University offer a unique opportunity for teachers to deepen their understanding of mathematics or science content knowledge, pedagogical content knowledge, and to experience leadership opportunities through engaging in the professional development of their peers. The focus of the two graduate certificate programs is to enrich teachers' subject content knowledge in the area of mathematics and science, and to build upon their leadership potential through inquiry, dialogue, writing, and reflection. Each program welcomes teachers who aspire to enhance their careers as math or science lead-teachers. Participants will be eligible to receive a graduate certificate in either mathematics or science upon satisfactory completion of the program requirements.

#### Admission Requirements

- Applicants must be certified and currently teaching in a K-8 classroom.

- Applicants must have some leadership experience (e.g., presentations to other teachers, designing instructional programs, team leadership roles, mentoring, etc.)

Participants will:

- Complete five courses in the subject content area and one integrated course for a total of 18 credits.
- Incorporate new knowledge and skills in their professional practice to enhance their students' understanding.
- Develop and implement goals, plans, and materials for professional development programs for their colleagues.

#### Program Requirements for K-8 Mathematics Lead-Teachers (18 credits)

- 810.680 Number and Operations for K-8 Lead Teachers
- 810.681 Algebra for K-8 Lead Teachers
- 810.682 Geometry for K-8 Lead Teachers
- 810.683 Measurement for K-8 Lead Teachers
- 810.684 Data Analysis and Probability for K-8 Lead Teachers
- 810.685 Integrated Mathematics and Science Applications for K-8 Lead Teachers

#### Program Requirements for K-8 Science Lead-Teachers (18 credits)

- 810.686 Life Science for K-8 Lead Teachers
- 810.687 Earth/Space Science for K-8 Lead Teachers
- 810.688 Chemistry for K-8 Lead Teachers
- 810.689 Physics for K-8 Lead Teachers
- 810.690 Environmental Science for K-8 Lead Teachers
- 810.685 Integrated Mathematics and Science Applications for K-8 Lead Teachers

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## DEPARTMENT OF COUNSELING AND HUMAN SERVICES

The Department of Counseling and Human Services contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults through its teaching and research activities.

The mission of the Department of Counseling and Human Services is to prepare highly qualified professionals who provide leadership in the development of personal, organizational, and collective well-being in the fields of clinical and school counseling. The Department is committed to serve the needs of K-12 students and clients in a changing social and economic context and to the promo-

tion of equity and social justice through the development of interdisciplinary and multi-organizational partnerships. The Johns Hopkins graduate programs in counseling provide both aspiring and experienced counselors with the preparation and support needed to achieve success.

For those starting their careers as counselors, the department offers the Master of Science degree. For professional counselors and human service personnel planning to advance their careers, the department offers graduate certificates and certificates of advanced graduate study. A summer seminar series is available to those who want to do advanced coursework.

## MASTER OF SCIENCE IN COUNSELING

The Master of Science in Counseling prepares individuals to work in a wide range of educational and community settings. Students can choose to specialize in one of two areas:

- Clinical Community Counseling
- School Counseling

The School Counseling Program offers two options for completing the 48-credit degree:

- The School Counseling Fellows Program is an intensive full-time training program for individuals interested in urban-focused school counseling. Students graduate in 15 months.
- The Flexible School Counseling Program is a part-time program. Students have a maximum of five years to complete the program.

### Application Deadlines

Fall Admission: April 1

Spring Admission: October 1

School Counseling Fellows Program (begins Summer Session 1): April 1

*Note: The application deadline is March 1 for international applicants requiring a student (F-1) visa who wish to apply to the School Counseling Fellows Program.*

### Clinical Community Counseling

Advisers: John McWay (Montgomery County and Southern Maryland Higher Education Center), [jmcway@jhu.edu](mailto:jmcway@jhu.edu); Pilar Hernandez-Wolfe (Baltimore), [pilarhw@jhu.edu](mailto:pilarhw@jhu.edu)

This program is designed to prepare counselors to work in a wide range of community and human service settings. The preparation enhances the development of prevention and intervention strategies in clinical counseling.

Applicants to the program must submit an application, official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, a personal statement of goals, three letters of recommendation, and participate in a group admission interview. In order to assess applicant dispositions, department faculty will review the required goal statement and evaluate responses in the interviews. The departmental admission committee reserves the option to require that applicants successfully complete prerequisite coursework prior to admission. Before being admitted, students must meet with an adviser to plan the sequence of courses to meet all program requirements.

### Requirements

The program's plan of study requires a minimum of 48 graduate credits to be completed within five years. With the approval of the program adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's degree requirements and is taken within

the five-year time limit for completion of the degree. Students complete a 600-hour internship and earn six credits of electives in an area of specialization.

### Program Plan

*Number of Credits Required: 48*

See the Program Notes section below for specific course prerequisites and sequential ordering.

- 861.507 Introduction to Counseling as a Helping Profession
- 861.511 Career/Life Development and Planning
- 861.605 Human Development and Counseling
- 863.681 Research and Evaluation for Counselors
- 861.502 Counseling Theory and Practice (lab course)
- 861.503 Group Counseling and Group Experience (lab course)
- 861.609 Diagnosis in Counseling
- 861.612 Appraisal and Testing for Counselors
- 863.603 Couple and Family Therapy (lab course)
- 863.607 Diversity and Social Justice in Counseling (lab course)
- 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling)
- 863.809 Counseling Practicum
- 863.824 Internship in Clinical Community Counseling

### Electives

Six credits of electives must be selected with approval of an adviser.

### Program Notes

861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses. Exceptions must receive approval of a counseling faculty adviser.

Students may take 861.511 Career/Life Development and Planning; 861.605 Human Development and Counseling; and 863.681 Research and Evaluation for Counselors, along with 861.507 Introduction to Counseling as a Helping Profession.

861.502 Counseling Theory and Practice is a required prerequisite for all other courses.

A minimum of 18 hours of required coursework, including 861.503 Group Counseling and Group Experience, is a prerequisite for 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling.

Students must take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice, 861.503 Group Counseling and Group Experience, and 863.603 Couple and Family Therapy. All laboratory courses must be completed with a B or above before enrolling in 863.809 Counseling Practicum.



A minimum of 39 credits of required coursework, including 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling and 863.809 Counseling Practicum, must be taken before enrolling in 863.824 Internship in Clinical Community Counseling.

Students must receive grades of B or better in all laboratory course and advanced internships, and a passing grade (P) for all field experience and non-advanced internship courses, to remain in the program. If a grade of B- or below is earned in a required laboratory course, the student must repeat the course and earn a grade of A or B before registering for any other course. If any additional grade of B- or below is earned in any other required laboratory course, the student is dismissed from the program, even if an A or B was earned in the first repeated course. Counseling students who receive a failing grade in a field experience or internship course may be dismissed from the program.

Students must attend the mandatory clinical community counseling internship meeting held every January in the spring before their fall internship.

A passing grade on the Counselor Preparation Comprehensive Exam (CPCE) is required during the last semester.

### School Counseling (Flexible Program)

Advisers: Cheryl Holcomb-McCoy (Baltimore), [cholcom1@jhu.edu](mailto:cholcom1@jhu.edu); Anita Young (Montgomery County), [ayoung66@jhu.edu](mailto:ayoung66@jhu.edu)

The School Counseling Flexible Program is approved by the Maryland State Department of Education (MSDE) and requires the completion of a minimum of 48 graduate credits for graduation. Students are prepared for Maryland state certification as a school counselor. The mission of the School Counseling Flexible Program is to serve a diverse population of graduate students representing a variety of cultural dimensions, lifestyles, and capabilities. The top priority of the faculty is to train competent, ethical, data-driven, culturally responsive, and passionate professional school counselors who understand systemic change and school reform.

As part of the admission process to the School Counseling Flexible Program, applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, a personal statement of goals, three letters of recommendation, and participate in a group interview. In order to assess applicant dispositions, School of Education faculty will review the required goal statement and evaluate responses in the interview. The departmental admission committee reserves the option to require that program applicants successfully complete prerequisite coursework prior to admission. Before being admitted, students must meet with an adviser to plan the sequence of courses to meet all program requirements.

### Requirements

With the approval of the adviser, a student may transfer a maximum of three graduate credits from a regionally or nationally accredited college or university if the course is directly applicable to the student's program and is taken within the five-year time limit for completion of the degree. Students complete a 600-hour internship and also earn three credits of electives. In preparation for the internship, students will be required to complete a criminal disclosure statement and undergo a criminal background check.

Students who have not already satisfied the special education requirement as indicated on their State of Maryland Teaching Certificate are also required to take the following course:

871.501 Introduction to Children and Youth with Exceptionalities

### Program Plan

*Number of Credits Required: 48*

See the Program Notes section below for specific prerequisite and sequential ordering.

- 861.507 Introduction to Counseling as a Helping Profession
- 861.511 Career/Life Development and Planning
- 861.605 Human Development and Counseling
- 863.681 Research and Evaluation for Counselors
- 861.502 Counseling Theory and Practice (lab course)
- 861.503 Group Counseling and Group Experience (lab course)
- 863.526 Introduction to Play Therapy with Children *or*
- 863.527 Counseling the Early Adolescent *or*
- 863.571 Counseling Adolescents
- 863.633 The Ethics and Legal Issues of Counseling Young Children and Adolescents
- 861.614 The Context of School Counseling: Family, School and Community (formerly 861.610 Systems Counseling and Consultation: Family, School and Community)
- 861.609 Diagnosis in Counseling
- 861.612 Appraisal and Testing for Counselors
- 863.607 Diversity and Social Justice in Counseling (lab course)
- 863.809 Counseling Practicum
- 863.820 Internship in School Counseling

### Electives

Three credits of electives selected with the approval of a counseling adviser.

### Program Notes

861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses. Exceptions must receive approval of a counseling faculty adviser.

Students may take 861.511 Career/Life Development and Planning; 861.605 Human Development and Counseling; and 863.681 Research and Evaluation for Counselors, along with 861.507 Introduction to Counseling as a Helping Profession.

861.502 Counseling Theory and Practice is a required prerequisite for all other counseling courses.

861.503 Group Counseling and Group Experience and 863.681 Research and Evaluation for Counselors are required prerequisites for 861.614 The Context of School Counseling: Family, School and Community.

Students must take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice and 861.503 Group Counseling and Group Experience. All laboratory courses must be completed with a B or above before enrolling in 863.809 Counseling Practicum.

A minimum of 39 credits of required coursework, including 863.809 Counseling Practicum, must be taken before enrolling in 863.820 Internship in School Counseling.

Students must receive grades of B or better in all laboratory course and advanced internships, and a passing grade (P) for all field experience and non-advanced internship courses, to remain in the program. If a grade of B- or below is earned in a required laboratory course, the student must repeat the course and earn a grade of A or B before registering for any other course. If any additional grade of B- or below is earned in any other required laboratory course, the student is dismissed from the program, even if an A or B was earned in the first repeated course. Counseling students who receive a failing grade in a field experience or internship course may be dismissed from the program.

Students must attend the mandatory field experience/ internship in school counseling meeting held every January in the spring before they are to begin their internship that year.

As of the fall 2010 semester, 863.819 Field Experience in School Counseling (Initial Internship) will no longer be required of students that do not have two years of experience in a public school. The required hours for 863.820 Internship in School Counseling will be 600 hours.

A passing grade on the Counselor Preparation Comprehensive Exam (CPCE) is required during the last semester.

### SCHOOL COUNSELING (FELLOWS PROGRAM)

Adviser: Cheryl Holcomb-McCoy, [cholcom1@jhu.edu](mailto:cholcom1@jhu.edu)

The School Counseling Fellows Program is designed for individuals interested in pursuing a career in school counseling with a focus on working in urban and/or metropolitan school districts. Those chosen for this full-time program are part of a distinguished cohort of students who complete the 48-credit Master of Science in Counseling degree requirements in 15 months. Approved by the Maryland State Department of Education, the Fellows program prepares individuals to be leaders and advocates in schools, counsel K-12 students and families, consult and collaborate with community and school stakeholders, and develop data-driven comprehensive counseling programs that promote student achievement and opportunities in urban schools. Graduates of the Fellows Program are eligible for Maryland State Certification.

#### Admissions Requirements

Applicants must hold a bachelor's, master's, or doctoral degree from a regionally accredited college or university. Applicants must have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program. Applicants to the program must submit an application, official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, a personal statement of goals, three letters of recommendation, and participate in a group interview.

#### Course of Study

The Fellows Program course of study involves classroom, laboratory, and field/experiential training (see course sequence below). The program includes a 600-hour internship. Interns deliver counseling services under the supervision of certified school professional counselors.

#### Program Schedule and Location

Fellows are admitted in the Summer Semester only and complete the degree requirements the following summer. All classes are held at the Education Building, located on the university's Homewood campus in Baltimore.

#### Program Plan

*Number of Credits Required: 48*

#### Summer: Sessions I and II (9 credits)

861.605 Human Development and Counseling

861.507 Introduction to Counseling as a Helping Profession (lab course)

861.502 Counseling Theory and Practice (lab course)

**Fall Semester (15 credits)**

- 861.614 The Context of School Counseling: Family, School and Community (formerly 861.610 Systems Counseling and Consultation: Family, School and Community)
- 863.607 Diversity and Social Justice in Counseling (lab course)
- 861.511 Career/Life Development and Planning
- 861.503 Group Counseling and Group Experience (lab course)
- 863.809 Counseling Practicum

**Winter Intersession (6 credits)**

- 861.612 Appraisal and Testing for Counselors
- 863.633 The Ethics and Legal Issues of Counseling Young Children and Adolescents

**Spring Semester (9 credits)**

- 863.820 Internship in School Counseling
- 863.571 Counseling Adolescents *or*
- 863.527 Counseling the Early Adolescent

**Summer Session I (9 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities *or* Elective
- 863.681 Research and Evaluation for Counselors
- 861.609 Diagnosis in Counseling

**Program Notes**

Students must receive grades of B or better in all laboratory courses, practicum experiences, and internships to remain in the program. If a grade of B- or below is earned in a required laboratory course, the student must repeat the course and earn a grade of A or B before registering for any other course. If any additional grade of B- or below is earned in any other required laboratory course, the student is dismissed from the program, even if an A or B was earned in the first repeated course. Counseling students who receive a grade of B- or below in the Internship course will be dismissed from the program.

**CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN COUNSELING**

Adviser: Pilar Hernandez-Wolfe, [pilarhw@jhu.edu](mailto:pilarhw@jhu.edu)

The Certificate of Advanced Graduate Study (CAGS) is an advanced 30-credit, post-master's program with a concentration in counseling and clinical supervision for counselors who wish to enhance those skills. Students develop individualized programs with specialized concentrations with their adviser's approval.

Applicants are required to have completed a master's degree in counseling or a closely related field from a regionally or nationally accredited institution of higher

education and submit three letters of recommendation, a statement of career goals, and a resume or curriculum vitae. Eligible applicants are invited for an interview with the admission committee.

**Required Course (3 credits)**

- 861.713 Advanced Treatment Approaches

**Electives**

Twenty-seven credits with approval of an adviser. Recommended electives include:

- 860.570 The Theory and Practice of Clinical Supervision
- 863.826 Advanced Internship in Counseling I
- 863.827 Advanced Internship in Counseling II

**GRADUATE CERTIFICATE PROGRAMS IN COUNSELING AND HUMAN SERVICES****Clinical Community Counseling**

Advisers: John McWay (Montgomery County), [jmcway@jhu.edu](mailto:jmcway@jhu.edu); Pilar Hernandez-Wolfe (Baltimore), [pilarhw@jhu.edu](mailto:pilarhw@jhu.edu)

This 15-credit post-master's program is aimed at counselors and human service professionals who wish to enhance their professional knowledge and skills. It is also intended for students who need to complete the academic requirements for licensure as clinical professional counselors. Students develop individualized programs of study with specialized concentrations in collaboration with their faculty adviser.

**Requirements**

The plan of study requires a minimum of 15 graduate credits, selected in consultation with the student's faculty adviser, to be completed within three years.

**Play Therapy**

Adviser: Marsha Boveja Riggio, [mriggio@jhu.edu](mailto:mriggio@jhu.edu)

The Department of Counseling and Human Services offers a 15-credit graduate certificate in the emerging, specialized field of play therapy. Play therapy has been applied as part of responsive services within comprehensive, developmental elementary, and middle school counseling programs to facilitate self-esteem, increase self-efficacy, and decrease maladaptive behaviors to remove barriers for success in social, career, and emotional spheres. Play therapy is also utilized in many clinical community settings and with private practice clinicians as the preferred, developmentally-appropriate treatment modality when working with young children and their families affected by parental divorce, ADHD, bereavement, trauma, and other diverse psychosocial and psychological issues that negatively impact psychosocial functioning.

This certificate offers training to mental health students and seasoned practitioners in expanding their knowledge, skills, and dispositions in the practice of counseling children and their families by developing a non-evaluative, warm therapeutic relationship and utilizing evidence-based practices and creative interventions. Students who satisfactorily complete the coursework contained within this graduate certificate program will complete the first step in securing the Registered Play Therapist (RPT) credential issued by the Association for Play Therapy. Also, the program offers students the opportunity to enroll in a Play Therapy Practicum, where students accumulate clinical hours and receive supervision by a Licensed Clinician or RPT-S (depending on the practicum site) while conducting play therapy with children and families in the field. Play Therapy Practicum hours can lead students towards fulfilling some of the supervised play therapy experience and supervision components to become an RPT.

### Admission Requirements

Applicants must:

- Hold a minimum of a master's degree in one of the following disciplines: counseling, counselor education, psychology, counseling psychology, school psychology, school counseling, rehabilitation counseling, marriage and family therapy, social work, or a closely-related mental health graduate program.
- Possess a strong interest in expanding their knowledge, skills, and dispositions in the practice of counseling children and adolescents by utilizing play therapy.
- Have the ability to understand and integrate diverse viewpoints and to practice within the boundaries of professional and ethical standards.

### Course Requirements

The plan of study requires a minimum of 15 graduate credits to be completed within three years. However,

many students may develop a program of study to complete the certificate in one calendar year. The program comprises nine graduate hours of play therapy coursework, 3 graduate hours of ethics, and at least 3 graduate hours of electives.

### Required Courses (12 credits)

- 863.526 Introduction to Play Therapy with Children
- 863.652 Advanced Play Therapy Interventions
- 863.654 Special Topics in Play Therapy
- 863.633 The Ethics and Legal Issues of Counseling Young Children and Adolescents (or an adviser-approved graduate course in ethics)

### Electives

A minimum of three play therapy-specific elective credits may be chosen with program adviser approval. They include:

- 860.657 Children and Resiliency: Helping Children Cope With Trauma and Violence
- 863.655 Play Therapy Practicum
- 860.653 Family Play Therapy
- 863.651 Sand Therapy
- 863.653 Cognitive Behavioral Play Therapy
- 863.656 Narrative Therapy
- 860.652 Jungian Analytical Play Therapy: Activating the Child's Self-Healing Archetype
- 860.654 Client-Centered Play Therapy

*Note: The School of Education will not be accepting applications to the Graduate Certificate in Play Therapy program for the 2010-11 academic year. Prospective students interested in the program should contact the program adviser (Marsha Boveja Riggio, [mriggio@jhu.edu](mailto:mriggio@jhu.edu)) to discuss alternative program options.*

## DEPARTMENT OF SPECIAL EDUCATION

Through master's, certificate of advanced graduate study, certificate, and doctoral programs, the Department of Special Education prepares educators to make a difference in the lives of children with special needs. The department contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults by developing programs that combine the latest research and theory with intervention strategies. These programs, designed by faculty members who are actively engaged in addressing special education priorities at the state and national level, are targeted at educators who wish to enhance their existing skills or for those who choose to develop new specialties.

Candidates for the Master of Science in Special Education degree may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The program includes courses required for certification as a special educator in the state of Maryland, and students may select from three areas of concentration: early childhood education, mild to moderate disabilities, and severe disabilities.

The department also offers a number of professional development options for special educators, including a 30-credit Certificate of Advanced Graduate Study (CAGS) for students who have a special education background.

## Application Deadlines

Effective June 30, 2010, the following application deadlines will apply to all applicants seeking admission to the Department of Special Education's Master's and certificate programs:

Fall Admission: February 1

Spring Admission: August 1

Summer Admission (ProSEMS and SET-IT cohort programs only): January 1

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## MASTER OF SCIENCE IN SPECIAL EDUCATION

Candidates for the Johns Hopkins Master of Science in Special Education programs may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers.

- Master's Programs Leading to Teacher Certification
- Master's Programs not Leading to Teacher Certification (for students who choose to pursue the MS degree but who do not wish to qualify for teacher certification)

Depending on the specific concentration, students complete 36 to 39 graduate credits for their master's degrees. Students must work with a program adviser to develop a program of study that includes required and elective courses.

### Master's Programs Leading to Teacher Certification

The following Master of Science in Special Education programs have been approved by the Maryland State Department of Education (MSDE) for teacher certification:

- Early Childhood Special Education (Infant/Primary)—birth through grade three. (MSDE Certification--Generic Special Education)
- Mild to Moderate Disabilities (Elementary/Middle)—grades one through eight. (MSDE Certification--Generic Special Education)
- Mild to Moderate Disabilities (Secondary/Adult)—grades six through twelve. (MSDE Certification--Generic Special Education)
- Mild to Moderate Disabilities: Differentiated and Inclusive Education (Elementary/Middle)—grades one through eight. (MSDE Certification--Generic Special Education)
- Severe Disabilities—kindergarten through grade 12. (MSDE Certification-- Severely and Profoundly Disabled)

To be fully admitted, applicants to Special Education programs leading to teacher certification must have a GPA of 3.0 or better and submit passing scores from one of the following tests: Praxis I, SAT, ACT or GRE. (Please visit

the Maryland State Department of Education (MSDE) Web site at [http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/testing\\_information/praxis1](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1) to view the current state requirements). Students who do not meet the 3.0 GPA requirement will be admitted provisionally. In such cases, successful completion of two graduate courses with a grade of B or better is required by the end of the first semester of study.

Students will be required to undergo a criminal background check prior to participating in their internship. In addition to coursework, the internships and all required Praxis exams must be completed prior to graduation. Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship. If a student earns a grade below B in subsequent internships, the student may be dismissed from the program.

Depending on the specific area of concentration, students complete 36 to 39 graduate credits for their master's degree. Students must work with a program adviser to develop a program of study that includes required and elective courses. Graduating students are eligible for teacher certification in Maryland in the appropriate area of specialization.

### Early Childhood Special Education (Infant/Primary Level) (MSDE Certification—Generic Special Education)

Adviser: Dr. Linda Tsantis (Columbia), 410-516-9760

This 39-credit program prepares teachers and related services professionals to work with infants, preschoolers, and children in grades one through three who are receiving early intervention or special education services. Students also learn techniques in working with families of young special needs children. A combination of coursework and field experiences develops competence in legal and philosophical issues, typical and atypical child development, evaluation and assessment, curriculum and instruction, collaborative programming, and professional development. All students must complete a Professional Portfolio and all required Praxis exams before program completion.

For additional information, contact the program adviser, Dr. Linda Tsantis, at 410-516-9760.

*Number of Credits Required: 39*

#### Prerequisite Courses (12 credits)

882.511 Human Growth and Development:  
A Lifespan Perspective

871.501 Introduction to Children and Youth with  
Exceptionalities

- 872.800 Exploratory Site-Based Field Experience in Early Childhood Special Education
- 884.502 Diagnosis/Assessment for Reading Instruction

### **Core Courses (9 credits)**

- 871.513 Applied Behavioral Programming
- 871.512 Collaborative Programming in Special Education
- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education

### **Specialized Courses (24 credits)**

- 872.500 Seminar: Current Trends and Issues in Early Childhood Special Education
- 872.514 Development of Young Children with Disabilities
- 872.501 Screening, Diagnosis, & Assessment of Young Children with Disabilities
- 872.502 Instructional Program Planning and Methods: Birth–4 Yrs
- 872.503 Instructional Program Planning and Methods: Grades K–3
- 872.504 Materials for Teaching Reading to Young Children with Disabilities: Grades K–3
- 872.506 Instruction of Reading for Young Children with Disabilities: Grades K–3
- 872.509 Assessment of Reading for Young Children with Disabilities: Grades K–3

### **Advanced Field Placements (6 credits)**

- 872.810 Internship: Early Intervention and Preschool Special Education
- 872.811 Internship: Preschool and Primary Level Special Education

### **Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (MSDE Certification—Generic Special Education)**

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

This 39-credit program is designed for individuals who are seeking teacher certification to work with students who have mild to moderate disabilities, including learning disabilities, emotional disturbances, and mild mental retardation. Teacher certification options are available at the elementary/middle school (grades one through eight) or secondary/adult levels (grades six through 12). The teacher certification program provides instruction and applied experiences in legal issues, psychoeducational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Students learn to apply specialized techniques within a continuum of educational settings.

Graduates of this program are eligible for certification in generic special education in Maryland. Graduate students must achieve qualifying scores on Praxis I (or one of the alternative State approved tests) prior to admission and Praxis II prior to the second internship. Students who do not have an experiential background in education are required to complete an exploratory field experience during their first semester. All students must complete a Professional Portfolio and all required Praxis exams before program completion.

For additional information, contact program adviser Dr. Laurie U. deBettencourt at 301-294-7054.

### **Requirements: Elementary/Middle Concentration**

*Number of Credits Required: 39*

### **Prerequisite Courses (15 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective
- 874.809 Exploratory Field Experience in Mild to Moderate Disabilities
- 884.502 Diagnosis/Assessment for Reading Instruction
- 884.501 Advanced Processes and Acquisition of Reading

### **Required Courses (39 credits)**

- 874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 871.513 Applied Behavioral Programming
- 871.511 Instructional Planning and Management in Special Education
- 874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle
- 874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 874.860 Mild to Moderate Disabilities Internship: Induction—Elementary/Middle
- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities
- 874.541 Reading: Methods for Students with Mild to Moderate Disabilities
- 871.512 Collaborative Programming in Special Education
- 874.525 Mathematics: Methods for Students with Mild to Moderate Disabilities
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)
- 874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

**Requirements: Secondary/Adult Concentration***Number of Credits Required: 39***Prerequisite Courses (15 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective
- 874.809 Exploratory Field Experience in Mild to Moderate Disabilities
- 884.502 Diagnosis/Assessment for Reading Instruction
- 884.501 Advanced Processes and Acquisition of Reading

**Required Courses (39 credits)**

- 874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 871.513 Applied Behavioral Programming
- 871.511 Instructional Planning and Management in Special Education
- 874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult
- 874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 874.870 Mild to Moderate Disabilities Internship: Induction—Secondary/Adult
- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.527 Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities
- 874.542 Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities
- 871.512 Collaborative Programming in Special Education
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)
- 874.871 Mild to Moderate Disabilities Internship: Culmination—Secondary/Adult

**Mild to Moderate Disabilities: Differentiated and Inclusive Education (MSDE Certification--Generic Special Education)**

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

This 36-credit program leads to the Master of Science in Special Education degree within the Mild to Moderate Disabilities concentration, with an emphasis on differenti-

ated/inclusive education. It is designed for credentialed and practicing general educators, special educators, related service personnel, and other credentialed professionals working in schools who desire enhanced training toward including students with a range of learning needs (including mild, moderate, and severe disabilities) into general education schools and classrooms. The program promotes heterogeneous instruction for students with a variety of learning needs. Courses are offered during the late afternoon and evening at the Johns Hopkins campuses in Columbia in Howard County, Maryland; and Rockville in Montgomery County, Maryland.

**Requirements**

Students in this program seeking generic special education certification who are currently certified in elementary/middle school (grades one through eight) education must complete the specific courses listed below, fulfill Praxis exam requirements at specific points in the program prior to graduation, and may need to fulfill MSDE reading requirements (dependent on the applicant's previous coursework). Substitutions for required courses may be made depending upon the graduate student's academic record and professional goals, and must be made with adviser approval. All students must complete a Professional Portfolio and all required Praxis exams before program completion.

*Note: For applicants not seeking MSDE teacher certification, please refer to the program listing for Mild to Moderate Disabilities: Differentiated and Inclusive Education under Master's Programs not Leading to Teacher Certification below.*

*Number of Credits Required: 36*

**Prerequisite Courses (12 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective
- 884.501 Advanced Processes and Acquisition of Reading
- 884.502 Diagnosis/Assessment for Reading Instruction

**Core Courses (18 credits)**

- 878.501 Differentiated Instruction and Inclusion
- 878.502 Curriculum Design and Adaptations for Strategic Interventions I
- 878.503 Educational Measurement and Curricular-Based Assessment
- 878.505 Cooperative Learning for Diverse School Programs
- 871.512 Collaborative Programming in Special Education
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

**Certification Courses (18 credits)**

- 874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 871.513 Applied Behavioral Programming
- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.860 Mild to Moderate Disabilities Internship: Induction—Elementary/Middle
- 874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

**Severe Disabilities (MSDE Certification-- Severely and Profoundly Disabled)**

Adviser: Dr. Danielle R. Liso (Baltimore), 410-516-8275

This 36-credit program (leading to Maryland special education certification in severe disabilities (K-12)) prepares individuals to teach students whose educational priorities include specialized instruction and support in areas of independent living and adaptive behavior.

The program's curriculum addresses legal issues; instructional planning; applied behavioral principles; interdisciplinary programming; medical and physical aspects; cognition and language development; augmentative communication instruction; motor, hearing, and vision management; independent living skills instruction; and emerging literacy instruction. Graduates are eligible for Maryland special education certification in the area of severe and profound disabilities. All students must complete a Professional Portfolio and all required Praxis exams before program completion.

*Number of Credits Required: 36*

**Prerequisite Courses (12 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective
- 884.501 Advanced Processes and Acquisition of Reading
- 884.502 Diagnosis/Assessment for Reading Instruction

**Required Courses (36 credits)**

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.511 Instructional Planning and Management in Special Education
- 871.512 Collaborative Programming in Special Education
- 871.513 Applied Behavioral Programming
- 871.514 Medical and Physical Aspects of Disabilities

- 877.518 Education of Students with Severe Disabilities: Management of Motor Skills
- 877.555 Teaching Communication and Social Skills
- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.514 Community and Independent Living Skills
- 877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments
- 877.810 Internship in Severe Disabilities: Induction
- 877.811 Internship in Severe Disabilities: Culmination

**Master's Programs not Leading to Teacher Certification**

Students who choose to pursue the Master of Science in Special Education degree, but who do not wish to qualify for teacher certification, may concentrate their studies in one of the following areas:

- General Special Education Studies
- Mild to Moderate Disabilities: Differentiated and Inclusive Education
- Severe Disabilities
- Severe Disabilities: Emphasis in Autism Spectrum Disorders
- Technology in Special Education

Depending on the specific concentration, students complete 36 to 39 graduate credits for their master's degree. Students must work with a program adviser to develop a program of study that includes required and elective courses.

Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship. If a student earns a grade below B in subsequent internships, the student may be dismissed from the program.

**General Special Education Studies**

Advisers: Dr. Danielle R. Liso and Dr. Michael Rosenberg (Homewood), 410-516-3482; Dr. Linda Tsantis (Columbia), 410-516-9760; and Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

The Master of Science in General Special Education Studies provides an individualized 36-39 credit program of study for individuals working in school and community organizations that support children, youth, and adults with disabilities. This program accepts certified special educators, and related services and community based professionals. Applicants must possess an academic background in special education or related field, and have experience working with individuals who have cognitive and/or developmental disabilities.

With the approval of an adviser, students may apply credits earned in two graduate certificate programs



towards a Master of Science in Special Education degree with a concentration in General Special Education Studies. In addition to coursework earned through graduate certificate credits, participants are required to take the following two courses:

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.831 Advanced Graduate Project in Special Education

Available graduate certificate programs include:

- Assistive Technology
- Advanced Methods for Differentiated Instruction and Inclusive Education
- Early Intervention/Preschool Special Education Specialist
- Education of Students with Autism and Other Pervasive Developmental Disorders
- Education of Students with Severe Disabilities

*Note: Some graduate certificate options require that students hold certification or licensure in education or a related service field.*

### **Mild to Moderate Disabilities: Differentiated and Inclusive Education**

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

This 36-credit program leads to the Master of Science in Special Education degree within the Mild to Moderate Disabilities concentration, with an emphasis on differentiated/inclusive education. It is designed for credentialed and practicing general educators, special educators, related service personnel, and other credentialed professionals working in schools who desire enhanced training toward including students with a range of learning needs (including mild, moderate, and severe disabilities) into general education schools and classrooms. The program promotes heterogeneous instruction for students with a variety of learning needs. Courses are offered during the late afternoon and evening at the Johns Hopkins campuses in Columbia in Howard County, Maryland; and Rockville in Montgomery County, Maryland.

*Note: For applicants seeking MSDE teacher certification, please refer to the program listing for Mild to Moderate Disabilities: Differentiated and Inclusive Education under Master's Programs Leading to Teacher Certification above.*

*Number of Credits Required: 36*

#### **Prerequisite Courses (12 credits)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective

- 884.501 Advanced Processes and Acquisition of Reading
- 884.502 Diagnosis/Assessment for Reading Instruction

#### **Core Courses (18 credits)**

- 878.501 Differentiated Instruction and Inclusion
- 878.502 Curriculum Design and Adaptations for Strategic Interventions I
- 878.503 Educational Measurement and Curricular-Based Assessment
- 878.505 Cooperative Learning for Diverse School Programs
- 871.512 Collaborative Programming in Special Education
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

#### **Non-Certification Courses (18 credits)**

(Substitutions can be made, depending on the applicant's professional goals and with approval of the academic adviser)

- 874.521 Strategies Instructional Model: Learning Strategies I
- 878.506 Social and Emotional Interventions
- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- XXX.XXX Elective course
- 874.830 Graduate Project in Mild to Moderate Disabilities
- 874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

### **Severe Disabilities**

Adviser: Dr. Danielle R. Liso (Baltimore), 410-516-8275

This 36-credit program is designed for special educators and related service practitioners seeking to broaden their skills in their work with children, youth, and adults with severe disabilities. Physical, occupational, and speech therapists; nurses; parents; community residence staff members; teachers; and program directors are some of the groups currently represented in the program.

It is recommended that applicants confer with a program adviser to plan a program of study before applying for admission. All students must also complete a Professional Portfolio before program completion.

*Number of Credits Required: 36*

#### **Prerequisite or Co-Requisite Courses (may be taken elsewhere)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective

**Required Courses (36 credits)**

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.511 Instructional Planning and Management in Special Education
- 871.512 Collaborative Programming in Special Education
- 871.513 Applied Behavioral Programming
- 871.514 Medical and Physical Aspects of Disabilities
- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.514 Community and Independent Living Skills
- 877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments
- 877.518 Education of Students with Severe Disabilities: Management of Motor Skills
- 877.555 Teaching Communication and Social Skills
- 877.810 Internship in Severe Disabilities: Induction
- 877.830 Graduate Project in Severe Disabilities

**Severe Disabilities: Emphasis in Autism Spectrum Disorders**

Adviser: Dr. Danielle R. Liso (Baltimore), 410-516-8275

This 36-credit master's degree program prepares individuals to teach students on the autism spectrum--ages birth through adult--whose educational priorities include specialized instruction and support in areas of communication, social/emotional skills, cognitive skills, and adaptive/independence skills.

Students must complete one applied internship in a setting which provides support to students on the autism spectrum. The purpose of this internship is to allow the student to demonstrate mastery of program content and leadership through application in real-world settings. In addition, students must complete a Professional Portfolio before program completion. The portfolio serves as a capstone project, a culmination of previous work with extensive reflection on its impact on the student's professional development.

*Number of Credits Required: 36*

**Prerequisite or Co-Requisite Courses (may be taken elsewhere)**

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective

**Required Courses (36 credits)**

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education

- 871.511 Instructional Planning and Management in Special Education
- 871.513 Applied Behavioral Programming
- 877.555 Teaching Communication and Social Skills
- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 871.512 Collaborative Programming in Special Education
- 877.514 Community and Independent Living Skills
- 877.551 Survey of Autism and Other Pervasive Developmental Disorders
- 877.553 Classroom Programming for Students with Autism
- 877.550 Inclusive Practices for Autism Spectrum Disorders
- 877.831 Graduate Project in Autism Spectrum Disorders
- 877.812 Internship in Autism Spectrum Disorders

**Technology in Special Education**

Adviser: Dr. John Castellani (Columbia), 410-516-9763

This 36-credit program prepares educators and related service professionals, such as speech-language pathologists and physical or occupational therapists, for leadership roles in the integration of assistive technology into effective instruction.

Through hands-on experience and classroom activities, students learn to apply research and best practices in the evaluation, acquisition, training, and use of assistive technologies for children with disabilities. Graduates are prepared to design and implement assistive technology strategies to support instruction within the context of team-based decision making and focus on core learning. Students participate in collaborative projects, information forums, and professional networking. These experiences provide a foundation for future professional development. Students may opt to focus on mild and/or severe disabilities.

Students may also elect to participate in a customized internship experience developed around current work schedules. In addition, the assignments and activities within this program, such as e-learning and building electronic portfolios, require that students have access to a computer with online services.

This program, which has been approved by the International Society for Technology in Education, does not lead to initial teacher certification.

*Number of Credits Required: 36*

**Core Courses (9 credits)**

- 892.800 Graduate Internship in Assistive Technology
- 893.601 Evaluation and Research of Technology Supported Interventions and Programs
- 892.701 Advanced Seminar in 21st Century Skills

## Concentration Courses (27 credits)

### Technical Resource

- 893.515 Hardware, Operating Systems, and Networking for Schools

### Instructional Leader

- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)  
892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)  
892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities  
893.508 Technology and the Science of Learning  
878.503 Educational Measurement and Curricular-Based Assessment

### Agent of Change

- 892.548 Assistive Technology Evaluation: A Team Approach (lab course)  
893.634 Technology Leadership for School Improvement  
893.632 Data-Driven Decision Making for Schools and Organizations

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## PROFESSIONAL IMMERSION SPECIAL EDUCATION (ProSEMS) COHORT PROGRAM

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

The School of Education at Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a master's degree cohort program for those interested in becoming special education teachers. Visit <http://education.jhu.edu/partnerships/special-education/> for more information.

Elements of the ProSEMS program include:

- Two year, 39-credit immersion graduate program.
- Successful completion of the program leads to:
  - Master of Science in Special Education degree in teaching students with Mild to Moderate Disabilities (MMD).
  - Eligibility for Maryland State Department of Education (MSDE) teacher certification in Generic Special Education.

The program of study includes:

- Experiences as an MCPS paraeducator during the first year of the program; and as a full-time long term substitute (special education teacher) during the second year of the program.
- Requirement to give two-year, full-time teaching commitment to MCPS upon successful completion of the program.

## Program Benefits

- All tuition, books, and fees are paid after the first year. (Some tuition support is provided during the first year.)
- Extensive mentoring and supervision from Johns Hopkins and MCPS faculty and staff.
- Health care stipend available during the second year.
- Contracted to work in MCPS as a special educator upon successful completion of the program.

Eligible applicants include people who:

- Desire career change and already have an undergraduate degree.
- Have recently completed or will complete an undergraduate degree by May 2011.
- Are not already certified special education teachers, nor close to full certification.
- Have a 3.0 cumulative grade point average (GPA) for all post-high school coursework.

Separate applications are due by January 1, 2011.

Applications are available online and must be sent to Montgomery Campus. Coursework begins summer 2011. All complete applications will be screened by March 2011 and candidates will be notified if they are selected for an interview.

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## SPECIAL EDUCATION TEACHER IMMERSION TRAINING (SET-IT) COHORT PROGRAM

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

The School of Education at Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a Special Education Teacher Immersion Training (SET-IT) master's degree cohort program for those interested in becoming special education teachers. Visit [www.education.jhu.edu/setit/](http://www.education.jhu.edu/setit/) for more information.

Elements of the SET-IT program include:

- Two year, 39-credit immersion graduate program
- Successful completion of the program leads to:
  - Master of Science in Special Education (concentration in Mild to Moderate Disabilities (MMD))
  - Eligibility for Maryland State Department of Education (MSDE) teacher certification in Generic Special Education

## Program Benefits

- Employment with benefits as a special education paraeducator in MCPS
- Tuition reimbursement available as MCPS employee
- Opportunity to do required MMD internships at place of employment

- Experienced MCPS special educators serve as mentors to SET-IT interns
- Extensive mentoring and supervision from Johns Hopkins University faculty

Eligible applicants include people who: may be currently employed as paraeducators, but are not certified special education teachers; are career changers; or have recently completed their undergraduate degree. All applicants must have a 3.0 cumulative grade point average (GPA) for all post-high school coursework and have passed the Praxis I (or one of the alternative State approved tests).

Applications are due by January 1, 2011. Coursework begins summer 2011. All complete applications will be screened, and candidates will be notified if they are selected for an interview.

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### **CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN SPECIAL EDUCATION**

The Certificate of Advanced Graduate Study (CAGS) is an advanced 30-credit, post-master's program with a concentration in special education for educators who wish to enhance their knowledge and skills. Students develop individualized programs with specialized concentrations with their adviser's approval. Applicants are required to have completed a master's degree in special education or a closely related field from a regionally accredited institution of higher education.

For additional information, contact Shanise Winters at 410-516-8275.

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### **GRADUATE CERTIFICATE PROGRAMS IN SPECIAL EDUCATION**

#### **Advanced Methods for Differentiated Instruction and Inclusive Education**

Adviser: Dr. Laurie U. deBettencourt (Montgomery County), 301-294-7054

This 15-credit certificate program is designed for educators who are challenged by students' varied learning backgrounds and needs. Program content provides practical classroom-based methodologies for educators teaching within heterogeneous classroom settings. Educators acquire methodologies for differentiating curriculum outcomes and instructional techniques to effectively teach the range of students in classrooms today, including students with disabilities, bilingual backgrounds, at-risk students, typical learners, and gifted learners.

The certificate comprises five courses that feature foundational and advanced research-based practices related to how educators can collaborate, plan, and instruct students with diverse learning needs. Coursework can be completed within a one-year period with course assignments featuring applied projects in schools.

#### **Requirements (15 credits)**

- 878.501 Differentiated Instruction and Inclusion
- 878.502 Curriculum Design and Adaptations for Strategic Interventions I
- 878.503 Educational Measurement and Curricular-Based Assessment
- 878.505 Cooperative Learning for Diverse School Programs
- 871.512 Collaborative Programming in Special Education

#### **Assistive Technology**

Adviser: Dr. John Castellani (Columbia), 410-516-9763

This 15-credit certificate program prepares special educators, speech-language pathologists, and occupational therapists to integrate assistive technology with instruction for improving communication and social interaction of students with disabilities. Participants learn best practices for the evaluation, acquisition, training, and use of assistive technologies in teaching communication and social skills. Students design and evaluate technology-based communication strategies within a multidisciplinary team.

Applicants must hold a bachelor's or master's degree in education or in a related field from an accredited institution of higher education and possess skills equivalent to those taught in 893.515 Hardware, Operating Systems, and Networking for Schools.

#### **Requirements (15 credits)**

- 892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)
- 892.548 Assistive Technology Evaluation: A Team Approach (lab course)
- 892.800 Graduate Internship in Assistive Technology
- 892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities

#### **Early Intervention/Preschool Special Education Specialist**

Adviser: Dr. Linda Tsantis (Columbia), 410-516-9760

This 15-credit certificate program is designed for individuals who wish to acquire knowledge and skills associated with high-quality early intervention and preschool special education for young children with disabilities from birth to five years of age. Those who have previously earned teacher certification in generic special education at the elementary/middle (grades one through eight) or secondary/adult (grade six through age 21) may meet requirements for certification at the infant/primary level (birth through grade three). Some applicants may need to complete a

sequence of prerequisite or provisional acceptance courses to be fully admitted to this certificate program.

Upon completion of the graduate certificate program, participants will:

- Be highly knowledgeable and skillful in planning, implementing, and monitoring early intervention/ preschool special education services for young children with disabilities and their families
- Contribute to meeting the statewide need for teachers of young children with disabilities and be knowledgeable advocates for young children with disabilities
- Contribute to local and statewide reform and leadership of programs for young children with disabilities

Faculty advisers collaborate with applicants to develop an individualized program of studies that includes, at a minimum, all courses in the proposed curriculum. For additional information, contact Dr. Linda Tsantis at 410-516-9760.

#### **Requirements (15 credits)**

- 871.512 Collaborative Programming in Special Education
- 872.501 Screening, Diagnosis, and Assessment of Young Children with Disabilities
- 872.502 Instructional Program Planning and Methods: Birth–4 Yrs
- 872.504 Materials for Teaching Reading to Young Children with Disabilities: Grades K–3
- 872.810 Internship: Early Intervention and Preschool Special Education

Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course during the repeated internship.

#### **Education of Students with Autism and Other Pervasive Developmental Disorders**

Adviser: Dr. Danielle R. Liso (Homewood), 410-516-8275

Designed for special educators and professionals from the related service disciplines, this 18-credit graduate certificate program addresses the wide range of competencies that are necessary for the provision of effective educational programming for students who are diagnosed with autism and other pervasive developmental disorders.

#### **Prerequisite Course**

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education (must have been taken within last 2 years)

#### **Requirements (18 credits)**

- 877.551 Survey of Autism and Other Pervasive Developmental Disorders
- 877.552 Behavioral Interventions for Students with Autism **or**
- 871.513 Applied Behavioral Programming
- 877.553 Classroom Programming for Students with Autism
- 877.555 Teaching Communication and Social Skills
- 892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course) **or**
- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 871.831 Advanced Graduate Project in Special Education (with approval of adviser) **or**
- 877.810 Internship in Severe Disabilities: Induction (with approval of adviser)

#### **Education of Students with Severe Disabilities**

Adviser: Dr. Danielle R. Liso (Homewood), 410-516-8275

This 15-credit graduate certificate program prepares teachers and related service professionals to work with students whose educational priorities include specialized supports and instruction in the areas of independent living and adaptive behavior. Participants gain specialized skills necessary for teaching individuals whose cognitive, sensory, language, and motor needs require intensive supports in order to engage meaningfully in school, home, and community activities.

#### **Prerequisite Course**

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education (must have been taken within last 2 years)

#### **Requirements (15 credits)**

- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.514 Community and Independent Living Skills
- 877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments
- 877.518 Education of Students with Severe Disabilities: Management of Motor Skills
- 877.555 Teaching Communication and Social Skills

## DEPARTMENT OF INTERDISCIPLINARY STUDIES IN EDUCATION

Through its teaching, research, and partnership programs, the Department of Interdisciplinary Studies in Education (DISE) contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults.

More specifically, DISE draws upon interdisciplinary research and academic programs to address needs in PK-12 education, with a particular emphasis on urban and urbanizing schools. Initiatives include both those that enhance the content knowledge of educators, and those that apply current research and development activities to the improvement of student achievement and enhanced school performance.

The department offers an individualized master's study program in an area not covered by other School of Education degree programs. In consultation with an adviser, students create a professional development plan that reflects their professional goals. Upon completion of the program, students earn a Master of Science in Educational Studies. Current interdisciplinary graduate certificates include Earth/Space Science, Mind, Brain, and Teaching, Online Teaching and Learning for Adults (pending approval), Teaching the Adult Learner, and Urban Education.

Partnership initiatives include Science, Technology, Engineering, and Mathematics (STEM) education and the Urban Leadership Development Academy; creating supportive and safe learning environments; connecting research in neurosciences with educational practices; and exploring the impact of health issues on school learning.

### MASTER OF SCIENCE IN EDUCATION

#### Educational Studies

Adviser: Eric Rice, 410-516-4528

The Master of Science in Education with a concentration in Educational Studies (MSEd, Ed Studies) offers a unique way to earn a master's degree while pursuing diverse areas of interest; and the JHU School of Education (SOE) is the only school in Maryland that offers such a degree. This 33–39 credit degree is an individualized advanced study program in an area not covered by other Master of Science degrees offered by the SOE, allowing students to create a program of study that reflects their area(s) of specialization and personal career goals. This program is intended for students who already possess certification in their field or who do not require certification.

There are two options for completing the Educational Studies concentration. Option one allows a student to combine the deep study of one area of education with an exposure to the breadth of educational theory and prac-

tice. It requires the following common core courses, which are consistent with the core required in the other MSEd programs:

881.622 Advanced Instructional Strategies

881.611 Action Research for School Improvement

855.610 Seminar in Teacher Leadership

The remainder of the program includes a 15-18 credit concentration (often a graduate certificate program) and 6-9 credits of electives designed in consultation with the program adviser. The combination of the core courses and the electives allows students who choose this option to be exposed to several areas of education outside their main concentration.

In option two, students may elect to combine two graduate certificate programs (15-18 credits each). Students then take the Seminar in Teacher Leadership, a bridging capstone course that includes an independent project tying together the two certificates, to complete the MSEd, Ed Studies. This option allows a student to study in depth two areas of educational theory and practice.

*Note: For information about other MSEd, Ed Studies program options offered by the School of Education that specifically target Teach for America candidates and novice teachers, please refer to the Department of Teacher Preparation's MSEd program listings.*

### GRADUATE CERTIFICATE PROGRAMS IN INTERDISCIPLINARY STUDIES

#### Earth/Space Science

Adviser: David Nelson

Contact: Carolyn Combs, 410-516-0375

The 18-credit Earth/Space Science Graduate Certificate program is a collaborative partnership between the Maryland Space Grant Consortium in Johns Hopkins University's Department of Physics and Astronomy and the School of Education. The certificate program is designed for educators who want to enhance their knowledge and teaching skills in the earth and space sciences. It helps fill teachers' "gaps" in their formal educational training. The certificate program models pedagogical approaches for teaching Earth and space science in K-12 classrooms. Scholarships are available through the Maryland Space Grant Consortium. Over the life of the program, more than one hundred students have been enrolled. For more information about the program, call Carolyn Combs at 410-516-0375.

*Note: This certificate does not lead to teacher certification.*

### Requirements (18 Credits)

- 886.630 Understanding and Teaching Physical Geology
- 886.631 Understanding and Teaching Earth Observations from Space
- 886.632 Understanding and Teaching the Solar System
- 886.633 Understanding and Teaching Stars, Galaxies, and Beyond
- 886.634 Understanding and Teaching Earth's Weather and Climate
- 886.811 Earth/Space Practicum

### Mind, Brain, and Teaching

Adviser: Mariale Hardiman, 410-516-8225

Contact: Susan McLean, 410-516-8225

The 15-credit graduate certificate in Mind, Brain, and Teaching is designed for P-12 teachers, administrators, and student support personnel who seek to explore how research in the cognitive and neurosciences has the potential to inform the field of education. Courses will promote integration of diverse disciplines that investigate human learning and development.

The certificate builds upon basic and applied research from the fields of cognitive science, psychology and brain sciences, neurology, neuroscience, and education. It will provide educators with knowledge of cognitive development and how emerging research in the brain sciences can inform educational practices and policies.

*Note: Beginning fall 2010, the Graduate Certificate in Mind, Brain, and Teaching will be offered as an online program.*

### Requirements (15 credits)

- 887.615 Explorations in Mind, Brain, and Teaching
- 887.616 Fundamentals of Cognitive Development
- 887.617 Neurobiology of Learning Differences
- 887.618 Cognitive Processes of Literacy and Numeracy
- 887.619 Special Topics in Brain Sciences: Emotion, Memory, and Attention

### Online Teaching and Learning for Adults (Pending Approval)

Contact: Carolyn Combs, 410-516-0375

The Graduate Certificate in Online Teaching and Learning for Adults prepares expert practitioners to design, deliver, and evaluate online learning programs for adult learners in higher education, professional education, corporate universities, training and development, government agencies, and community settings. Offered in an online and cohort format, this 15-credit graduate certificate allows students to experience and critically reflect upon high-quality online learning; build a depth of knowledge in online teaching and learning through carefully-designed, sequential coursework; and engage in

increasingly complex learning experiences to develop teaching skills. Along a continuum of online learning experiences, from an online activity to the administration of an online program, students will be able to design instruction, facilitate learning, engage in strategic administrative decision-making, apply research and effective practice, and evaluate online learning. The program culminates in an authentic, customized capstone project that students develop through each course. Students will implement and evaluate the project, an online learning initiative, to demonstrate mastery of course concepts.

The program does not require a prior Master's degree and is intended for individuals with diverse and dispersed national and international perspectives in teaching and learning.

### Requirements (15 credits)

- 880.619 Foundations of Online Teaching and Learning
- 880.621 Facilitating E-Learning for Adults
- 880.623 Instructional Design for Online Learning
- 880.625 Online Education Administration and Evaluation
- 880.627 Capstone in Online Teaching and Learning for Adults

*Please note that the School of Education cannot accept or process applications until a program has been formally approved by the Maryland Higher Education Commission (MHEC). While a program is pending approval, please feel free to contact the program adviser for more information about the program and for updates on its current status.*

### Teaching the Adult Learner

Adviser: Linda Carling, 410-516-9842

Contact: Susan McLean, 410-516-8225

This 15-credit graduate certificate prepares expert practitioners to teach in higher education, professional education, corporate universities, training and development, government agencies, and community settings. Participants examine the history, trends, issues, and latest theory and practice in the emerging field of adult learning. They then explore the instructional design process from an outcomes perspective focused on the identification of critical understandings and appropriate assessment measures. Participants also learn effective instructional strategies and technologies to optimize learning outcomes.

In the second half of the program, participants explore the varied cultures associated with teaching adults in academic, professional, health, community, public service, and personal enrichment settings. As a capstone, students create, develop, implement, and evaluate a learning experience, course, or program for adults in a specific setting.

**Requirements (15 credits)**

- 610.610 Foundation to Innovation: Adult Learning
- 610.620 Assessment-Based Instructional Design for Adult Learners
- 610.630 Effective Instructional Strategies and Technologies for Adult Learning
- 610.640 Leadership in Adult Learning
- 610.650 Internship in Adult Learning

**Urban Education**

Adviser: Margaret Brown, 410-516-0371

The 15-credit Graduate Certificate in Urban Education will assist the early-career certified teacher and other teaching professionals in understanding, valuing, and contributing to the rich diversity of schools and communities in urban and urbanizing settings in order to enhance learning outcomes for all students.

Through course activities and individual preparation, participants will demonstrate an understanding of and competencies in:

- engaging children in classrooms with positive behavioral climates
- demonstrating high quality standards-based teaching practices within the context of urban settings
- providing children with engaging and culturally sensitive learning activities
- communicating effectively within the school and parent community
- engaging community resources to enhance learning experiences
- building leadership capacity within the school setting
- linking school and classroom practices with systemic initiatives

**Admission Requirements**

Candidates for the Graduate Certificate in Urban Education should hold a bachelor's, master's, or post-master's degree in education or a related field from a regionally or nationally accredited college or university with a cumulative grade point average of 3.0 (on a 4.0 scale), or at least have a 3.0 cumulative grade point average for the last half of their undergraduate program. Applicants should submit official transcripts from all colleges attended for bachelor's and post-baccalaureate study, an essay, and an application of admissions for the School of Education. For more information, please contact Carolyn Combs at [ccombs@jhu.edu](mailto:ccombs@jhu.edu) or 410-516-0375. To obtain an application form, visit <http://onestop.education.jhu.edu/admission/>.

**Requirements (15 credits)**

- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child
- 880.611 Culturally Responsive Education
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools
- 880.615 Creating Family and Community Partnerships for Urban School Improvement
- 880.617 Urban School Reform



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## DOCTORAL PROGRAMS

The School of Education's doctoral programs are a significant feature of the School's research function and contribute greatly to its mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults. The Doctor of Education is awarded by the University based on the recommendation of the appropriate faculty and the Academic Council of the School of Education. These competency-based programs include formal coursework; field experiences; and research preparation for students who will assume leadership positions in college-level teaching, research, administration, and supervision of educational and human services organizations. Students must complete the program, including dissertation and defense, within seven years.

### Program Requirements and Admission

The School offers the degree of Doctor of Education with concentrations in special education and teacher development and leadership. Admission to doctoral programs is limited and very competitive. Since admission to doctoral programs is not offered every year or may be offered only as a cohort, those interested in doctoral study should confer with the Office of the Associate Dean for Research and/or the appropriate department to determine specific program and admission requirements, program openings, and admission timelines before submitting an application.

Doctoral programs require students to take coursework to prepare for qualifying examinations in a major field of study and one or two support areas. Depending on the doctoral program, the course of study may include doctoral seminars, research design and methodology courses, internships, dissertation research, comprehensive exams, and a final oral examination or portfolio review. Program requirements include a minimum of 99 graduate credits beyond the baccalaureate, with at least 51 of those credits taken at the doctoral level.

Applicants to Doctor of Education programs must hold a baccalaureate, master's, or doctoral degree, or a certificate of advanced graduate study, from a regionally or

nationally accredited college or university. Preference is given to applicants holding master's degrees, doctoral degrees, or certificates of advanced graduate study. Previous degrees must document outstanding academic achievement in an area of study closely associated with the program applied for in the School of Education.

Applicants must submit an admission application, application fee, and official transcripts from all post-secondary institutions attended. Each applicant is required to score satisfactorily on the Graduate Record Examination (GRE). Three letters of reference affirming the applicant's qualifications for advanced graduate study and potential for professional development in the field must be submitted to the School of Education. Additionally, a Curriculum Vitae (résumé) and personal statement (outlining professional plans, goals, and expectations related to the academic program) are required. Applicants who meet minimal entrance requirements are further evaluated in a personal interview and by the doctoral admissions committee.

### Withdrawal from the Program

A doctoral student wishing to withdraw from the doctoral program must file written notice with the Associate Dean for Research. Before doing so, a student should consult with his/her academic adviser.

### Leave of Absence

Doctoral students may be placed on leave of absence for personal reasons. The approval of the Associate Dean for Research is required before leave is granted for a specific period, normally not exceeding two years. Possible reasons include personal or family illness and military service obligations.

There is no fee for a semester leave of absence. The period of the leave is considered an approved interruption of the degree program. Departure of a student from the doctoral program without prior arrangement for withdrawal is interpreted as withdrawal from the program.



## GRADUATE EDUCATION COURSE DESCRIPTIONS

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## DEPARTMENT OF TEACHER DEVELOPMENT AND LEADERSHIP

### Core and Elective Courses AY 2010–11

#### ED.810.618 Methods of Teaching English to Speakers of Other Languages

See the Department of Teacher Preparation course descriptions listing.

#### ED.851.601 Organization and Administration of Schools

Students examine the role of the school administrator, with emphasis on instructional improvement, pupil development and services, school and community relations, administration of facilities and finance, professional development and services for staff, and organizational relationships and responsibilities. Participants will explore best practices for fostering student achievement. (3 credits)

#### ED.851.602 Advanced Coaching Skills for Educational Leaders

The outcomes of this course are to assist leaders in the demonstration of their defined coaching skills; to increase energy channeled toward internalization and integration of coaching behaviors as the default approach for leadership; and to emphasize a focus on the relationship of the applied competencies and transformative results. Content will correlate to and require application of the knowledge, skills, and attitudes of the International Coach Federation's coaching competencies. Students will explore the links between adult learning, neuroscience, and coaching as a change process, and incorporate coaching skills in observing teachers. (3 credits)

*Prerequisite(s):* ED.851.605

#### ED.851.603 School Law

Participants explore the legal foundations and structure of education and consider contemporary issues based on legislation and court decisions. Students develop techniques of legal research and analyze a topic of interest. (3 credits)

#### 851.604 Coaching for Cultural Proficiency

This course has two major outcomes: the use of coaching as a professional tool to improve standards-based teaching and learning and the use of cultural proficiency tools to guide interaction among teachers, students, parents, and administrators in ways that acknowledge, honor, and value diversity. Among the content covered are: collaborative learning communities, cultural proficiency, and cognitive coaching. (3 credits)

*Prerequisite(s):* ED.851.605

#### ED.851.605 Coaching Skills for Educational Leaders

Participants will explore models and structures that define coaching skills based on International Coach Federation and Foundation for Inspired Learning competencies. Emphasis is on learning coaching and practicing this skill

through peer coaching, coaching labs, and coaching of school or district personnel. (3 credits)

#### ED.851.609 Administrative and Instructional Uses of Technology

Prospective and practicing school administrators examine the issues, ideas, and programs surrounding the use of technology as a tool for administration and instructional management. Through hands-on experience, participants explore practical uses for software that can be applied to their daily work. (3 credits)

#### ED.851.610 Mentoring and Peer Coaching

Students review literature and acquire knowledge and skills needed for mentoring beginning teachers and working collaboratively with veteran colleagues on improving instruction. Theories concerning the social and psychological aspects of teacher career development are studied, along with the impact of school climate and culture on teacher collegiality. (3 credits)

#### 851.618 Coaching Teams and Groups

This course emphasizes experiential learning exercises, in which participants coach teams and team leaders, and design activities for them that support alignment to standards based teaching and learning and organizational change. Coaching groups using Appreciative Inquiry techniques will be addressed, as well as issues of school and organizational culture. (3 credits)

*Prerequisite(s):* ED.851.605

#### ED.851.620 Coaching Clinical Practicum

The purpose of the class is to build master coaching skills and to explore the certification process outlined by the International Coach Federation. Students will have coaching clients and will receive coaching supervision by International Coach Federation certified coaches serving as mentor coaches. This class will include recorded coaching sessions, observation, and feedback. Students will research a variety of educational coaching applications: literacy coaching, instructional coaching, content coaching, classroom management coaching, and wellness coaching. (3 credits)

*Prerequisite(s):* ED.851.605 and ED.851.602

#### ED.851.630 School, Family, and Community Collaboration for School Improvement I

Participants examine the theory, research, and best practices on school, family, and community partnerships. Individuals explore different types of partnerships, challenges to developing school-based partnership programs, and the components of effective partnership programs that enhance student performance and success. Participants design an action plan for partnerships to address school improvement goals. (3 credits)

### **ED.851.631 School, Family, and Community Collaboration for School Improvement II**

Building on the knowledge and skills developed in 851.630 (School, Family, and Community Collaboration for School Improvement I), students continue to explore research-based theories and best practices in school, family, and community collaboration. The emphasis of this second course in the sequence is on students revising, implementing, and evaluating a key activity in the action plan for partnerships developed in 851.630. (3 credits)

*Prerequisite(s):* ED.851.630

### **ED.851.642 Leadership in Curriculum, Instruction, and Assessment for Independent Schools**

Students examine curriculum theory, design, and content and their relation to instruction and assessment as applied to independent schools. Topics include: curriculum and the independent school mission statement; K–12 curriculum scope and sequence; leadership of curriculum change; curriculum mapping and its implications; methods of assessment; interdisciplinary curriculum development; culturally responsive curriculum, instruction, and assessment; and differentiation of curriculum and instruction. Participants apply course content by developing a plan for curriculum implementation in their own schools. (3 credits)

### **ED.851.643 Supervision and Professional Development for Personnel in Independent Schools**

Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies appropriate for independent schools. Emphasis is on development of an annual, school-based professional development plan; alignment of instructional goals with the supervision and evaluation of teachers; delegation of supervisory roles; recruitment, retention, and support of faculty and staff in independent schools; designing teacher incentives, recognition, and award programs; and using the principles of high-quality professional development to enhance teachers' knowledge and skills. Students apply concepts to practical situations in laboratory sessions. (3 credits)

### **ED.851.644 Public Relations, Marketing, and Fund-raising for Independent Schools**

Students explore the importance of public relations, marketing principles, and fund raising to independent school success. Topics include: maintaining positive community relations; management of admission policies and procedures; operation of public relations and publicity functions; coordination of relations with other independent schools; facilitating relations with educational, governmental, and social service agencies; and fund-raising strategies. Students analyze and critique various strategies through case studies and discussion. (3 credits)

### **ED.851.645 Governance of Independent Schools**

Students learn to facilitate positive working relationships within the board of trustees and build effective partnerships between the board and the school's faculty and staff. Topics include setting, communicating, and evaluating progress toward annual goals; strategic planning with faculty, staff, and board members; establishing structures for boards to accomplish their work; reporting effectively to boards on important issues and concerns; models for evaluating the head of school; models for evaluating board performance and contributions of individual board members; developing trustees as effective school advocates; and managing crises. Students gain an understanding of the pressures exerted from multiple constituencies, finding ways to base decisions on what is good for students, what is good for the institution, and what is consistent with their own values. (3 credits)

### **ED.851.646 Business Management and Finance for Independent Schools**

Students learn to apply business principles and financial processes that are the foundation for successful independent school management. Content includes: oversight of independent school budgets; understanding of tuition and other revenue sources; knowledge and effective use of endowments, financial aid, and loans; understanding of major expenses; annual budget planning; grasping the legal and ethical implications of financial management; developing salary scales and policies; using principles of strategic, long-range planning; and facilities planning, maintenance, and management. Applications include case studies for identifying and resolving common problems and challenges. (3 credits)

### **ED.851.705 Effective Leadership**

Students review the principles and techniques required of principals, assistant principals, and teacher leaders. The course emphasizes diagnosis of the school climate, principles of distributed leadership, motivation of faculty teams, and the dynamics of working in and with groups to accomplish school improvement goals. Emphasis is placed on the leader's role in creating a collaborative vision/mision for a school and in establishing meaningful working relationships with the larger community. (3 credits)

### **ED.851.708 Systemic Change Process for School Improvement**

Students examine the literature on systemic change in schools, with an emphasis on the roles of the teacher leader. Topics include planning, implementing, and evaluating the change process for school improvement. (3 credits)

### **ED.851.809 Seminar in Educational Administration and Supervision**

Students prepare and present a seminar paper on a problem in educational administration or supervision. The paper includes a comprehensive literature review, an assessment

of implications for administrative and supervisory behavior, and an implementation plan for addressing the problem in an educational setting. Students engage in case study analyses, role playing, and assessment exercises. (3 credits)

*Prerequisite(s):* ED.851.601, ED.851.603, ED.851.705, ED.852.602, ED.881.611, ED.881.622, and ED.881.610

#### **ED.851.810 Internship in Administration and Supervision**

Students participate in a supervised practicum experience in an educational setting. Individual and group sessions of the interns are held. Students must attend an organizational meeting in the semester prior to the semester in which they wish to intern and obtain approval to register for the internship. (3 credits)

*Prerequisite(s):* ED.851.601, ED.851.705, ED.852.602, and ED.881.610

#### **ED.852.602 Supervision and Professional Development**

Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies. Emphasis is on supervision skills, including the assessment of teacher performance, effective conferring strategies, and working with teachers to construct instructional improvement plans. Students apply concepts developed to practical situations in laboratory sessions. (3 credits)

#### **ED.855.610 Seminar in Teacher Leadership**

Students in the final year present and evaluate their projects and plans for implementing change in their work environments. In addition, participants examine selected topics and current issues in educational leadership. (3 credits)

#### **ED.855.801 Doctoral Seminar I**

This seminar will examine key topics in the field of education that reflect the expertise of TDL faculty. The seminar is designed to ensure a common core of knowledge about important educational issues, as well as expose students to the Department's faculty and their diverse research and teaching interests. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.855.802 Doctoral Seminar II**

This seminar will review current educational issues surrounding the use of technology and data for both administrative and instructional improvement. Students will explore the use of data and technology in educational organizations and schools with an emphasis on leadership and research-based interventions designed to improve instruction. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.855.803 Doctoral Seminar III**

This seminar will provide candidates the opportunity to examine, analyze, and respond to research, books, and articles in the popular media on current educational reform initiatives. Candidates also will discuss the impact

of these initiatives on pre-K–12 and higher educational settings. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.855.840 Doctoral Internship I: Teacher Development and Leadership**

Doctoral candidates apply theories and concepts related to teacher development and leadership to systematically identify problems in their workplaces. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.855.841 Doctoral Internship II: Teacher Development and Leadership**

Doctoral candidates read, review, discuss, and write about topics of interest in current educational contexts. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.881.610 Curriculum Theory, Development, and Implementation**

Students examine curriculum theory through philosophical, historical, and sociological perspectives and apply course content to contemporary curriculum issues. Topics include aligning instruction with state and school district curriculum and modification of curriculum to meet individual learner needs. Students also explore effective strategies for implementing curriculum changes. (3 credits)

#### **ED.881.611 Action Research for School Improvement**

Students explore the role of the educator as an action researcher, with special emphasis on formulating and refining research questions as well as on selecting appropriate methodologies for classroom or school-based research. Students review research as a tool for assessing and improving teaching/learning environments. (3 credits)

#### **ED.881.621 Effective Schools and Effective Instruction**

Participants review recent research on effective schools and effective instructional techniques. Additional topics include strategies for implementing relevant research findings and implications for administrators, supervisors, and teachers. (3 credits)

#### **ED.881.622 Advanced Instructional Strategies**

Students review recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Examples include direct instruction, cooperative learning, dimensions of learning, creative problem solving, and applications of technology to thinking and learning. Students develop expert teaching skills and learn to diagnose and deliver instructional strategies that are most appropriate in specific circumstances. (3 credits)

**ED.882.501 Educational Psychology: Learning**

Participants examine current theory and practice in the teaching and learning process. The course emphasizes the dynamics of learning through the perspectives of human development, learning theory, cognitive mechanisms, individual differences, classroom dynamics, measurement and evaluation, and social forces. (3 credits)

**ED.882.511 Human Growth and Development:****A Lifespan Perspective**

Students consider an overview of the physical, social, and emotional aspects of human development throughout the lifespan. The course considers developmental theory and reviews current areas of research. (3 credits)

**ED.882.524 Education of Culturally Diverse Students**

Participants analyze recent research related to the education of culturally diverse children and youth and explore case studies of successful minority education programs. The course focuses on understanding the interrelated roles of the school, the family, and the community in addressing the educational needs of culturally diverse children and youth. (3 credits)

**ED.882.830 Graduate Project in Foundations of Education**

Students of demonstrated ability with special interest in teaching study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

**ED.883.506 Alternative Methods for Measuring Performance**

Participants explore practical classroom assessment methods that promote and measure learning. The course concentrates on performance-based assessments, including performance tasks, portfolios, and scoring rubrics. Students plan and develop performance-based assessments which require the thoughtful application of knowledge and skills in authentic contexts. (3 credits)

**ED.883.507 Statistics I: Basic Statistics with SPSS**

With the use of microcomputer statistical packages, this course introduces students to basic descriptive and inferential statistics. Topics include the summary and analysis of data using graphs, measures of central tendency, regression, correlation, and one-way analysis of variance. Although mathematical analyses are utilized, the course emphasizes the understanding of statistical concepts. (3 credits)

**ED.883.510 Understanding Educational Research**

Participants explore the processes and approaches to research in education. Students critique published research studies and examine both quantitative and qualitative research methodologies. Class members conduct a com-

puterized literature search and prepare a research review in their respective areas of concentration. (3 credits)

**ED.883.710 Quantitative Research Methods**

Students prepare to conduct research in the behavioral sciences, particularly descriptive, correlational, experimental, and quasi-experimental research designs. Participants develop a research proposal in their respective areas of concentration. (3 credits)

**ED.883.711 Qualitative Research Methodology I**

Students are introduced to qualitative research methodology and designs in education. The theory and principles of observational research techniques and interpretative methodology are examined. Students are assisted in identifying components of qualitative research to look at patterns and relationships between subject and variables in a natural setting. (3 credits)

**ED.883.712 Qualitative Research Methodology II**

Students develop necessary skills to design and conduct qualitative research studies. This course covers key strategies of qualitative inquiry, common qualitative methods, and elements of effective qualitative research proposals. Through course readings, discussions, and assignments, students are encouraged to explore, critique, design, and conduct qualitative research for the examination of educational issues. (3 credits)

**ED.883.714 Statistics II: Intermediate Statistics with SPSS**

This course extends the basic statistical methods covered in Statistics I (883.507) to include inferential statistical tests of significance and non-parametric tests. Instruction includes classroom lectures, computation, and interpretation of statistical tests combined with utilization of PC-based software statistical packages for IBM and Macintosh computers. (3 credits)

*Prerequisite(s):* ED.883.507

**ED.883.715 Statistics III**

This course extends materials covered in Statistics I (883.507) and Statistics II (883.714) to include multivariate statistical analyses. Tests of significance include Multiple Regression, Discrimination Function, ANCOVA, MANOVA, and Factor Analysis. (3 credits)

*Prerequisite(s):* ED.883.507 and ED.883.714

**ED.883.721 Evaluation of Education Policies and Programs**

This course is intended to provide an overview of key elements and topics related to program and policy evaluation and research. Students will become familiar with types of evaluation and their purposes, including their role in research and development and program improvement. The course will also cover developing researchable questions and problem identification, logic models and program

theory, threats to validity, experimental and quasi-experimental designs, qualitative and mixed methods designs, ethics, and cost-benefit analysis. (3 credits)

#### **ED.883.795 Dissertation Research Seminar**

Doctoral students critique dissertation proposals, chapters, and instruments at different stages of the research process. The final critique is a mock oral examination, which prepares the individual student for the actual dissertation defense. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.883.849 Dissertation Research**

Doctoral students prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the School of Education. Written approval of the proposal must be received from the major adviser prior to registration. (3 credits)

*Notes: Open to doctoral students only.*

#### **ED.884.501 Advanced Processes and Acquisition of Reading**

This foundation course provides a basis for graduate study of instructional reading strategies, literacy materials, and assessment approaches in K–12 reading education. Students examine scientifically based reading research; linguistic, psychological, and sociocultural theories and factors related to reading acquisition; and how various theories are applied to classroom reading practices. Topics include phonemic awareness, phonics and spelling, vocabulary development, text structure, fluency, and reading comprehension. (3 credits)

#### **ED.884.502 Diagnosis/Assessment for Reading Instruction**

Students in this course learn approaches for assessing and addressing the reading abilities and needs of children. Course activities include the examination of learner characteristics and implications for appropriate reading instruction. Students study and analyze a broad selection of formal and informal assessment techniques and instruments, their application to reading instruction and classroom practice, and strategies for effectively communicating relevant information to parents, educators, and other professionals about children's reading performances. (3 credits)

#### **ED.884.505 Materials for Teaching Reading**

Students in this class develop ways to evaluate and select appropriate materials for classroom reading instruction. Course activities include reviews of commercially produced reading programs, children's literature, remedial materials, and the use of appropriate and culturally sensitive instructional approaches for teaching diverse student learners. Materials are evaluated in relation to current research, developmental and cultural appropriateness, and student interest and motivation. (3 credits)

#### **ED.884.507 Instruction for Reading**

Students in this course study how reading research is applied to the various methods, strategies, and techniques of elementary classroom reading instruction. Emphasis is placed on developing expert knowledge in teaching phonics, word recognition, vocabulary, reading comprehension strategies, organization, and study skills related with reading and academic achievement. Participants explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

*Prerequisite(s):* ED.884.501

#### **ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I**

Students in this course learn methods for developing effective reading skills and strategies that lead to student academic achievement. The course emphasizes teaching reading strategies for secondary students that can be applied across the content areas. Emphasis is placed on advanced vocabulary learning, reading comprehension, study skills, and critical reading. Participants in the class also explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

#### **ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II**

Participants extend the methodology learned in Content Reading I to include applications in the classroom, with connections to assessment and informal diagnostic work done by content classroom teachers. Development of a classroom learning community, uniting theoretical, diagnostic, and instructional structures with carefully selected materials, is the goal of this course. Additionally, participants extend skill building related to reading across other language areas, such as writing, speaking, and listening, and throughout content areas. Discussion includes adult literacy, ESOL and reading in content classrooms, and organizational/study skills in preparation for employment and higher education. (3 credits)

*Prerequisite(s):* ED.884.508

#### **ED.884.604 Emergent Literacy: Research into Practice**

Emergent Literacy: Research into Practice addresses in-depth instructional issues involving emergent literacy processes. Topics include the application of current literacy theory to alphabets, word identification, and word study strategies for classroom instruction; designing and providing authentic early literacy experiences and literacy-rich environments; and strategies and methods for storytelling and in developing contextual oral reading fluency. (3 credits)

#### **ED.884.610 Advanced Diagnosis for Reading Instruction**

This course advances and refines the knowledge of students about advanced diagnostic processes in determining



reading difficulties and designing appropriate and related interventions. Case study and small group collaboration are used to develop students' abilities to integrate data from multiple sources, generate diagnostic profiles, and make instructional recommendations. Students learn to administer standardized and criterion-referenced assessments and about the principles, philosophies, and strategies of effective remedial approaches. (3 credits)

#### **ED.884.612 Teaching Reading and Writing in the Content Areas to ESL Students**

The reading process for speakers of other languages is examined so that participants are able to provide a variety of instructional, cognitive, motivation, and study skill strategies. Technology instruction is addressed for teaching ESL students Internet skills, as well as other computer applications to enhance reading and writing skills. Participants become familiar with the English Language Arts Content Standards, the Core Learning Goals, and their relationship to the forthcoming ESL Content Standards. (3 credits)

#### **ED.884.615 Cross-Cultural Studies in Literacy**

Students in this class investigate how culture, language, school and out-of-school literacy experiences, and education policy influence student attitude, learning, and content area knowledge. Participants evaluate multicultural literacy research, curriculum, literature, and new literacies, and how social and cultural factors contribute to daily classroom literacy instruction and everyday life. The course emphasizes creating democratic and culturally sensitive learning environments. (3 credits)

#### **ED.884.617 Children and Adolescent Literature**

Children and Adolescent Literature examines in-depth instructional issues involving multiple genres of children and adolescent literature. Topics include the examination of text structures in informational, expository, and narrative materials; effective identification and selection of instructional and independent level texts for student reading; developing awareness of literature about, and resources related to, culturally diverse groups in the United States; understanding self as a reader and to use that understanding to inform teaching practices, engagement and motivational issues related to text instruction and selection; and how digital literature can be used in classroom instruction. (3 credits)

#### **ED.884.620 Seminar in Reading: Roles of the Reading Specialist**

Students in the final year present and evaluate their projects and plans for addressing the needs of students at all levels of reading ability in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in reading instruction. Students should plan to take this course during the fall semester. (3 credits)

*Prerequisite(s):* ED.884.604, ED.884.610, ED.884.615, ED.884.617, ED.884.642, ED.884.701, and ED.884.810

#### **ED.884.642 Linguistics for Teachers**

This course acquaints teachers and other reading professionals with aspects of linguistic theory that apply in elementary and secondary classrooms. Emphasis is on a thorough, research-based understanding of phonology, morphology, semantics, syntax, and pragmatics. Students learn ways to use the information to strengthen existing reading and language arts instruction. Issues of cultural diversity, second language learning, and developmental issues of language are covered in this interactive format. (3 credits)

#### **ED.884.701 Reading Comprehension and Critical Literacy**

Building on the instructional strategies and skills of earlier coursework, this advanced graduate course examines classic and contemporary research and theory in reading comprehension and critical literacy and how these dimensions and processes are applied to literacy education. During the course students learn to explore and appreciate the diversity of literacy research perspectives, and to learn to think and write critically and analytically about research, literacy education policy, and practices that influence and are used in classroom education. These topics are overlapped by advanced instructional methods and strategies for teaching students reading comprehension and critical literacy skills and dispositions. (3 credits)

#### **ED.884.703 Seminar in Adolescent Literacy Education**

The Seminar in Adolescent Literacy Education provides opportunities for students to explore the latest research, theory, and literacy education practices for adolescents in a seminar format. Topics include novel and useful technologies, motivating reluctant readers, and cultural and linguistic diversity in adolescent literacy education. (3 credits)

#### **ED.884.810 Supervised Clinical Practicum in Reading I**

The first practicum (884.810) is a midpoint program experience of Reading Specialist candidates and a capstone experience students enrolled in reading certificates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum 1 is to develop literacy education leaders while refining candidates' knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

#### **ED.884.820 Supervised Clinical Practicum in Reading II**

The second practicum (884.820) is a capstone course that builds on all previous program coursework and especially a prerequisite seminar "Roles of the Reading Specialist" (884.620). Work concentrates on developing effective reading specialist and literacy coaching qualities and skills, facilitating change in school communities, and fostering

teacher growth and student achievement. A strong emphasis of the course is on job-embedded professional development. Candidates deliver demonstration lessons and lesson planning assistance to teachers and conduct professional development workshops in school settings. The practicum allows candidates to provide evidence of their mastery of particular IRA leadership/reading specialist standards. Students should plan to take this course during the fall semester. (3 credits)

*Prerequisite(s):* ED.884.610, ED.884.810, and ED.884.620

#### **ED.884.830 Graduate Project in Reading**

Students of demonstrated ability with special interest in reading study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

#### **ED.885.501 The Gifted Learner**

Students survey giftedness from a historical perspective and discuss new and innovative approaches to meeting the needs of gifted children and adolescents. Participants study the identification of talented youth, the cognitive and affective components of precocious achievement, and appropriate counseling and education procedures for facilitating the development of talent. (3 credits)

#### **ED.885.505 Creativity**

Participants examine the psychological and educational aspects of creative thinking. Students review studies of the characteristics of creative children and adults, the creative process, and the identification of potentially creative children and adolescents. The course introduces teaching strategies and curriculum materials for fostering creative behavior in all subjects at both the elementary and secondary school levels. (3 credits)

#### **ED.885.510 Curriculum, Assessment, and Instruction for Gifted Learners, Part I**

Students explore the various approaches to differentiating curriculum, instruction, and assessment for gifted students. Strategies and techniques that are supported by research and best practice are discussed and analyzed. Comparisons of existing programs, theories, concepts, and ideas related to instructional programs for gifted students are encouraged. Students design interventions for translating theories about gifted education into practice in their personal workplaces. (3 credits)

#### **ED.885.511 Curriculum, Assessment, and Instruction for Gifted Learners, Part II**

Building upon the knowledge and skills developed in 885.510 (Curriculum, Assessment and Instruction for Gifted Learners, Part I), students continue to explore research-based theories and best practice for applications

to their classrooms. The emphasis of this second course in the sequence is on students' conducting their own action research projects and performance-based assessments related to the interventions they developed in 885.510 or in other courses or job-related assignments. (3 credits)

*Prerequisite(s):* ED.885.510

#### **ED.885.512 The Gifted/Learning Disabled Learner**

Participants review recent research-based findings into identification and programming for the gifted child with learning disabilities. Participants consider appropriate strategies and teaching techniques for the remediation of difficulties, as well as the development of enriched content and accelerated and innovative approaches for maximization of potential in areas of giftedness. (3 credits)

#### **ED.885.519 Seminar in Gifted Education**

Students in the final year present and evaluate their projects and plans for addressing the needs of gifted students in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in gifted education. (3 credits)

#### **ED.885.820 Practicum in Gifted Education**

Students participate in a supervised practicum experience in an educational setting under the direction of the program adviser. Individual assessment sessions are held. Students must receive written approval at least two months prior to registration. (3 credits)

#### **ED.893.508 Technology and the Science of Learning**

New technologies are part of the intellectual landscape in which new kinds of knowledge are breaking down the boundaries of previous distinct disciplines. The design and use of new technologies make possible new approaches to learning, new contexts for learning, new tools to support learning, and new understandings of the dynamics of the learning process itself. This course examines the role of technology relative to the key concepts of active learning, metacognition, and transfer of knowledge from multidisciplinary perspectives on learning. Based on the new science of learning, students will develop and implement technology related strategies that align instructional technology to standards-based instruction, teach problem solving and higher-order thinking skills, promote cooperative learning, and use reflective teaching and inductive approaches to increase student achievement. (3 credits)

#### **ED.893.515 Hardware, Operating Systems, and Networking for Schools**

Students in this hands-on course will examine major computer hardware, operating systems, and networking used in educational settings and address issues related to computer ethics and network security. Topics include system architecture, central processing unit capacities, communication standards, storage mediums, features and functions of operating systems, applications of electronic

mail and databases, and the fundamentals of networking and the uses of classroom computers connected to local area networks and wide area networks. Students learn how to design, manage, and evaluate a variety of hardware configurations for individualized access to computing in labs, classrooms, and media centers. (3 credits)

#### **ED.893.545 Integrating Media into Standards-Based Curriculum**

Participants explore the use of telecommunications in bringing information and resources from around the world to their individual classrooms, including the technical components of using on-line resources and services, such as digital media centers, electronic text distributors, and video and media available through eServices. Students develop differentiated instructional activities for teaching collaborative projects, for corresponding with students and teachers in other countries, for gathering and analyzing data, and for conducting research in K–12 classrooms. (3 credits)

#### **ED.893.550 Emerging Issues for Instructional Technology**

This course will provide students with an overview of emerging issues in instructional technology. Participants will be exposed to emerging issues for Internet-based education, including caplog, digital libraries, data mining, and the use of neural networks for enhancing instructional delivery by bringing information to teachers, working with meta-tagging and objects in virtual Web-based environments, and using data as a base for making instructional decisions in schools respectively. (3 credits)

#### **ED.893.563 Multimedia Tools for Instruction**

Students examine applications of multimedia, including video image capture and multimedia production tools. Students investigate storage issues, standards, security, networking capabilities, data compression, animation, and incorporation into existing applications. Participants develop projects that integrate multimedia applications into effective instruction. (3 credits)

#### **ED.893.601 Evaluation and Research of Technology Supported Interventions and Programs**

In this course students learn and practice the skills necessary to evaluate the use of instructional technology in educational settings. The course covers a range of alternative and mixed methods for data collection, such as observation, interviewing, the use of surveys, and analysis of data. Students develop an evaluation plan that can be implemented in their own educational settings and demonstrates their ability to select and/or develop appropriate metrics to identify the impact of technology in the teaching-learning process. Students use empirical methods to describe, explore, and/or explain the relationships between technology and program and/or individual outcomes. (3 credits)

#### **ED.893.628 Gaming and Media Design for Learning**

This course provides an overview of the learning theories behind game and simulation design, and how emerging technologies found in the commercial gaming arena can be applied for educational effect. The past and present application of virtual environments and 3-D modeling in education will be explored, with a view toward the projected future use of these technologies to engage students in tomorrow's schools. This course brings together cultural, business, government, and technical perspectives on developing and integrating electronic gaming techniques and technologies to enhance and enrich learning. Course participants will develop an understanding of the current trends (technical and sociological) in computer and console gaming, and what can be learned and applied from the world of gaming to positively affect teaching and learning. (3 credits)

#### **ED.893.632 Data-Driven Decision-Making for Schools and Organizations**

The increasing impact of a knowledge economy and globalization has been a catalyst to the fields of knowledge management and organizational decision making. This course is designed to introduce knowledge management concepts into an educational context and to provide an in depth focus on data-driven decision making in educational organizations and institutions. The models, tools, techniques, and theory of data-driven decision making that can improve the quality of leadership decisions are examined through solution-based scenarios. Students investigate how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued, and shared for effective use. Course topics include leadership and strategic management relative to organizational decision making, power and politics, managerial and organizational structures, strategy formulation, organizational learning, and decision support systems. A related intent is to develop an understanding of data-mining metrics that can be used to make predictive models that support systemic change. (3 credits)

#### **ED.893.634 Technology Leadership for School Improvement**

Education leaders need to understand the use of technology for teaching, learning, and managing their school environment. These skills include schoolwide technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation. Students will develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision making and change, creating and supporting a culture for learning and change,

and managing and institutionalizing change systems. (3 credits)

**ED.893.645 Designing and Delivering E-Learning Environments**

Students explore the use of mentoring and distributed learning environments. Small groups study the use of online and face-to-face mentoring to communicate and solve school issues related to data-driven decision making. Participants use Internet products that provide synchronous and asynchronous communication to develop and deliver peer coaching and to apply and evaluate Web-based communication tools. (3 credits)

**ED.893.701 Advanced Seminar in 21st Century Skills**

The graduate seminar is the capstone course in the Technology for Educators and Technology in Special Education master's degree programs. The seminar reflects students' individual mastery for using technology with 21st Century skills and the new science of learning. Capstone projects showcase the products and skills developed in the core courses through the development of an electronic professional portfolio. Student seminar projects may be an article submitted for publication, a research or grant proposal, a technology product, or any other approved product. The goals of the seminar are to engage and support participants in collaborative spirited discussions that lead to understanding the historical, cognitive, technical, political, and sociological issues involved in the effective use of computers in education and particularly in the integration of technology into instruction and/or the application of assistive technology devices and services. The course concludes with multimedia presentations of students' projects before a panel of their peers and faculty. (3 credits)

*Prerequisite(s):* ED.893.601

**ED.893.800 Graduate Internship in Instructional Technology**

The graduate internship provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their technology interests. The internship is designed to produce a professional, customized learning experience that stretches the student through his/her participation in the development, design, implementation, or evaluation of high-quality technology products, projects, or services. Internships are aligned to individual student's schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. (3 credits)

**ED.893.830 Graduate Project in Technology**

Students of demonstrated ability with special interest in technology study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project before they register for this course. (3 credits)

**ED.893.845 Doctoral Project in Technology**

Doctoral students with a minor or joint major in technology work under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

*Notes: Open to doctoral students only.*

## DEPARTMENT OF TEACHER PREPARATION

**ED.810.602 Curriculum, Instruction, and Assessment in School Settings**

Students consider the philosophical, historical, and psychological foundations for elementary and secondary school curriculum and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the K-12 curriculum, students evaluate options presented in various school reform plans and contemporary research findings in effective schools and effective instruction. (3 credits)

**ED.810.603 Methods of Teaching in the Elementary School: Part I**

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching mathematics, language arts, and the aesthetic areas of music, art, and physical education in the

elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. (3 credits)

**ED.810.604 Methods of Teaching in the Elementary School: Part 2**

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching science, social studies, and health with an integration of language arts, and the aesthetics areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the

varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and microteaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. (3 credits)

**ED.810.606 Human Development, Learning, and Diversity: Part 1—Foundations of Education**

This course integrates key insights into current theory and practice in human growth and development, educational psychology (learning), and cultural diversity. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, and geographic regions. (3 credits)

**ED.810.607 Human Development, Learning and Diversity: Part 2—Evidence-based Practice**

Through the examination of data, candidates will explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. By completion of an action research project, as well as through personal reflection and analysis, candidates will determine the best way for them to positively impact students, regardless of ethnicity, gender, socioeconomic status, sexual orientation, etc. (3 credits)

**ED.810.608 Human Development, Learning, and Diversity**

This course integrates key insights from current theory and practice in human growth and development, educational psychology, and cultural diversity. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, sexual orientation, and geographical regions. This course is intended primarily for students seeking initial teacher certification. (6 credits)

**ED.810.610 Methods of Teaching in the Elementary School**

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching language arts, mathematics, science, social studies, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher-order thinking skills. This course includes use of the Internet to obtain curriculum resources. (6 credits)

**ED.810.611 Methods of Teaching in Secondary English**

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert

practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in English are provided. Through laboratory sessions, students apply the course content to their English classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**ED.810.612 Methods of Teaching in Secondary Math**

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in math are provided. Through laboratory sessions and the use of technology, students apply the course content to their math classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**ED.810.613 Methods of Teaching in Secondary Science**

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in science are provided. Through laboratory sessions, students apply the course content to their science classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**ED.810.614 Methods of Teaching in Secondary Social Studies**

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in social studies are provided. Through laboratory sessions, students apply the course content to their social studies classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**810.615 Methods of Teaching in the Secondary School**

Participants explore a variety of instructional techniques, including research-based methods from the effective teaching movement, reflective teaching, and inductive approaches to instruction. Specific applications to content areas in English, science, mathematics, social studies, and foreign language are provided. Through laboratory sessions, students apply the course content to their specific teaching areas, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes uses of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**ED.810.616 Methods of Teaching in the Secondary Foreign Language**

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in foreign language are provided. Through laboratory sessions, students apply the course content to their foreign language classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be scheduled over two semesters)

**ED.810.618 Methods of Teaching English to Speakers of Other Languages**

This course is designed for candidates in the English for Speakers of Other Languages (ESOL) certification program. Candidates explore strategies, materials, and technology that will assist them in teaching English to Limited English Proficiency students and in supporting the learning of pre K–12 students in the academic content subjects. Participants engage in lesson planning, review materials for appropriateness, and take part in micro-teaching activities and reflection. This course involves the use of the Internet to obtain curricular resources. (6 credits; may be scheduled over two semesters)

**ED.810.620 Special Topics in Elementary Education**

The purpose of this course is to improve students' content knowledge. Students explore specific topics in the subject areas commonly taught in elementary school through seminar discussions, research, projects, and application assignments. Topics vary each semester based upon current issues and the needs of students. (3 credits)

**ED.810.621 Special Topics in Secondary English**

The purpose of this course is to improve prospective teachers' content knowledge in English. Students explore specific topics in English through seminar discussions,

research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

**ED.810.622 Special Topics in Secondary Mathematics**

The purpose of this course is to improve prospective teachers' content knowledge in mathematics. Students explore specific topics in math through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

**ED.810.623 Special Topics in Secondary Science**

The purpose of this course is to improve prospective teachers' content knowledge in science. Students explore specific topics in science through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

**ED.810.624 Special Topics in Social Studies**

The purpose of this course is to improve prospective teachers' content knowledge in social studies. Students explore specific topics in social studies through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

**ED.810.625 Special Topics in Secondary Education**

The purpose of this course is to improve students' content knowledge. Students explore specific topics in their areas of certification through seminar discussions, research, projects, and application assignments. Topics vary each semester based upon current issues and the needs of the students. (3 credits)

**ED.810.626 Special Topics in Secondary Foreign Language**

The purpose of this course is to improve prospective teachers' content knowledge in foreign language. Students explore specific topics in foreign language through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

**ED.810.627 Special Topics in Secondary Education: Teaching Nonfiction Texts**

In this course students will engage in the critical reading and analysis of a variety of nonfiction texts. Students will also determine effective strategies for teaching these texts. Particular emphasis will be placed on examining text structures as a means for enhancing readers' understanding of nonfiction texts. (3 credits)

**ED.810.628 English Grammar and Second Language Acquisition for ESOL Teachers**

This course provides prospective and current ESOL teachers with a background in current issues in second language

acquisition and knowledge about the structure of the English language. Specifically, the course is designed to improve the teacher's own understanding of English grammatical structure, with a secondary focus of how English structure can be taught to ESOL students within the context of factors that influence second language acquisition. (3 credits)

#### **ED.810.629 Supporting English Language Learners in Literacy and Content Knowledge Development**

English Language Learners (ELLs) face particular challenges in school because they are simultaneously learning a language (English) and attending subject matter classes, such as social studies, mathematics, science etc., that are being taught in English. Often ESL teachers are called upon to help ELLs make sense of their subject matter classes, in addition to helping them acquire English. This course helps teachers acquire strategies to facilitate ELLs' ability to attain the content knowledge required of them to be successful in school, while at the same time improving their reading, writing, speaking, and listening skills in the English language. (3 credits)

#### **ED.810.630 Pre-Internship Seminar**

This course is required for all FlexMAT students immediately prior to the Supervised Internship and Seminar. Students will explore issues related to their forthcoming internships, apply research and best practices in the areas of planning, classroom management, parent/colleague communication, instruction, and assessment. An examination of the school setting as a unique culture and ethical practices related to the teaching profession will be included. Class members will establish the framework for the electronic portfolio. (3 credits)

*Notes: FlexMAT students must have completed 30 credits toward the MAT before registering for this course. This class must be taken the semester prior to the internship AND FlexMAT students must submit the Praxis II Content Knowledge Examinee Score Report to the FlexMAT office before completing this course. Clinical classroom observations are required for all FlexMAT students.*

#### **ED.810.636 Special Topics in Secondary Education: Climate Change, the Quintessential STEM Topic**

If the average global temperature of the Earth changes by only a few degrees, what will be the consequences? What can we learn from past climate change; can human activities really alter global weather patterns; is it inevitable; and, if not, what can be done about it? Whether answers, estimates, or guesses, these questions demand trans-disciplinary study—physics, chemistry, biology, earth sciences, mathematical modeling, engineering, international politics, and economy, among others; i.e. a STEM approach. The essential concepts and levels of certainty will be explored by students through guided inquiry, seminar discussions, research-centered activities, and independent

research, each emphasizing the practice of critical thinking skills. (1-3 credits)

#### **ED.810.637 Special Topics in Secondary Education: An Inquiry into Stem Cells, Cancer, Aging, and Epigenetics**

Some of these terms induce fear, others befuddlement; all affect our lives and are on the cutting edge of science. How better to teach the essence of scientific inquiry than by exploring the questions confronting and exciting today's leading researchers? How, and how far, do these topics and questions interconnect? Are there genetically determined limits to life span, why doesn't grandmother recognize me, why am I different than my twin, if she gets cancer will I—these are questions that cement connections between students' lives and biology. Such questions, and the methods of investigation, will be explored by students through guided inquiry, seminar discussions, research-centered activities, and independent research. (1-3 credits)

#### **ED.810.638 Special Topics in Secondary Education: Nurturing the Creative Mind by Developing the Synergy between Science and the Arts**

Can creativity be taught? No step-by-step instructions can be given credit for the creative revolutions and quantum leaps in science or revolutionary movements in the arts, perhaps not even for the more innovative products of industry. But perhaps, as teachers, we can cultivate more fertile ground for germination of such concepts. Careful observation and the seemingly serendipitous neural connections leading to creativity are at the heart of both the arts and science, and, as Louis Pasteur once said, "fortune favors the prepared mind." Seminar discussions, independent research, and 'mental exercises' that can be employed in the classroom will be used to explore three major topics: emerging neuroscience identifying and linking right and left brain hemisphere functions, the novel neural connections that inspired innovation in the great minds of art and science, and activities that those of us, or our students, not quite yet in the league of DaVinci or Einstein, can use to better prepare us for a breakthrough, or at least a competitive advantage in tomorrow's society. (1-3 credits)

#### **ED.810.640 Supervised Internship and Seminar in the Elementary Schools**

Students spend a minimum of a semester in appropriate elementary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios,

and prepare for portfolio presentations. (3 or 6 credits, depending on the program option)

*Notes: FlexMAT students will be required to attend a Friday seminar once a month.*

#### **ED.810.641 Supervised Internship and Seminar for Elementary Candidates: Part 1**

Candidates enrolled in either the Professional Master of Arts in Teaching (ProMAT) or the School Immersion Master of Arts in Teaching (SIMAT) program options spend a semester in an appropriate elementary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This first accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the INTASC principles that guide the MAT program. Other required program elements such as action research and portfolio development may be included in this seminar. (3 credits)

#### **ED.810.642 Supervised Internship and Seminar for Elementary Candidates: Part 2**

Candidates enrolled in either the Professional Master of Arts in Teaching (ProMAT) or the School Immersion Master of Arts in Teaching (SIMAT) program options spend a semester in an appropriate elementary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This second accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the INTASC principles that guide the MAT program. Other required program elements, such as action research or portfolio development, may be included in this seminar. (3 credits)

*Prerequisite(s):* ED.810.641

#### **ED.810.645 Supervised Internship and Seminar in the Secondary Schools**

Students spend a minimum of a semester in appropriate secondary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. (3 or 6 credits, depending on the program option)

*Notes: FlexMAT students will be required to attend a Friday seminar once a month.*

#### **ED.810.646 Supervised Internship and Seminar for Secondary Candidates: Part 1**

Candidates enrolled in either the Professional Master of Arts in Teaching (ProMAT) or the School Immersion Master of Arts in Teaching (SIMAT) program options spend a semester in an appropriate secondary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This first accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the INTASC principles that guide the MAT program. Other required program elements such as action research and portfolio development may be included in this seminar. (3 credits)

#### **ED.810.647 Supervised Internship and Seminar for Secondary Candidates: Part 2**

Candidates enrolled in either the Professional Master of Arts in Teaching (ProMAT) or the School Immersion Master of Arts in Teaching (SIMAT) program options spend a semester in an appropriate secondary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This second accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the INTASC principles that guide the MAT program. Other required program elements, such as action research or portfolio development, may be included in this seminar. (3 credits)

*Prerequisite(s):* ED.810.646

#### **ED.810.648 Supervised Internship and Seminar in ESOL**

Candidates spend a semester in an appropriate ESL setting under the guidance and direct supervision of a certified teacher and a university supervisor. A support seminar meets once a week to enable candidates to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants continue to develop their portfolios and prepare for portfolio presentations. Candidates must arrange their schedules to be available from Monday through Friday during school system hours for this experience. Participants are required to pre-register for an internship for the fall semester by February, and for the spring semester by October. They should contact the department for exact dates and procedures. (6 credits; may be taken over more than one semester)

#### **ED.810.653 MAT Pre-Service Seminar Part I**

This seminar accompanies the school based internship and provides content and pedagogical support. Students meet with cohort advisers and other faculty to engage in activi-



ties and problem solving exercises related to their particular assignments. General advising and other cohort related issues are also an integral part of this course.

(3 credits; may be taken over more than one semester)

#### **ED.810.654 MAT Pre-Service Seminar Part 2**

This seminar accompanies the school based internship and provides content and pedagogical support. Students meet with cohort advisers and other faculty to engage in activities and problem solving exercises related to their particular assignments. General advising and other cohort related issues are also an integral part of this course.

(3 credits; may be taken over more than one semester)

*Prerequisite(s):* ED.810.653

#### **ED.810.660 Teacher as Thinker and Writer**

Novice teachers will reflect upon and write about their teaching experiences as a means of improving their teaching practice. They will employ a variety of writing forms to reflect on their different roles and contexts required of them in their classrooms, schools, and communities. Each class session will serve as a writing workshop with collaborative activities designed to generate pieces of writing (expository, narrative, descriptive, imaginative, and dramatic). By the end of the semester, every student will have produced a collection of twelve writings about being a teacher in an urban school, which can be used as portfolio artifacts to support INTASC principles 6, 9 and 10. (1-3 credits)

#### **ED.810.661 Portfolio Development**

This course is designed for Master of Arts in Teaching candidates who need additional technological and programmatic assistance to develop the required exit portfolio for the MAT program. Candidates may choose to enroll in this elective class or may be required by the MAT program to enroll in the class upon the recommendation of an adviser. (1-3 credits)

#### **ED.810.662 Creating a Motivational Classroom Environment**

This course examines educational theory, research, and practice in the area of achievement motivation. Course content emphasizes the application of results of current motivational research and practice in education to the classroom setting. Topics include issues such as self-efficacy and self-concept theory, attribution and social cognition theories, goal orientation, intrinsic versus extrinsic motivation, and the effects of values, interest, and emotion on motivated behavior and decisions. Finally, the class participates in analyzing motivation issues drawn from their experiences as teachers. (1-3 credits)

#### **ED.810.664 Teaching Critical Thinking in Grades K through 12**

Participants explore the theoretical basis and practical application of strategies applicable to the explicit teaching

of critical thinking skills to students in elementary and secondary schools. Participants will also learn to evaluate curricula, design instructional materials, and develop appropriate assessments. Students will develop projects to be shared with the class or implemented in real classrooms. (1-3 credits)

#### **ED.810.665 School Reform in the Urban Environment**

This course examines systemic school reform movements in the urban school context. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 movement, small high schools, school choice (charters and vouchers), mayoral control, merit-pay, and alternative routes to teaching. Participants will synthesize information about school reform in urban schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students in urban schools. (1-3 credits)

#### **ED.810.667 Literature for Children and Adolescents**

This course is designed to acquaint elementary education candidates and secondary English candidates with current research in children's literature and adolescent literature, as well as with classic and current texts. Focusing on the development of the child or adolescent as a reader, the course focuses on developmentally appropriate topics and themes, such as fantasy, living in today's society, the search for identity, and encountering others who hold different values. (3 credits)

#### **ED.810.670 Teaching Social Justice in the Classroom**

How do we help our students create a more just society? How can history, literature, art, and science be integrated in ways that promote social and civic participation? Using an interdisciplinary approach, this course will provide a critical analysis of important social themes (identify, conformity, and responsibility) linked to key histories (the Holocaust, the civil rights movement in the U.S., apartheid in South Africa) with an emphasis on learning inquiry and participatory approaches to teaching history. A case study of an international educational program, Facing History and Ourselves, will guide our discussion of social responsibility and civic participation. (1-3 credits)

#### **ED.810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum**

Students examine an integrated approach to teaching science, mathematics, dramatics, and movement in the early childhood curriculum and explore cross-curricular connections with language arts, reading, and writing skills. This course includes uses of the Internet to obtain curriculum

resources. Participants also examine strategies to ensure that the early childhood curriculum resources are developmentally appropriate and include both parent and community involvement. (3 credits)

#### **ED.810.672 Parent Involvement in Education**

Participants examine the research on parent involvement at the early childhood, elementary, and secondary levels. Individuals explore various public and private initiatives in parenting and parent involvement programs designed to enhance student achievement. Participants develop programs for urban settings and diverse populations. (3 credits)

#### **ED.810.673 Supervised Internship and Seminar in Early Childhood Settings**

Students spend a minimum of a semester in appropriate early childhood settings under the guidance and direct supervision of a certified teacher and a university supervisor. A support seminar meets to enable students to discuss and reflect upon their experiences. Participants reflect, continue to develop their portfolios and prepare for portfolio presentations. (3 or 6 credits, depending on the program option)

*Notes: FlexMAT students will be required to attend a Friday seminar once a month.*

#### **ED.810.674 Learning, Teaching and the Brain: Neuroscience for Educators**

Graduate students will connect three aspects of neuroscience as it applies to the classroom—neuroanatomy, cognitive processes involved in learning, and effective design for instruction that allows for differentiation to meet individual student needs. Students will learn the basic anatomical features of the brain, how brain chemistry affects learning and behavior, how deficits and disorders impact learning and behavior, how various pathways for learning can be accessed and used in the design of instruction, and how cognitive differences appear in the classroom. (3 credits)

#### **ED.810.675 Using Creativity to Differentiate in the Classroom**

This course will explore creativity as it pertains to teaching and learning, with particular emphasis on using creativity to differentiate approaches to instruction. Through an exploration of their personal role in creativity and key elements of the environment relating to creativity, students will have opportunities to enhance and express their own creativity as teachers of K-12 students in all content areas. Students will learn a variety of strategies for using creativity to differentiate instruction. (1 to 3 credits)

#### **ED.810.676 The Paperless Classroom**

Students will learn how to integrate social and participatory media and Web 2.0 content into their teaching for the purpose of creating and maintaining an authentic and

interactive 21st Century paperless classroom. Students will gain hands-on familiarity with new media including strategies for using Twitter, Social Bookmarking, Blogs, Google Apps, and other social multimedia for classroom instruction and assessment. (1 to 3 credits)

#### **ED.810.677 Baltimore as your Classroom**

Baltimore as your Classroom is designed to help students who are new to Baltimore get to know it better, as well as those students who are familiar with Baltimore, but who are eager to incorporate the rich resources of the city into classroom instruction. The course will focus on many aspects of Baltimore--the community, its neighborhoods, its history, its culture, and its resources for you as teacher. It will provide content and activities that are designed to assist teachers interested in engaging their students more fully in community-based activities and in identifying and using community resources as part of the curriculum for the students you teach. The course will include several field experiences. (3 credits)

#### **ED.810.678 Strategies for Using Technology to Support Classroom Instruction**

Students will explore strategies for integrating technology into their instruction. Activities, materials, and technology address the varying developmental and learning needs of school children and examine ways of integrating aspects of the curriculum with a variety of educational technologies. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. Candidates will explore software and hardware applications that empower their teaching and increase student motivation and engagement. Candidates will develop the skills and knowledge to evaluate emerging technologies being used in education. (1-3 credits)

#### **ED.810.680 Number and Operations for K–8 Lead Teachers**

This course will include the following topics: Number systems, number sets, infinity and zero, place value, meaning and models for operations, divisibility tests, factors, number theory, fractions, decimals, ratios, percents, rational numbers, and proportional reasoning. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

#### **ED.810.681 Algebra for K–8 Lead Teachers**

This course will include the following topics: Algebraic thinking, patterns, functions and algorithms, proportional reasoning, linear functions and slopes, solving equations, non-linear functions, and algebraic structure. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and com-

munication, and will take a content-applications approach to each topic. (3 credits)

#### **ED.810.682 Geometry for K–8 Lead Teachers**

This course will include the following topics: Geometric thinking, triangles and quadrilaterals, polygons, parallel lines and circles, dissections and proof, Pythagorean Theorem, symmetry, similarity, and solids. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

#### **ED.810.683 Measurement for K–8 Lead Teachers**

This course will include the following topics: Measurable properties, measurement fundamentals, metric system, indirect measurement and trigonometry, area, circles and pi, volume, and measurement relationships. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

#### **ED.810.684 Data Analysis and Probability for K–8 Lead Teachers**

This course will include the following topics: Statistics as problem solving, data organization and representation, describing distributions, five-number summary, variation about the mean, designing experiments, bivariate data and analysis, probability, random sampling, and estimation. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

#### **ED.810.685 Integrated Mathematics and Science Applications for K–8 Lead Teachers**

This course will apply mathematical concepts identified in the standards in various science content areas (Life Science, Earth and Space Science, Chemistry, Physics, and Environmental Science). Basic mathematical concepts and operations such as numbers, rates, lines, angles, time, shapes, dimensions, equations, averages probabilities, ratios, etc. will be used to make connections to science. Additionally, mathematical representations will be used to plot, graph, and analyze scientific data. The course provides opportunities for the teacher-leaders to develop requisite goals, plans, and materials for teacher development workshops in their school to enhance their peers' understanding and skills in relation to teaching math and science with an integrated approach. The methodology will include problem solving, collaborative learning, multiple criteria and tools for assessment, and case study analysis. (3 credits)

#### **ED.810.686 Life Science for K–8 Lead Teachers**

The goal of this course is to provide K-8 teachers with the requisite knowledge and skills to enable the participants to effectively support student learning and achievement in life science. Participating teachers' content needs will be identified and addressed through ongoing collaborative and reflective learning processes. The following topics will be covered in the course: Living organisms and their interactions; diversity of life; genetics; evolution; flow of matter and energy; and ecology. Participants will engage in hands-on inquiry and field investigations to learn about scientific ideas and develop a positive attitude, appreciation, and interest in biology. Problem-based inquiries will be organized to develop teachers' curiosity to explore and observe the natural world, and to involve them in formulating questions, designing investigations, conducting observations, employing simple tools and equipment to gather data, constructing plausible explanations to answer questions, and communicating findings to others. Moreover, adequate opportunities will be provided to the participants to learn about the nature of science, the historical development of models in biology, and the underlying connections among the scientific concepts in various content domains. The applications and impact of technology on human life will be an important feature of the course. (3 credits)

#### **ED.810.687 Earth/Space Science for K–8 Lead Teachers**

This course aims to provide K-8 teachers a rich and deeper understanding of Earth and space science. Content related topics are: chemical and physical interactions of the environment, Earth, and the universe; weathering and erosion; processes and events causing changes in Earth's surface; interactions of hydrosphere and atmosphere; Earth history; plate tectonics; and astronomy. Participants will engage in hands-on inquiry to learn about concepts related to Earth science and astronomy. Moreover, adequate opportunities will be provided to the participants to learn about the historical development of models in Earth science and astronomy, and underlying connections among the scientific concepts in these content domains. The applications and impact of technology will also be addressed in the context of the concepts covered in this course. (3 credits)

#### **ED.810.688 Chemistry for K–8 Lead Teachers**

The goal of this course is to give K-8 teachers a rich understanding of the nature and content of chemistry. Topics will include: Structure, properties, and interactions of matter; physical and chemical properties of materials; chemical models; chemical reactions; matter and energy transformations; conservation of mass; and the history of development of major ideas in chemistry. Problem-based inquiries will be organized to develop teachers' curiosity to explore and observe the natural world, and to involve

them in formulating questions, designing investigations, conducting observations, gathering and analyzing data, and developing a richer knowledge base in chemistry. The role and application of technology will also be discussed in relation to chemistry concepts. (3 credits)

#### **ED.810.689 Physics for K–8 Lead Teachers**

The goal of this course is to give K-8 teachers a rich understanding of foundational physics concepts and their applications. Topics will include: Mechanics, force and motion, gravity, energy transformations, energy sources, electricity, magnetism, light, sound, and wave interactions. Problem-based inquiries will be organized to engage the participants in planning investigations; gathering and analyzing data; offering plausible explanations; and developing a deeper knowledge base in physics. Furthermore, connections between physical concepts, technological tools, and applications of technology will also be discussed in this course. (3 credits)

#### **ED.810.690 Environmental Science for K–8 Lead Teachers**

The goal of this course is to provide K-8 teachers with the requisite knowledge and skills to gain a deeper understanding of the nature and content of environmental science. The following topics will be covered: Natural resources and human needs; interactions of environmental factors; environmental issues; impact of human activities on the natural environment; ecosystems; habitat destruction; air, water, and land pollution; and global warming. The national and state content standards highlight the value of integrating technology with science for developing scientific literacy. Participants will be exposed to scientific innovations and their impact on contemporary society. The applications and impact of technology on human life will be an important feature of this course. (3 credits)

#### **ED.851.601 Organization and Administration of Schools**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.851.603 School Law**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.851.705 Effective Leadership**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.851.810 Internship in Administration and Supervision**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.852.602 Supervision and Professional Development**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.855.610 Seminar in Teacher Leadership**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.871.502 Educational Alternatives for Students with Special Needs**

See the Department of Special Education course descriptions listing.

#### **ED.874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle**

See the Department of Special Education course descriptions listing.

#### **ED.874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult**

See the Department of Special Education course descriptions listing.

#### **ED.874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities**

See the Department of Special Education course descriptions listing.

#### **ED.878.501 Differentiated Instruction and Inclusion**

See the Department of Special Education course descriptions listing.

#### **ED.878.503 Educational Measurement and Curricular-Based Assessment**

See the Department of Special Education course descriptions listing.

#### **ED.880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child**

See the Department of Interdisciplinary Studies in Education course descriptions listing.

#### **ED.880.611 Culturally Responsive Education**

See the Department of Interdisciplinary Studies in Education course descriptions listing.

#### **ED.880.613 Teaching, Learning, and Leadership for Successful Urban Schools**

See the Department of Interdisciplinary Studies in Education course descriptions listing.

#### **ED.880.615 Creating Family and Community Partnerships for Urban School Improvement**

See the Department of Interdisciplinary Studies in Education course descriptions listing.

**ED.881.610 Curriculum Theory, Development, and Implementation**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.881.611 Action Research for School Improvement**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.501 Advanced Processes and Acquisition of Reading**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.502 Diagnosis/Assessment for Reading Instruction**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.505 Materials for Teaching Reading**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.507 Instruction for Reading**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.612 Teaching Reading and Writing in the Content Areas to ESL Students**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.893.632 Data-Driven Decision-Making for Schools and Organizations**

See the Department of Teacher Development and Leadership course descriptions listing.

## DEPARTMENT OF COUNSELING & HUMAN SERVICES

### **ED.860.508 Culturally Responsive Counseling: In-Home Therapy Techniques**

This course will examine advanced methods in doing clinical work in the clients' home. Participants will learn a multisystemic, culturally responsive, home-based counseling model for working with children and adolescents; with a particular focus on foster and adoptive homes. In addition, learners will be able to identify ethical dilemmas associated with home-based, multisystemic therapy with children and adolescents, and identify ways to manage such dilemmas. Counselors are faced with managing confidentiality, maintaining responsibility to the client, and diagnosing and intervening in culturally responsive, responsible ways, while functioning within multiple systems. This interactive one-unit course addresses unique clinical considerations when working with multiple systems and diverse populations. (1 credit)

### **ED.860.511 Culturally Responsive Counseling: Integrating Spirituality into the Therapeutic Process**

The course will offer advanced techniques in how to integrate spirituality with clinical practice. This course explores the impact of spiritual practices, beliefs, and experiences on individual and family functioning and in therapeutic treatment. This one-unit course is designed to expose you to a variety of spiritual and religious beliefs and to understand the importance of values in diverse cultures. A variety of teaching methods will be used including interactive exercises, presentations, lecture, and video. You will learn how to conduct assessments on spirituality, how to integrate spirituality into clinical work, and how to express your unique spiritual beliefs. (1 credit)

### **ED.860.528 Post-Traumatic Stress Disorder**

This course provides an overview of the etiology of and issues critical to the diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD). An emphasis is placed on the understanding of historical trends and contemporary theoretical and clinical models. (1 credit)

*Prerequisite(s):* ED.861.609

### **ED.860.531 Sustaining and Supporting Families through Illness, Death, and Healing**

When life threatening illness or death crashes uninvited into a family's life, each member is deeply affected. Yet few interventions have been developed to help family members name, understand, and talk with each other or with healthcare and other professionals about the emotional upheavals that inevitably accompany these events. Via lecture, discussion, video clips, and experiential exercises, we will look at how to help families and caregivers have healing dialogues; move with shifts in identity; grapple with grief and loss; use writing as a resource; tap the power of stories and rituals; as well as examine some of our own

beliefs and values about illness, death, and healing, and how these influence therapeutic work. Throughout, particular attention will be paid to how varied cultural backgrounds, gender, race, class, age, and sexual orientation affect and inform people's reactions to the challenges of illness, death, and healing. (1 credit)

### **ED.860.534 Advanced Counseling Strategies**

#### **Working with Youth: Engagement to Termination**

This course will provide an overview and critique of therapeutic models for counseling youth who present with a range of mental health issues. Students will develop an understanding of a systemic framework, the Cultural Context Model that broadens the context for treatment to include community and social justice and the influence of race, class, gender, and sexual orientation from diagnosis to termination and anticipated outcomes. (1 credit)

### **ED.860.540 Contemporary Issues in Counseling Theory and Practice**

This seminar course provides an opportunity for students to learn about recent advances in counseling theory and practice. The emphasis is on an intensive training experience with respect to a single or related set of issues contemporary to the counseling and human services profession. The course blends both didactic and experiential learning. (3 credits)

*Prerequisite(s):* ED.861.502

### **ED.860.555 Understanding and Benefiting from the Mind-Body Connection**

Students review the important theories and research behind the mind-body connection. Students learn a variety of strategies to use with clients including visual imagery and relaxation through demonstration and practice. Special attention is given to counseling people with cancer, heart disease, HIV, and other specific medical problems. (1 credit)

*Prerequisite(s):* ED.861.502

### **ED.860.556 Adlerian Approaches to Counseling**

Adlerian principles and practice in counseling and therapy are examined, with an emphasis on practical application. Important Adlerian ideas are covered, such as family constellation and birth order, lifestyle, goals, striving for significance, community feeling, social interest, teleological behavior, early memories, and the concept of the self. Many Adlerian techniques are covered. Including, paradox, acting as-if, use of metaphor, humor, push-button, catching oneself, and spitting in the client's soup. The use of Adlerian counseling in the context of school, group, and families is also studied. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.567 Using the Creative Arts in Counseling**

Students examine the history, theories, and techniques of using the creative arts in counseling. Particular attention is given to the visual and verbal arts such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music. Each of these arts helps sensitize clients to the world, both around and within themselves. Participants are given an opportunity to practice using the creative arts in their work with clients throughout the lifespan. Specific techniques are demonstrated through role-plays and case examples. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.570 The Theory and Practice of Clinical Supervision**

This course is a didactic and clinical study of supervision. The didactic component involves an orientation to the different conceptual frameworks and models of supervision; the context of the supervision relationship, including variables such as gender, race, culture, socioeconomic status, sexual orientation, and religion; and the ethical, legal, and professional regulatory responsibilities of clinical supervisors. The clinical component includes the development of a supervisory contract, informed consent, documentation procedures, evaluation approaches, and structure for supervision sessions. Students practice supervision skills and strategies and techniques for doing individual and group supervision. (1 credit)

*Notes: Open only to CAGS and post-master's students. Must have permission of academic adviser to register for this course.*

**ED.860.575 Counseling Boys and Their Families**

This course provides mental health practitioners with accurate information about the emotional lives of boys and suggests effective strategies for counseling this population. The instructor discusses the myths and realities about boys and demonstrates that there is a mismatch between the parameters of conventional counseling and the relational styles of boys. In order to correct for this mismatch, counselors learn how to make adjustments in the process of counseling with boys, including suggestions for establishing rapport, administering interventions with boys, and teaching parenting skills to their parents. (1 credit)

*Prerequisite(s):* ED.861.502 and ED.863.603

**ED.860.577 Bereavement Counseling Theory and Practice**

Participants explore individual and group counseling strategies to support individuals experiencing the death of family members or close friends. Students focus on understanding death at different developmental levels and assisting clients to adjust to personal loss, emotional stress, and cognitive confusion. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.579 The WDEP Formulation: Learning and Practicing Reality Therapy**

This interactive course focuses on practical skills immediately useful on the job; skills that can be integrated into other theories. It includes discussion, role-playing demonstrations of cases presented by participants, and small group practice. Participants will gain a working knowledge of choice theory, the basis of reality therapy, followed by an explanation and demonstration of the WDEP system (wants, doing, evaluation, planning). Integrated into the session will be a review of research on reality therapy and a discussion of misconceptions about the practice and implementation of the principles of reality therapy. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.580 Existential Counseling: Theory and Applications**

This one-credit course is an overview of the existential approach to counseling and therapy. It is designed to be practical and useful to clinicians and beneficial to a wide range of clients. The course covers the essentials of existential philosophy and phenomenology, with special attention paid to Martin Heidegger, Edmund Husserl, and Jean-Paul Sartre. Existential therapists such as Irvin Yalom, Ludwig Binswanger, Viktor Frankl, are also covered. Special attention is given to topics such as death, meaning, isolation, freedom, authenticity, empathy, liberation, beliefs, and existential anxiety. Being and Consciousness in the context of angst or existential anxiety are also explored. Contrary to common misunderstandings about existential therapy, this course offers well over a dozen existential techniques and a broad range of clinical applications as well. Demonstrations, role plays, and personal growth exercises make up a large portion of the course. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.584 Employee Assistance Programs: A Sampling of Best Practices**

This course provides a review of the best practices of comprehensive employee assistance programs (EAPs). Exemplary models are described of EAP assessment and intervention, case monitoring, preventive activities, and organizational development services. Case examples are blended with opportunities for innovative program design. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.586 Organizational Context and Workplace Culture**

This course provides students with a basic orientation to organizational culture and includes a presentation of variations in workplace structure and context. Through a distance education format, students explore the complex nature of organizations. Topics of study include an overview of functional areas of business, human resource

roles and policies, and a basic understanding of organizational development, behavior, and management issues. This course must be taken before or concurrently with the organizational counseling core courses. (1 credit)

#### **ED.860.591 Critical Incident Debriefing**

Trauma and the need to process the impact that critical events have on victims, survivors, witnesses, first responders, and help-givers is a recurrent theme in the aftermath of September 11, 2001. This course presents mental health practitioners with several models for conducting critical incident debriefing—the classic Mitchel Model of debriefing, grief-related debriefing approaches, and a resolution-focused debriefing model. Course participants develop counseling intervention strategies to recognize and respond to the effects of trauma in individual clients. Case studies and intervention designs applicable to a variety of settings (e.g., fire departments, police, EMT, schools, hospitals, airplane crews, and agencies) are presented. (1 credit)

*Prerequisite(s):* ED.861.502

#### **ED.860.608 Social Justice and Mental Health Treatment for Court Mandated Adolescents**

This course provides an overview of the juvenile justice system, disproportionate minority confinement and “best practices.” Students will be provided a framework for effectively engaging and servicing families impacted by youth and multigenerational incarceration. The elements of a social justice framework—critical consciousness, accountability and empowerment—will be applied to clinical work with this population to highlight effective treatment strategies for court mandated adolescents and their families. (1 credit)

#### **ED.860.609 Counseling the Deaf and Hard of Hearing**

This two-day seminar will unravel the many myths about counseling deaf and hard of hearing clients. A multicultural perspective will be employed to help aspiring professionals in a variety of fields, including parents and secondary caretakers, understand how to work with members who come from this community. A special emphasis will be placed on the challenges that younger generations of deaf children and their families face in today’s society. (1 credit)

#### **ED.860.610 Using Films in Counseling and Psychotherapy**

This class will use vignettes from popular films to create dialogue and inquiry with clients. This process of social education provides counselors with tools/links to begin difficult conversations with clients around understanding and dismantling various forms of privilege and oppression. It is a well tested method of engaging clients of all ages with a range of presenting problems. (1 credit)

*Prerequisite(s):* ED.861.507

#### **ED.860.611 Counseling Children and Adolescents: Practical Applications of Rational Emotive Behavior Therapy**

The purpose of this seminar is to provide participants with specific, practical information on applications of Rational Emotive Behavior Therapy (REBT) and cognitive-behavioral strategies with children and adolescents. Material presented is based on years of experience with school-aged children in school and mental health settings. The primary focus of the workshop will be on presenting numerous creative, developmentally appropriate problem assessment and intervention strategies for a wide variety of typical developmental problems, as well as more serious problems such as depression, anxiety, stress, grief, acting out, and bullying. The concepts will be presented using a power point presentation, experiential activities, video, live demonstrations of counseling techniques, and small group interaction. Participants can expect to leave this workshop with enhanced counseling skills and numerous new ideas that will help their young clients “get better, not just feel better.” (1 credit)

*Prerequisite(s):* ED.861.507 and ED.861.502

#### **ED.860.613 Counseling Clients with Personality Disorders**

Participants learn theoretical models for borderline and other personality disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) and discuss intervention approaches for working with this client population. Emphasis is placed on understanding these diagnostic categories and developing effective treatment plans. (1 credit)

*Prerequisite(s):* ED.861.609

#### **ED.860.614 Counseling Individuals with Anxiety Disorders**

Students in this course review the nature of anxiety and how it affects human functioning, performance, and interaction. Topics such as phobias, panic attacks, stress management, and general anxiety are discussed. The emphasis of the course is on effective treatment using a wide range of approaches. (1 credit)

*Prerequisite(s):* ED.861.609

#### **ED.860.615 Domestic Violence: Its Impact on Spouses and Children and Remediation Strategies for Mental Health Professionals**

Despite the fact that more and more members of society have developed heightened awareness of the incidence and impact of domestic violence in the United States, many men, women, and children are still affected by violence in their families. The emotional, social, and physical impacts are far-reaching and usually have serious long-term effects. This seminar addresses the dynamics that occur in violent families, with particular emphasis on counseling strategies that can be used by mental health professionals when



working with spouses, children, and other family members. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.616 Achieving Change with Difficult Clients**

The mechanisms and processes of therapeutic change are detailed according to the latest research literature, and applied in the context of working with defiant, unmotivated, or otherwise resistant clients. Much of the course is devoted to providing specific techniques and strategies that are directly relevant to positive outcomes. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.618 Theoretical and Psychometric Advances in the Measurement of Race-Related Stress**

The psychological and physiological effects of the stress associated with chronic exposure to racism have been well documented. This course will introduce participants to the theories that have guided the measurement of race-related stress. There will be a discussion of traditional theories of stress and coping, theories of race-related stress, and models that explain the intergenerational transmission of race-related stress and trauma. Particular attention will be given to recent advances in the measurement of race-related stress. (1 credit)

**ED.860.620 Couples Therapy**

This course provides an overview of contemporary approaches for couples therapy. The emphasis is placed on understanding the dynamics of couple relationships, communication patterns, and the developmental challenges inherent to couple relationships. Models for effectively working with couples are considered through both didactic and experiential learning. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.622 Women & Psychotherapy: Strategies within a Cultural Context**

This course addresses theoretical and clinical aspects of psychotherapy with women, in particular the intersectionality of gender, culture, and class issues in psychotherapy. Participants will learn to assess women's functioning across multiple contexts, develop clinical case formulations, and strategies for self-awareness in the clinician-client interaction. Clinical cases will be presented to illustrate the concepts and psychotherapy strategies discussed. Students are encouraged to bring their own clinical material for discussion and reconceptualization (1 credit)

**ED.860.624 Introduction to Psychodynamic Counseling**

Participants are introduced to the major concepts inherent to psychodynamic models for counseling and therapy. Emphasis is placed on the contributions of Freud and other theoreticians of his period, object relations models, and contemporary counseling/therapy approaches based on psychodynamic concepts and methods. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.626 Object Relations Theory and Therapy**

This course emphasizes the interpersonal nature of the therapeutic situation and the normal and pathological development of the self. The therapeutic implications of these concepts, especially for difficult clients, are discussed. The timing and facilitating of corrective emotional experience, working with transference and countertransference, and when and learning how to confront therapeutically are examined and illustrated by clinical case examples. (1 credit)

*Prerequisite(s):* ED.860.624 and ED.861.502

**ED.860.627 Journey to the Core: Making Room in the Counseling Process for Clients to Explore Spirituality Issues**

Research has indicated that there is a relationship between spirituality and both physical and mental health. In addition, spirituality has been increasingly viewed by counselors as a core component of a client's culture and development. Counselors need to be able to make room in the counseling process to explore how and when spirituality and religion may play a role in the concerns that clients bring to counseling, as well as how these may be used to help clients resolve their issues. This interactive seminar will include lecture, discussion, and experiential activities related to the competent integration of spirituality into the counseling process. Participants will learn concepts and strategies for addressing spirituality in working with clients from diverse populations, consistent with the revised Competencies for Addressing Spiritual and Religious Issues in Counseling (ASERVIC, 2009). Focusing on mind, body, emotions, and spirit as being connected, discussions will center on how to work within a psycho-spiritual context, while adhering to ethical and legal guidelines within the counseling profession. Content also will focus on discerning when and how to implement spirituality into the counseling process, as well as contradictions for psycho-spiritual work. (1 credit)

*Prerequisite(s):* ED.861.507 and ED.861.502

**ED.860.628 Using Counseling Strategies to Identify Strengths and Foster Resilience**

Counseling often includes helping clients/students respond to life events, both positive and negative. Dealing with adversity often requires the development of personal strengths and access to external sources of support. This course will provide a variety of counseling activities to assist in helping clients/students develop and maintain a positive outlook even when things go wrong. The tenets of Positive Psychology and Strengths-based Counseling will be discussed and counseling strategies for enhancing resilience will be demonstrated. The course will provide many practical counseling activities and strategies for helping others bounce back from challenges that inevitably occur across one's lifetime. (1 credit)

*Prerequisite(s):* ED.861.507 and ED.861.502

**ED.860.629 Culturally Responsive Counseling: Effective Treatment for Men in Therapy**

This advanced course will present cutting edge perspectives on working with men who seek counseling. Men often represent a minority in those who seek counseling and have frequently been misunderstood or misrepresented by theoreticians and clinicians for years. Traditional modes of treatment are often ineffective in creating positive change in men's lives. This course will present unique techniques to facilitate positive change and growth with male clients. Many issues will be explored including, larger social discourses that affect masculinity, men of minority status' (i.e. ethnic minority, sexual minority, religious minority), plus a personal awareness of views and attitudes toward men. In addition, effective interventions and therapeutic knowledge for working with boys and adolescents will be presented. Learners will also gain insight into the diverse developments of men across the life course and the preferred treatment modalities for the most common presenting issues that bring men to therapy. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.502, and ED.863.607

**ED.860.632 Making Data Work: A School Counselor Primer**

Do you understand the basic fundamentals of using data but want to increase your depth of knowledge? Using data as an accountability tool to increase course rigor for all students, examine enrollment practices, and evaluate program effectiveness can be a catalyst for systemic change. Addressing the "hard issues" means examining existing data and establishing pre- and post-assessment measures. Participants will use the tenets of Making DATA Work (2nd ed.) to analyze sample data and formalize closing achievement gap decisions. (1 credit)

*Prerequisite(s):* ED.861.507 and ED.863.681

**ED.860.633 Social Justice and Mental Health Treatment for Court Mandated Clients**

This course provides an overview of the justice system, disproportionate minority confinement and "best practices." Students will be provided a framework for effectively engaging and servicing families impacted by incarceration. The elements of a social justice framework--critical consciousness, accountability, and empowerment--will be applied to clinical work with this population to highlight effective treatment strategies for court mandated individuals and their families. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.637 Using Meditation and Mindfulness to Increase Therapeutic Presence in Counseling**

The purpose of this experientially focused course is to enhance participant ability to establish therapeutic presence with clients and to increase awareness of the here-and-now therapeutic process. This is accomplished

through practices such as meditation to increase internal and environmental awareness. Furthermore, the course's focus on relaxed awareness allows participants to learn while having an opportunity to relax and replenish. In addition, the presenter will work with participants throughout the course to demonstrate applications to the helping relationship. (1 credit)

**ED.860.638 Exploring Ethical and Legal Issues When Counseling HIV/AIDS Clients**

This course is intended to increase the knowledge of students about ethical and legal aspects relevant to working with clients living with HIV. To meet this objective, the course will cover a review of the medical and psychosocial literature about HIV in the last decade, a review of the most recent ethics standards that apply to working with this population taken from the ACA ethics code, and a review of the federal and state laws that regulate the practice of professional counseling with this population. In addition, the course will include information and discussion about ethical dilemmas faced by counselors working in this field, along with ethics theories and principles that prepare counselors to address such dilemmas. Finally, the instructor will discuss different ethical decision-making models that best fit with this kind of work, with a heavy emphasis on practice. Students will have to solve different case scenarios depicting dilemmas faced by counselors working with clients living with HIV/AIDS, using relevant ethical decision-making models. Key readings for this course will be made available online. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.645 Gestalt Therapy**

This course is an introduction to the fundamental principles of gestalt therapy, including its history, context, and presuppositions. A range of gestalt topics will be covered including the cycle of experience, contact, boundary disturbances, the experiment, empty-chair technique, handling resistance, and gestalt dreamwork. The emphasis of the course is on instilling a sense of gestalt phenomenological awareness in the student that enables his or her use of gestalt principles as an adjunct to counseling practice. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.651 The Many Facets of Grief**

This seminar provides participants with information that is pertinent to counseling clients who are adjusting to transitions and losses. Topics such as the stages of grief and loss, the four tasks of mourning, the difference between normal and dysfunctional responses to transitions and loss, blocks to successful grieving, helpful responses to bereaved clients, signs of recovery, and guidelines for facilitating loss support groups are discussed, illustrated, or demonstrated. Students should expect to participate in a number of small group experiences as concepts are presented and illustrated. (1 credit)

**ED.860.652 Jungian Analytical Play Therapy: Activating the Child's Self-Healing Archetype**

Participants explore an overview of the theoretical underpinnings of Jungian Analytical Play Therapy (JAPT) and an exposition of the metaphysical tenets that directionalize it. While covering specific play activities, participants are introduced to the Jungian therapist's understanding of the child's psyche, the meaning of play, and the developmental stages involved in the play therapy process with children and adolescents. The course objectives include (a) assisting participants to guide their clients towards self-healing within the therapeutic relationship, (b) introducing participants to experiential JAPT activities to bridge the theoretical to the practical, and (c) involving participants in an interactive discussion of the practicality of utilizing JAPT in diverse mental health settings. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.653 Family Play Therapy**

Family play therapy engages the family's ability to utilize symbol language, metaphor, and expansive communication; decreases resistance; increases dynamic participation; allows for playful experience; and improves family members' sense of well-being. This course highlights experiential activities, including family puppet stories, family art, family play, genograms, and family sand trays. (1 credit)

*Prerequisite(s):* ED.863.603

**ED.860.654 Client-Centered Play Therapy**

This course explores theoretical formulations of client-centered play therapy (CCPT). Because CCPT provides a useful basis for establishing, maintaining, and re-establishing the client-therapist relationship, it can be used in conjunction with most directive and non-directive play therapy theoretical frameworks. This makes it extremely useful as a foundational basis for play therapy clinical practice. Core conditions foundational to the practice of CCPT are analyzed and synthesized through didactic instruction, processing of videotapes of actual play therapy sessions, and participant role-play. Course objectives include (a) preparing counselors to structure and conduct play therapy sessions that optimize the child's feelings of safety and freedom, (b) analyzing experiential CCPT activities to facilitate successful achievement of therapeutic CCPT response skills, and (c) conducting an interactive discussion on ways CCPT can meet clinical goals in diverse mental health settings. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.655 Developing a Successful Private Practice**

This course assists participants in developing a successful private practice and is suitable for those who have not yet launched a private practice, as well as for those who have already begun a practice. Students learn the pros and cons of a private practice. Topics include defining the practice,

business planning, setting up an office, developing consent to treatment and other forms, recruiting clients, billing, dealing effectively with managed care, writing treatment plans and authorization requests, assessing treatment effectiveness, and many other topics. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.657 Children and Resiliency: Helping Children Cope With Trauma and Violence**

Students develop an understanding of the effect of trauma and violence on children and learn practical concepts and tools to use with young children to adolescents. The course focuses on children and traumatic grief, techniques for traumatic grief work with special considerations for terrorism, war, school violence, and bullying and victimization issues. The course also provides information on children and resiliency, and ways counselors can encourage caring adults to support attributes of resiliency in children and adolescents. (1 credit)

*Prerequisite(s):* ED.861.502, ED.861.507, and ED.861.609

**ED.860.660 Psychopharmacology for Counselors**

Participants are introduced to the major categories of psychopharmacologic medications and gain an understanding of and appreciation for the use of these medications in the treatment of mental and emotional disorders. The counselor also learns about the need for effective collaborative relationships with psychiatrists and other physicians. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.662 Counseling Refugees and Immigrants**

This course provides an overview of issues, skills, and practice related to counseling refugee and immigrant populations. Students will develop an understanding of pre-migration trauma and issues that impact refugee and immigrant mental health, as well as explore post-migration issues related to mental health, acculturation, and psychosocial adjustment. The Multi-Level Model of Psychotherapy and Social Justice (MLM) will be presented with opportunities for practice and skill development. (1 credit)

*Prerequisite(s):* ED.861.507

**ED.860.663 Multi-Cultural Dimensions in Trauma Work**

This course examines the social and cultural dimensions of working with those affected by trauma. Intersections of diversity (class, gender, sexual orientation, ethnicity, ability) dimensions, ethics and practice are explored to offer clinicians a cultural equity framework for practice and effective intervention strategies. (1 credit)

*Prerequisite(s):* ED.861.507 and ED.861.502

**ED.860.665 Social Justice Counseling: A New Paradigm for the 21st Century**

Social justice counseling, also referred to as the “fifth force” among counseling paradigms, is an emerging paradigm that is having a transformative impact on the counseling profession. How client problems are understood, the types of interventions employed, and the role of the professional counselor have been reconceptualized to include community-based work. Moreover, social justice counseling uses social advocacy and activism to address oppressive sociopolitical conditions that impede a client’s ability to achieve optimal psychological health and well being. This seminar will identify what social justice counseling entails, examine what it means to be a social change agent and advocate for social justice, and explore practical strategies for how the American Counseling Association (ACA) Advocacy Competencies can be used to enact social justice advocacy strategies at the individual and community levels. Participants will also learn about liberation and community activism models and how they can integrate social justice into their work with clients. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.502, and ED.863.607

**ED.860.692 Counseling Gay and Lesbian Youth**

This course is designed to help professionals become aware of the societal issues and developmental needs of gay, lesbian, bisexual, and questioning youth. School-based interventions are presented, including interventions related to staff development and individual and group counseling. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.693 Human Sexuality in Counseling**

This course explores the basic knowledge and clinical skills counselors need to work with sexuality issues with clients. Emphasis is placed on increasing counselors’ awareness of their own sexuality, attitudes, and values so as to increase their comfort level in assisting clients/couples with sexual concerns. This course focuses on sexuality counseling and not sex therapy. (1 credit)

*Prerequisite(s):* ED.861.502

**ED.860.704 Resilience Based Interventions for Working with Latin American Immigrant Families**

This course addresses current challenges and contextual approaches to working with Latin American immigrant families. The relational stresses and difficult choices that economic immigrants experience involve separations and reunions of parents, relatives, and children, losses, and difficult gender and generation transformations that need to be considered in the context of ethnicity, sexual orientation, religion, class, and ability. Advanced clinical techniques will be the focus for effectively training clinicians to address contemporary issues presented by Latin American families with adolescents, young adults, and couples. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.609, and ED.861.502

**ED.860.706 Advanced Clinical Strategies for Working with Latin American Families**

This course is designed to familiarize counselors with essential information about the Latino population in the United States, examining demographic, historical, sociopolitical, and geographic contexts that are critical to understanding the population, as well as the diversity within it. In addition, it examines clinical approaches to working with Latinos in counseling and consultation using culturally appropriate frameworks. A review of key concepts such as identity, acculturation, language, spirituality, traditional beliefs about health and illness, gender role socialization, and social class are discussed. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.502, and ED.861.503

**ED.860.708 Systemic Assessment of Child Abuse**

Child abuse and neglect is a serious issue that threatens the lives and well-being of millions of children in the United States each year. Counselors working with families must become skilled at recognizing and identifying children who are at risk for abuse and neglect. This course addresses issues of assessment, intervention, law, and ethics in the field of child abuse. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.502, and ED.861.503

**ED.860.710 Sexuality and Intimacy in Couple and Family Counseling**

This course is designed to promote greater understanding of sexual functioning and intimacy through a study of historical, multicultural, and relational perspectives on human sexuality. Specific sexual issues will be examined as they relate to clinical and relational issues in couples and families. (1 credit)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.502, and ED.861.503

**ED.861.502 Counseling Theory and Practice**

(Lab course) This course provides an overview of the major theories of counseling and therapy, such as cognitive, behavioral, existential, Gestalt, and Adlerian. Students explore integrative approaches, as well as multicultural and feminist perspectives. Participants focus on a wide range of specific techniques and practices that are associated with each theory and how they are applied in various situations. (3 credits)

*Notes: Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.*

*Prerequisite(s):* ED.861.507

**ED.861.503 Group Counseling and Group Experience**

(Lab course) Students investigate practical and theoretical concepts of group dynamics and group counseling to acquire skills in facilitating various kinds of group interaction. Students explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and laboratory experiences. (3 credits)

*Notes: Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.*

*Prerequisite(s):* ED.861.507 and ED.861.502

**ED.861.507 Introduction to Counseling as a Helping Profession**

This course provides an overview of the history and philosophy of professional counseling, with special attention to the roles, functions, and limitations of school, community, and organizational counselors. Included is an understanding of the essentials of basic counseling skills; attending, listening, and interviewing stages of clinical treatment; and client/counselor relationships. Students learn about professional counseling organizations, professional credentialing, and standards and ethics in counseling and related human services. The course emphasizes self-growth and awareness and observational skills as related to becoming a facilitator of individual, group, family, and systems change. (3 credits)

**ED.861.511 Career/Life Development and Planning**

Participants review major theories of career development and decision making, occupational sociology, and vocational psychology. The course places career counseling concepts in a life-span perspective and reviews career development materials and cross-cultural strategies. (3 credits)

*Notes: Tuition includes materials fee.*

**ED.861.605 Human Development and Counseling**

This course examines developmental aspects and stages of human beings across the lifespan with special regard to counseling and therapy. The primary assumption of the course is that individuals at all stages have the capacity for development, and thus for therapeutic change, across the range of their lives from childhood to their advanced years. Several lifespan developmental theories are studied in the course along with practical strategies for utilizing the knowledge of human development to enhance the practice of counseling. (3 credits)

**ED.861.609 Diagnosis in Counseling**

Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria. Theories related to the etiology of major categories

of mental disorder such as anxiety, depression, substance abuse, and personality disorders are examined. Students gain an understanding of the impact of abnormal behavior on individuals, families, and society. Instructors provide a developmental framework for understanding diagnosis from multicultural, feminist, and systems perspectives. (3 credits)

*Notes: Must be taken before ED.863.809.*

*Prerequisite(s):* ED.861.507 and ED.861.502

**ED.861.612 Appraisal and Testing for Counselors**

Students explore individual and group approaches to assessment and evaluation through the use of standardized test instruments and rating scales. Emphasis is given to principles of test construction, reliability and validity, psychometric properties, and strategies for the selection, administration and interpretation of behavioral, psychological, and educational tests. Implications of age, gender, ethnicity, culture, heritage, language, disability, and professional/ethical issues are examined. (3 credits)

*Notes: Tuition includes materials fee.*

*Prerequisite(s):* ED.861.507

**ED.861.614 The Context of School Counseling: Family, School and Community**

Students integrate knowledge and understanding of community, environmental, and institutional opportunities that enhance, or thwart student academic, career, and personal/social success and overall development. Students look at the impact of multiple systems on youth and families and the school counselor's role in helping to facilitate interaction between individuals, families, and larger systems. Students learn about systems theory and its application to families, schools, and the broader community. The course examines a variety of community-based services, including health, mental health, social services, and juvenile justice, and how school counselors can collaborate with these services. Students also examine different models of consultation for use with teachers, families, and community agencies. (3 credits)

*Notes: This course is only open to students in the School Counseling program.*

**ED.861.618 Organizational Counseling: Integrating Theory and Practice**

Students participate in a capstone/internship experience to blend the theories and practices studied in the courses in the Organizational Counseling Post-Graduate Certificate Program. Emphasis is on applying theories and models for the delivery of workplace human services and the provision of organizational consultation within a new paradigm for organizational counseling. Students complete an applied project as part of the requirements for this course. (2 credits)

*Prerequisite(s):* ED.861.619 and ED.861.622

**ED.861.619 Organizational Consultation**

Behavioral workplace consultation and counseling approaches are emphasized, along with employee assistance, needs assessment, goal and objective identification, and program planning and evaluation. Students examine the role of the organizational consultant and apply current theoretical models that are used to analyze organizational behavior. Participants learn about phases of the change management process and intervention strategies. Included topics are transformational leadership, vision/goals, motivation, diversity, culture, roles, power, authority, problem solving/decision making, and communication. Assessments suitable for organizational settings are explored. Students are introduced to grant and proposal writing, as well as strategies to market their services. This course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of one semester. (3 credits)

*Notes: Tuition includes materials fee. This course is limited to students in the Organizational Counseling programs. Students in the Master's program must have completed Phase I before registering for this course.*

*Prerequisite(s):* ED.861.621

**ED.861.621 Counseling and Organizational Behavior (Part I)**

Students learn counseling and organizational behavior theories and models to address communication and relationships within organizational settings. The course emphasizes organizational counseling, negotiation and conflict resolution, problem solving, and decision making; stress, burnout, and violence; cross-cultural and gender awareness; leadership, executive coaching and mentoring; and team building. Participants explore issues impacting on employee performance and the provision of employee assistance services, assessment and referral, brief behavioral counseling, addiction assessment and counseling, career issues, work and family issues, crisis intervention, consultation and collaboration, prevention program design, and related content. The course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of two semesters. (3 credits)

*Notes: Part I offered fall semester; Part II offered spring semester. Students cannot register for Part II without first completing Part I. This course is limited to students in the Organizational Counseling programs. Students in the Master's program must have completed Phase I before registering for this course.*

**ED.861.622 Counseling and Organizational Behavior (Part II)**

Students learn counseling and organizational behavior theories and models to address communication and relationships within organizational settings. The course emphasizes organizational counseling, negotiation and

conflict resolution, problem solving and decision making; stress, burnout, and violence; cross-cultural and gender awareness; leadership, executive coaching and mentoring; and team building. Participants explore issues impacting on employee performance and the provision of employee assistance services, assessment and referral, brief behavioral counseling, addiction assessment and counseling, career issues, work and family issues, crisis intervention, consultation and collaboration, prevention program design, and related content. This course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of two semesters. (3 credits)

*Notes: Tuition includes materials fee. This course is limited to students in the Organizational Counseling programs. Students in the Master's program must have completed Phase I before registering for this course.*

*Prerequisite(s):* ED.861.621

**ED.861.625 Advanced Skills for Creating and Leading Groups**

This course provides study beyond the basic group counseling course through training in advanced group leadership and facilitation skills. Students become familiar with creating and leading counseling groups and task groups based upon the identified needs of a given population, agency, or organization. Understanding one's leadership and membership style is emphasized. The course includes both didactic and experiential learning. (3 credits)

*Prerequisite(s):* ED.861.503

**ED.861.713 Advanced Treatment Approaches**

This course explores a wide range of effective techniques and strategies in counseling and therapy, in the context of successfully treating various mental and emotional disorders. Approaches and procedures from such diverse models as psychodynamic, cognitive, behavioral, experiential, and systemic are explored, along with theories of change and research findings on effective counseling and therapy. (3 credits)

*Prerequisite(s):* ED.863.809

**ED.863.515 Exploring the Gender Frontiers: New Perspectives and Best Practices**

How do our assumptions and beliefs about gender inform our approaches to identity, coupling, sexuality, parenting, and alternative family forms? How do we distinguish the different components of gender identity, gender performance, and sexual identity as we progress beyond the use of binary categories and pathologizing narratives? Utilizing an overview of current writings, this seminar will address clinical practice and public policy issues from a range of psychological, biological, cultural, and social theories about gender. Case vignettes, film, and literature will provide illustrations for in-class discussion. An experiential component will allow reflection on "gender standpoint." (3 credits)

**ED.863.526 Introduction to Play Therapy with Children**

The major goal of this course is to facilitate students' knowledge, dispositions and skills to counsel children through play therapy and other major theoretical applications. Students' learning will be facilitated through didactic presentations, interactive discussions, and supervised counseling practice with elementary school children. This course also emphasizes the counselor's collaborative work with children's legal guardians/family members. (3 credits)

*Prerequisite(s):* ED.861.507

**ED.863.527 Counseling the Early Adolescent**

Students explore the physical, emotional, and social development of the early adolescent population (ages 10-14) and examine the relationship between development and counseling needs. Students review relevant research; apply individual and group counseling theory and techniques; and explore issues such as self-esteem, peer pressure, sexuality, substance abuse, anger, violence, suicide, and family relationships. Relevant ethical and legal issues are addressed. (3 credits)

*Notes: This course must be taken prior to ED.863.820. Master's students must have completed a minimum of 15 credits before registering for this course.*

*Prerequisite(s):* ED.861.503

**ED.863.571 Counseling Adolescents**

This course provides an overview of the various aspects of adolescent counseling, ranging from adolescent depression, suicide, crisis, drug and alcohol abuse, peer pressure, self-esteem issues, culture, family issues, and developmental themes. Part of the course is dedicated to examining current research on adolescents. The emphasis of the course is on clinical training in group, family, and individual contexts. Relevant ethical and legal issues are addressed. (3 credits)

*Notes: This course must be taken prior to ED.863.820. Master's students must have completed a minimum of 15 credits before registering for this course.*

*Prerequisite(s):* ED.861.503

**ED.863.572 Counseling At-Risk Youth**

Participants examine information, prevention and intervention techniques, and resources which assist them to work effectively with at-risk youth. Topics considered include suicide, drug abuse, eating disorders, pregnancy, gang membership, and AIDS. (3 credits)

*Prerequisite(s):* ED.861.502

**ED.863.603 Couple and Family Therapy**

(Lab course) Students study the theory and practice of couple and family therapy with an emphasis on models of family development and major approaches to intervention with couples and families. Systemic models of family intervention are emphasized, as well as the study of other

historically important and contemporary approaches to couple and family therapy. The course blends didactic and experiential learning. (3 credits)

*Notes: Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques. Master's students must have completed a minimum of 15 credits before registering for this course.*

*Prerequisite(s):* ED.861.502

**ED.863.607 Diversity and Social Justice in Counseling**

(Lab course) Participants explore aspects of counseling clients from diverse ethnic, racial, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students consider counseling strategies for enhancing cross-cultural interventions. (3 credits)

*Prerequisite(s):* ED.861.507

**ED.863.620 Advanced Clinical Strategies for Creating Community Involvement**

The dynamic interplay between families and their larger contexts requires professional helpers to expand their focus beyond the individual and beyond relationships forged by blood and household connections. Effective clinical work linking individuals, families and communities is increasingly needed to work with school systems, communities, organizations, the courts and other institutions impacting families and the therapeutic system. This course will offer advanced conceptual and technical tools to address individual and familial issues in the context of relational healing. (3 credits)

**ED.863.629 College Admissions Counseling**

This course presents an overview of college admissions counseling for those who work with students making the transition from high school to college (e.g., middle and high school counselors, teachers, college admissions personnel who want to become more familiar with high school processes and protocol). Effective strategies and practices that enhance students' college readiness will be introduced and practiced. Topics for the course include: the college counselor's timeline, resources available to counselors for college applications and financial aid planning, academic planning for college readiness, tips for writing college recommendations, developing a school-wide college-going culture, dismantling inequities in college admissions, and managing a college counseling office. (3 credits)

**ED.863.630 Addictions Counseling I: Theory and Approaches**

Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and

abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered, and are examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues. (3 credits)

*Prerequisite(s):* ED.861.502 and ED.861.609

#### **ED.863.631 Addictions Counseling II: Techniques and Strategies**

This course includes a wide variety of techniques and strategies for effective counseling with clients with addictive behaviors. A practice oriented approach is taken involving in-class demonstrations, simulations, and role-plays, utilizing techniques taken from various theories and applied in individual, group, and family contexts. The emphasis of the course is on intervention skills and working with resistance. (3 credits)

*Prerequisite(s):* ED.863.630

#### **ED.863.632 Pharmacological Aspects of Addiction**

This course surveys the wide range of abusable and addictive psychoactive drugs. Specific physiological, psychological, and behavioral effects of alcohol, hallucinogens, cocaine, amphetamines, narcotics, cannabis, tranquilizers, and various inhalants are covered. Along with these effects, students are trained to recognize symptoms of each in the context of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-R). (3 credits)

*Prerequisite(s):* ED.863.630

#### **ED.863.633 The Ethics and Legal Issues of Counseling Young Children and Adolescents**

Participants explore an overview of ethical and legal issues related to professional orientation and responsibility across the lifespan, with an emphasis on counseling young children and adolescents. Some of the topics will include professional responsibility, competence, boundaries, confidentiality, collaborative professional relationships, licensing and certification, research, and cultural competency. Students will examine the ethics and legal issues involved when working with clients over the developmental life span, with an emphasis on children and adolescents engaged in educational systems, social institutions, and counseling practices. (3 credits)

*Notes: This course must be taken prior to the internship.*

#### **ED.863.634 Narrative Therapy: Ideas and Practice**

This hands-on course introduces students to postmodern thinking and specific applications to work with diverse clientele in multiple settings. The underpinnings of narrative therapy and its techniques will be the focus for effectively training clinicians to address contemporary issues

presented by families with adolescents, young adults, and couples. (3 credits)

#### **ED.863.650 Working with Children's Contemporary Issues of Grief and Trauma**

This course recognizes a multitude of loss and grief issues faced by children in a contemporary world. Students gain an understanding of children's complicated grief issues including suicide, homicide, AIDS, violence, abuse, bullying, terrorism, and trauma. Through the use of case studies, students learn how to utilize specific clinical techniques when working with children experiencing traumatic loss. Participants gain an awareness of normal grief responses in children, tasks of grief, myths of grief, and techniques useful in helping children grieve. Students learn practical ways to respond to children's grief reactions and questions and learn grief resolution techniques to work with children in educational and counseling situations. They also learn how to recognize behaviors that signal loss and how to identify at-risk and traumatized children. (3 credits)

*Prerequisite(s):* ED.861.507

#### **ED.863.651 Sand Therapy**

This course examines the use of sand in counseling, including historical, theoretical, and ethical considerations. Case examples will ground our exploration of sand as a projective technique and as a culturally sensitive clinical intervention. A focus in this course is on creating a safe and protected space considering client needs, the clinical environment, and the skills and attitude of the clinician. This course is both didactic and experiential. Special topics will focus on dynamic process, understanding sand scenes, styles of intervention, and the use of literature such as mythology, symbolism, and folklore. (3 credits)

*Prerequisite(s):* ED.861.507

#### **ED.863.652 Advanced Play Therapy Interventions**

This course is designed for those who have had previous preparation in basic play therapy, and who desire to enhance their understanding and refine their skills in techniques and methods of play therapy when working with children and adolescents in school, community-based, and private counseling settings. Advanced interventions and strategies will focus on aspects related to various theoretical orientations and creative approaches to counseling young children, adolescents, and families. The usefulness of expressive art techniques, sand play, bibliotherapy, and school-based play therapy will be some of the advanced topics covered. Students will have the opportunity to receive supervised experience as they practice and observe play therapy techniques through experiential assignments. Specific discussions will focus on how counseling and play therapy influences the practice of counseling with children and adolescents, and how current empirically based



research and ethical clinical practice influence the development of play therapy and counseling theories. (3 credits)

*Prerequisite(s):* ED.863.526

#### **ED.863.653 Cognitive Behavioral Play Therapy**

This course teaches how to adapt cognitive-behavioral (CB) therapy to the practice of play therapy (PT) with children, ages four years through late school age. In addition to CBPT theory and implications, students will learn how to select toys for CBPT. A variety of CBPT techniques will be presented and videotapes of CBPT sessions will be shown. Students will implement CBPT with practice in large and small groups and through written assignments. (3 credits)

*Prerequisite(s):* ED.861.502

#### **ED.863.654 Special Topics in Play Therapy**

The major goal of this course is to facilitate students' knowledge, skills and dispositions to effectively and ethically conduct filial (parent/family) therapy, and different applications of play therapy with diverse populations. Some of the special populations that might be included in this course are children and adolescents (a) affected by a natural or man-made disaster, (b) affected by physical and/or sexual abuse, (c) affected by death/dying, (d) affected by parental divorce, and (e) diagnosed with a DSM-IV disorder(s). Teaching strategies will include interactive lectures, classroom discussions, role-plays, video presentations, and experiential assignments. Specific discussions will focus on how counseling and play therapy influences the practice of counseling with children and adolescents, and how current research and ethical clinical practice influence the development of play therapy and counseling theories. (3 credits)

*Notes: Master's students must have completed a minimum of 15 credits before registering for this course.*

*Prerequisite(s):* ED.863.526 and ED.863.652

#### **ED.863.655 Play Therapy Practicum**

The course includes both didactic and experiential learning, in which individual, group, and peer-supervision are utilized to enhance clinical skills related to play therapy with children and affords students the opportunity to accrue play therapy-specific supervision hours necessary to secure the Registered Play Therapist credential. Limited to students admitted to the graduate certificate in play therapy or with special permission from the play therapy program coordinator. (3 credits)

*Prerequisite(s):* ED.863.526, ED.863.652, and ED.863.654

#### **ED.863.656 Narrative Therapy**

This course will explore the social construction of lived experience and the use of narratives in counseling. Demonstrating the vitality of the client's interior monologue, students will focus on how the theory and philosophical roots of Narrative Therapy support an array of

approaches applicable to diverse populations, including children, adolescents, and adults. This course will balance theory, counseling methods, and clinician skills for students to learn the knowledge, skills, and dispositions associated with Narrative Therapy. (3 credits)

*Prerequisite(s):* ED.861.507

#### **ED.863.670 Existential Counseling and Therapy**

The existential and phenomenological perspectives of Martin Heidegger, Edmund Husserl, Jean-Paul Sartre, Irvin Yalom, Fritz Perls, and Viktor Frankl are covered in depth, with special attention directed toward application to counseling and therapy with regard to such transcultural and spiritual issues as death, meaning, isolation, freedom, authenticity, empathy, consciousness, being, liberation, and existential anxiety. The course also concentrates on the understanding and treatment of mental and emotional disorders from an existential and Gestalt perspective. The relationship between cognitive, existential, and Gestalt therapies is also addressed, with emphasis placed on integrative counseling and therapy. This course has been approved by the Maryland State Board of Counselors as meeting the requirements for the category of psychotherapy and treatment of mental and emotional disorders. (3 credits)

*Prerequisite(s):* ED.861.502

#### **ED.863.674 Advanced Asian Meditation Therapies**

Various styles and methods of meditation are examined from the Buddhist, Hindu, and Taoist traditions as well as their philosophical assumptions, psychological perspectives, and research support. Many meditation methods, such as concentration, mindfulness, and bhakti, as well as various forms of Yoga and Zen meditation are studied, with an emphasis on application to mental and emotional disorders such as anxiety and depression. An understanding of Asian concepts of the ego, mind, body, mental health, psychopathology, compassion, freedom, and liberation are also addressed. A portion of class periods will be devoted to the actual practice and application of techniques studied in class and in reading assignments. (3 credits)

*Prerequisite(s):* ED.861.502

#### **ED.863.676 Spiritual Approaches to Counseling**

This course delineates the essential differences between spirituality and religion and concentrates on the presuppositions and experiential aspects of spirituality. Topics include ethical behavior, various concepts of a higher power, transgression, forgiveness, guilt, transcendence, and mystical experience. Many consciousness raising techniques for personal development and that of clients are offered. The overarching perspective of the course is the phenomenological approach to counseling, making use of research from cognitive therapy, as well as the fields of transpersonal and humanistic psychology and the psychology of religion. The study of wisdom, a current topic

in developmental research, is also a focus of the course. Students are asked to be prepared to be able to step outside of their own belief systems in order to ask and analyze fundamental questions of metaphysics, spirituality, and religion in a nondogmatic fashion. (3 credits)

*Prerequisite(s):* ED.861.502

#### **ED.863.681 Research and Evaluation for Counselors**

Participants learn the basic concepts for understanding and conducting research and program evaluation related to the counseling and human services fields. Students study experimental and quasi-experimental designs, examine quantitative and qualitative methodologies, and learn basic statistical procedures for data analysis. (3 credits)

#### **ED.863.708 Women and Psychotherapy: Strategies within a Cultural Context**

This course addresses theoretical and clinical aspects of psychotherapy with women, in particular the intersectionality of gender, culture, and class issues in psychotherapy. This course will also emphasize the evolution of feminist theories and current clinical perspectives. Participants will learn theory and practical methods to assess women's functioning across multiple contexts, how to develop clinical case formulations, and self-awareness in the clinician-client interaction. Emphasis will be given to clinical strategies and psychotherapy techniques applicable to psychotherapy with women. Excerpts of psychotherapy sessions, media clips, and literature will be used to illustrate the concepts and psychotherapy strategies presented. Students are encouraged to bring their own clinical material for discussion and reconceptualization. Experiential exercises and small group formats will be used during the course. (3 credits)

*Prerequisite(s):* ED.861.507

#### **ED.863.712 Counseling African American and Latino Children**

This course will enable students to develop counseling skills that will assist students to meet the unique cultural aspects of the African-American and Latino communities. (3 credits)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.503, and ED.861.502

#### **ED.863.714 Magical Moments of Healing and Transformation in Play Therapy**

The healing properties of play and the child's innate drive for healing can result in rare but dramatic "magical" breakthroughs. These moments in the healing process are worthy of examination. In play therapy the therapist and child affect each other in complex ways, coming together for brief periods, which are termed "now moments," and more intense interactions (which permanently change the relationship between child and therapist), referred to as "shared feeling voyages" and "moments of meeting." While such dramatic breakthroughs are not the rule but

rather the exception, they are worthy of examination in terms of what can be learned about the healing process. The instructor will share examples covering a wide range of clinical challenges and breakthroughs in play therapy, including selective mutism and cases involving trauma, including pre-verbal trauma, separation anxiety, loss, and grief. In addition, students will be given an opportunity to share their own clinical experiences that this course inspires. (3 credits)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.503, and ED.861.502

#### **ED.863.718 Counseling Military Families**

Students explore aspects and issues affecting military families. Students consider the military as a unique culture within American society; the cultural context of the transmission of values, beliefs, and customs; and the needs of children and spouses of those serving in the military. Considerable time will be spent exploring counseling for issues of Post Traumatic Stress Disorder (PTSD), substance abuse, isolation, frequent moves, deployment and reintegration into family life, anticipatory loss and grief, anxiety, uncertainty, the effects of war, managing stress and anger, staying healthy, improving sleep, and building resiliency. (3 credits)

*Prerequisite(s):* ED.861.507, ED.861.609, ED.861.503, and ED.861.502

#### **ED.863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling)**

Participants explore professional issues in counseling, with specific regard to ethics and laws that pertain to the profession, such as ethical codes, responsibility, competence, public statements, confidentiality, reporting abuse, and dual relationships. Professional issues in the context of community mental health are also covered in terms of historical, societal, and philosophical aspects, as well as licensing, roles, policies, legislation, reimbursement, and the professional identity of community counselors. Racial and ethnic issues, as well as gender, sexual orientation, socioeconomic status, and mental status in community counseling settings are also addressed. (3 credits)

*Notes: Must be taken prior to internship. Students must have completed a minimum of 18 hours of coursework before registering for this course.*

#### **ED.863.809 Counseling Practicum**

This supervised practicum experience is offered in two modalities: (a) an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis is given to the development of foundational counseling skills (i.e. trust

building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization); and (b) a practicum course involving practical training at a community based agency or intuition. Training focuses on integrating counseling theories in social context with individual counseling practice. Emphasis is given to the development of cultural competence in joining, trust building, developing clinical hypotheses and interventions and collaborating with clients in the development of goals, relevant legal and ethical issues. The course includes both didactic and experiential learning and is taken near the end of a student's program of study just prior to the internship. (3 credits)

*Prerequisite(s):* ED.861.502, ED.861.503, ED.861.609, and ED.863.603

### **ED.863.820 Internship in School Counseling**

This supervised experience in school counseling includes both field work and class instruction. Students spend 600 hours, over the course of two consecutive semesters (Fall-Spring sequence), engaged in counseling, consultation, and program development activities under the direct supervision of a practicing, certified school counselor. Enrollment is limited to students in the Master's in School Counseling program who have completed 39 hours of required coursework, including all counseling courses. (6 credits)

*Notes: This course is open only to students in the School Counseling program. Students must have completed a minimum of 39 credits in the program before registering for this course. Students must attend the mandatory field placement and school counseling internship meeting held in January to begin the application and site selection process.*

*Prerequisite(s):* ED.863.681, ED.861.503, ED.861.609, ED.861.612, ED.861.614 or ED.861.610, and ED.861.712 or ED.863.809

### **ED.863.823 Internship in Organizational Counseling**

This supervised internship experience in organizational counseling includes both a 600-hour field placement experience and class instruction. Students combine skill development in basic counseling techniques in a clinical setting with emphasis on applying theories and models for the delivery of workplace human services and organizational counseling and consultation. Students complete an applied project as part of the requirements for this course. Students must register for this course in consecutive fall and spring semesters as it is a two-semester sequence. Enrollment is limited to students in the master's program in Organizational Counseling, requires prior approval of the program adviser, and completion of all laboratory courses. (6 credits)

*Notes: This course is open only to students in the Organizational Counseling program. Students must have completed a minimum of 39 credits in the program before registering for this course.*

*Prerequisite(s):* ED.861.502, ED.861.503, ED.861.619, ED.861.621, ED.861.622, ED.861.712 or ED.863.809, and ED.863.681

### **ED.863.824 Internship in Clinical Community Counseling**

This supervised internship in counseling includes both a 600-hour field placement and class instruction. Students must register for this course in consecutive fall and spring semesters, as it is a two semester sequence. Enrollment is limited to students in the master's program in Clinical Community Counseling. (6 credits)

*Notes: This course is open only to students in the Clinical Community Counseling program. Students must have completed a minimum of 39 credits in the program before registering for this course. Students must have completed all laboratory classes and received approval from their academic adviser to register. Attendance at the January internship orientation meeting is required.*

*Prerequisite(s):* ED.861.502, ED.861.503, ED.863.603, ED.863.809 or ED.861.712, and ED.863.681

### **ED.863.826 Advanced Internship in Counseling I**

This is the first of a sequence of advanced internship courses. Experienced counselors refine and advance their expertise in counseling in a variety of clinical settings with diverse populations. Through a combination of didactic and supervised clinical activities, students assess their current performance and explore counseling and therapy styles which require advanced levels of skill. Internship placements are to be arranged with the departmental field experiences coordinator. (3 credits)

*Notes: This course is open only to CAGS and advanced master's students. Students interested in this advanced internship must notify the departmental internship coordinator by April 1 for a fall placement and October 1 for a spring placement.*

### **ED.863.827 Advanced Internship in Counseling II**

This course is the second internship in the sequence of advanced internship courses. Experienced counselors continue to refine and advance their expertise in counseling in a variety of clinical settings with diverse populations. Through a combination of didactic and supervised clinical activities, students assess their current performance and explore counseling and therapy styles which require advanced levels of skill. Internship placements are to be arranged with the departmental field experiences coordinator. (3 credits)

*Notes: This course is open only to CAGS and advanced master's students. Students interested in this advanced internship must notify the departmental internship coordinator by April 1 for a fall placement and October 1 for a spring placement.*

*Prerequisite(s):* ED.863.826

**ED.863.830 Graduate Project in Counseling**

Students of demonstrated ability with a special interest in counseling study under the personal direction of a faculty member in the School of Education. Applicants must meet with the major adviser and prepare outlines of the proposed projects prior to registration. (1- 6 credits)

*Notes: Must have permission of academic adviser to register for this course. Master's students must have completed a minimum of 24 credits before registering for this course.*

**ED.871.501 Introduction to Children and Youth with Exceptionalities**

See the Department of Special Education course descriptions listing.

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## DEPARTMENT OF SPECIAL EDUCATION

**ED.871.501 Introduction to Children and Youth with Exceptionalities**

Participants investigate the major areas of exceptionality addressing the characteristics and educational needs of students with a broad range of special instructional needs. Students review incidence and etiology, diagnostic and therapeutic services, educational programs, and findings of recent research. (3 credits)

**ED.871.502 Educational Alternatives for Students with Special Needs**

Designed especially for general educators, counselors, supervisors, and administrators, this course examines differentiated instruction for students with special needs in general education schools and classrooms. Participants review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs in general education classrooms. (3 credits)

**ED.871.510 Legal Aspects, Service Systems, and Current Issues in Special Education**

This survey course reviews litigated and legislated standards for special education and related services for persons who have disabilities. Participants explore current issues in the provision of services for persons with disabilities, including normalization, deinstitutionalization and inclusion, the regular education initiative, and the educability and right- to-life controversies. (3 credits)

**ED.871.511 Instructional Planning and Management in Special Education**

Participants focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional strategies that promote effective classroom organization. (3 credits)

**ED.871.512 Collaborative Programming in Special Education**

This course focuses on five collaboration themes common to various educational settings: interpersonal communica-

tion, problem solving, cultural diversity, teamwork, and family systems theory. Participants examine techniques that promote effective communication between school practitioners and related professionals and families of students with special needs. (3 credits)

**ED.871.513 Applied Behavioral Programming**

Students investigate the principles and procedures of the field of applied behavioral analysis. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Participants develop individual projects that demonstrate their ability to design, implement, and evaluate behavioral support programs in an ethically responsive manner. (3 credits)

**ED.871.514 Medical and Physical Aspects of Disabilities**

This survey course provides the student with information from the medical sciences concerning the etiologies and treatments of disabilities. Topics include human genetics and embryology; the newborn period; the structure, functions, and interrelationships of the major systems of the human body; infectious diseases; and emergency procedures. (3 credits)

**ED.871.831 Advanced Graduate Project in Special Education**

Students in the Master of Science in General Special Education Studies prepare a comprehensive, research based project in their final semester of study. With the prior approval of their academic adviser, students may design (a) a structured action research project that reflects the integration of knowledge and skills acquired in coursework; or (b) a comprehensive review of the literature focused on a topic that integrates the knowledge base acquired in coursework. (3 credits)

**ED.871.860 Dissertation Research in Special Education**

Doctoral students in special education prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the School of Education. Written approval of the proposal must be received from the major adviser prior to registration. (3 credits)

**ED.871.861 Dissertation Research Seminar in Special Education**

Doctoral students in special education critique dissertation proposals, chapters, and instruments at different stages of the research process. The final critique is a mock oral examination, which prepares the individual student for the actual dissertation defense. (3 credits)

**ED.872.500 Seminar: Current Trends and Issues in Early Childhood Special Education**

Beginning students in the Early Childhood Special Education (ECSE) program explore the field of ECSE through preservice professional development. Students acquire a broader schema for roles and responsibilities, career planning, accepted standards, contemporary practice, and organizational structures related to ECSE. Students become familiar with features of national, state, and local ECSE systems. Students also examine issues related to reform-based education in Maryland. (3 credits)

**ED.872.501 Screening, Diagnosis, and Assessment of Young Children with Disabilities**

The first few years of life establish initial patterns of learning, literacy, and behavior, and set the pace for subsequent development. Students review instruments and procedures for screening, evaluating, and assessing the status of a young child's cognitive development, physical development (including vision and hearing), communication development, social or emotional development, and adaptive development. Included in this process is an examination of pre-literacy levels. In this course, there is emphasis on translation of evaluation and assessment information into meaningful outcomes for young children with disabilities and their families. (3 credits)

**ED.872.502 Instructional Program Planning and Methods: Birth–4 Yrs**

Early intervention can have a significant effect on developmental outcomes for young children with disabilities and their families. Students focus on planning, implementing, and evaluating programs for eligible infants, toddlers, preschoolers, and their families. There is an emphasis on facilitation of a family-centered foundation for learning and literacy in infants and toddlers. Topics include: (a) a survey of curricular options for young children and families, (b) selection of family-centered treatment outcomes, (c) design of instructional activities for promoting developmental progress, (d) evaluation of program effectiveness, and (e) evaluation of family satisfaction with services. (3 credits)

**ED.872.503 Instructional Program Planning and Methods: Grades K–3**

In this course, participants become competent at planning, administering, and reporting the results of a variety of screening, evaluation, and assessment instruments or

procedures for children enrolled in kindergarten and primary level special education. Participants interpret test results for purposes of: (a) communicating findings to families; (b) communicating findings to colleagues; (c) individual program planning for learning and literacy; and (d) monitoring of individualized programs. Participants develop strategies for effective management of resources and information related to the screening, evaluation, or assessment process at the kindergarten and primary levels of special education. (3 credits)

**ED.872.504 Materials for Teaching Reading to Young Children with Disabilities: Grades K–3**

Research has shown that preschool special education programs can promote development in young children with disabilities. This course concentrates on instructional and curricular approaches to early learning and literacy within the context of inclusive programs for children with disabilities. (3 credits)

**ED.872.506 Instruction of Reading for Young Children with Disabilities: Grades K–3**

Research has shown that primary special education can promote higher rates of development in young children with disabilities. This course concentrates on instructional and curricular approaches to learning and literacy for children with disabilities who are in the primary grades. In this course there is an emphasis on support of learning and literacy within the context of inclusive primary programs for children with disabilities. (3 credits)

**ED.872.509 Assessment of Reading for Young Children with Disabilities: Grades K–3**

Research has shown that primary special education can promote higher rates of development in young children with disabilities. In this course, there is a focus on the diagnosis of reading problems, individualized planning for reading instruction, and implementation of such reading programs as Orton-Gillingham, the Stevenson method, phonemic awareness, the alphabetic principle, and modification of the literacy environment. (3 credits)

**ED.872.514 Development of Young Children with Disabilities**

This course examines typical and atypical development of young children, with a special emphasis on the etiology of developmental disabilities. Biological and environmental influences on young children are explored within the context of family and culture. (3 credits)

**ED.872.800 Exploratory Site-Based Field Experience in Early Childhood Special Education**

This exploratory site-based field experience provides participants with an introduction to early intervention, preschool, and primary special education programs for young children with disabilities, ages birth through eight

years of age. This experience is intended for graduate students, within their first semester of early childhood special education coursework, who have not had substantial, consistent, or recent exposure to settings and services for young children with disabilities. This field experience, in conjunction with ongoing seminars and assignments, provides an overview of the roles and responsibilities of early childhood special education teachers regarding the day-to-day operations of programs for young children with disabilities. (2 credits)

#### **ED.872.810 Internship: Early Intervention and Preschool Special Education**

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in early intervention or preschool special education programs for young children with disabilities in the birth-to-five-years age range. Internship sites and activities are individually selected according to student interest and training needs. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

#### **ED.872.811 Internship: Preschool and Primary Level Special Education**

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in special education for children in the three- to-eight year age range. Field sites and activities are individually selected according to student interest and training needs. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

#### **ED.872.830 Graduate Project in Early Childhood Special Education**

Students with a demonstrated ability and a special interest in early childhood special education study under the personal direction of a faculty member in the School of Education. The student should meet with the faculty member who will supervise his or her project prior to registration. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

#### **ED.872.840 Doctoral Internship in Early Childhood Special Education**

Doctoral students in special education with a concentration in Early Childhood Special Education participate in an individualized program of learning activities designed to support leadership development. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

#### **ED.874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation**

Participants examine the incidence, etiology, and characteristics of learning disabilities, emotional disturbance, and mild mental retardation, and review major theoretical models associated with the study of these conditions. (3 credits)

#### **ED.874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle**

Participants explore assessment instruments and procedures for diagnosing elementary and middle school students who are experiencing learning and behavior problems. Participants administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. (3 credits)

#### **ED.874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult**

Participants examine assessment instruments and procedures for diagnosing secondary level students who are experiencing learning and behavior problems in school. Students administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social-emotional behavior, and vocational functioning. (3 credits)

#### **ED.874.521 Strategies Instructional Model: Learning Strategies I**

This course introduces participants to the Strategies Instructional Model, an eight-stage teaching procedure that can be implemented with elementary and secondary students who are at-risk for or have mild/moderate disabilities. Participants apply strategy instruction with students and develop related instructional materials. (3 credits)

#### **ED.874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities**

Participants learn teaching strategies that can be used by teachers with students who have difficulty with oral and written expressive language. Instructional methods include both curriculum modifications and teacher-devised tasks. (3 credits)

#### **ED.874.525 Mathematics: Methods for Students with Mild to Moderate Disabilities**

Students examine effective instructional strategies for the remediation of problems frequently found in the mathematics performance of students with mild to moderate disabilities. (3 credits)

#### **ED.874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities**

This course reviews the theoretical foundations for developing practical interventions and management strategies

to deal with inappropriate classroom behaviors, as well as strategies for individualized education program (IEP) development and implementation. Behavior modification, therapeutic strategies, social skills instruction, and communication principles are applied to the design and implementation of structured classroom management programs. (3 credits)

**ED.874.527 Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities**

This course examines the assessment and instructional methods needed to implement and evaluate career/vocational programs that promote successful post-school adjustments for students with mild to moderate disabilities. Participants review the practice of vocational and career assessment, vocational instruction, vocational counseling, and the development of recreation and leisure skills and activities. (3 credits)

**ED.874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities**

Class members discuss the psycho-social characteristics of adolescents with mild to moderate disabilities, including the cultural implications of those characteristics. Participants review the goals of the secondary school and gain an understanding of the range of curricular demands and graduation requirements, and their impact on students with special needs. The implications of school organization and service delivery models for students with disabilities are explored. Participants develop adaptations, plans, and projects using the secondary curricular content areas. (3 credits)

**ED.874.541 Reading: Methods for Students with Mild to Moderate Disabilities**

Participants learn to apply strategies designed to improve the reading performance of elementary/middle school students with mild to moderate disabilities. Highlighted are strategies related to word identification and paraphrasing and methods such as progress monitoring and self-evaluation. During the course, participants apply a strategy with a student who is experiencing reading difficulties. (3 credits)

**ED.874.542 Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities**

Participants learn to apply strategies designed to improve the reading and writing performance of secondary students with disabilities. Highlighted are strategies designed to maximize content area reading comprehension and writing within the content areas. During the course, participants apply strategies with a student or students experiencing reading difficulties. This course incorporates goals and objectives that correspond to the MSDE required

course, Teaching Reading in Secondary Content Areas Part I. (3 credits)

**ED.874.809 Exploratory Field Experience in Mild to Moderate Disabilities**

This exploratory site-based field experience provides participants an introduction to school-based educational programs serving students with mild to moderate disabilities (e.g., learning disabilities, mild mental retardation, or severe emotional disturbance). The experience is intended for graduate students, within their first semester of special education coursework, who have not had substantial, consistent, or recent exposure to school settings and services for students with mild to moderate disabilities. The field experiences, in conjunction with ongoing seminars, provide an overview of the roles and responsibilities of special educators and of the day-to-day operations of programs for students with disabilities within the school as a whole. (2 credits)

**ED.874.830 Graduate Project in Mild to Moderate Disabilities**

Students with demonstrated ability and a special interest in mild to moderate disabilities study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

**ED.874.840 Doctoral Internship: Mild to Moderate Disabilities**

Students participate in varied experiences developed in consultation with their major advisers. (3 credits)

**ED.874.860 Mild to Moderate Disabilities Internship: Induction—Elementary/Middle**

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of elementary and middle school age students with disabilities. (3 credits)

*Notes: Open only to students admitted to a master's program in Mild to Moderate Disabilities. Students must have completed a minimum of 12 credits and have academic adviser permission to register for this course.*

**ED.874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle**

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent coursework, with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, Materials for Teaching Reading. (3 credits)

*Notes: Must have completed Praxis II and have permission of academic adviser to register for this course. Master's students must have completed a minimum of 24 credits before registering for this course.*

*Prerequisite(s):* ED.874.524, ED.874.541, and ED.874.860

**ED.874.870 Mild to Moderate Disabilities Internship: Induction—Secondary/Adult**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities. (3 credits)

*Notes: Open only to students admitted to a master's program in Mild to Moderate Disabilities. Students must have completed a minimum of 12 credits and have academic adviser permission to register for this course.*

**ED.874.871 Mild to Moderate Disabilities Internship: Culmination—Secondary/Adult**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's

interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge. This course incorporates goals and objectives that correspond to the MSDE required course, Teaching Reading in Secondary Content Areas—Part II. (3 credits)

*Notes: Must have completed Praxis II and have permission of academic adviser to register for this course. Master's students must have completed a minimum of 24 credits before registering for this course.*

*Prerequisite(s):* ED.874.528, and ED.874.542, and ED.874.870

**ED.877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems**

Students examine the design of augmentative communication systems that include use of graphic symbols for individuals with severe disabilities. Participants design and construct communication aids and develop strategies for integrating augmentative communication into the curriculum. (3 credits)

**ED.877.514 Community and Independent Living Skills**

This course reviews the philosophical movements that have fostered the improvements to the instruction of children, youth, and adults with disabilities. Participants (a) apply the principles of ecological assessment in the development of curriculum sequences for children and youth with severe disabilities; and (b) examine current research based teaching practices designed to promote the adaptive skills that contribute to the social competence and community acceptance of individuals with severe disabilities. (3 credits)

**ED.877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments**

Participants review suitable methods of assessing the visual and auditory capabilities of students with severe and multiple disabilities and the instructional adaptations necessary to increase their function in daily activities. Topics include ocular and auditory pathologies and their educational implications, functional vision evaluation, and behavioral audiometry. (3 credits)

**ED.877.518 Education of Students with Severe Disabilities: Management of Motor Skills**

This course examines atypical variations in the motor development of students with severe disabilities, with an emphasis on the remediation of abnormal patterns in the performance of daily activities. Participants gain information about specific remediation strategies and the appropriate use of assistive equipment to promote functional positioning, movement, and oral motor skills. (3 credits)



**ED.877.550 Inclusive Practices for Autism Spectrum Disorders**

Students will learn to define the varying applications of inclusive settings, plan goals and objectives that reflect the inclusion goals, and implement strategies that lead toward inclusion. (3 credits)

**ED.877.551 Survey of Autism and Other Pervasive Developmental Disorders**

Providing a comprehensive review of current information about autism and other pervasive developmental disorders, this course draws on research findings and clinical experience from a number of related disciplines, including psychiatry, psychology, neurobiology, and pediatrics. In addition to exploring theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues, students are introduced to the primary therapeutic and intervention strategies employed with students who have autism. The theoretical basis of and empirical evidence for the diverse traditional and non-traditional therapies that have been proposed for persons with autism are also explored. (3 credits)

**ED.877.552 Behavioral Interventions for Students with Autism**

Students explore the growing body of research findings showing that students with autism can derive significant and durable benefits from interventions based on the principles of applied behavioral analysis. Strategies for conducting functional analyses of problem behavior and developing multielement treatment plans are reviewed. (3 credits)

**ED.877.553 Classroom Programming for Students with Autism**

Students examine the design and implementation of effective classroom programs, such as those based on the TEACCH model, for students with autism who differ in age and level of functioning. The course topics include classroom structure and organization, group instruction strategies, educational assessment and IEP development, record keeping, curriculum, instructional activities and materials, parent involvement, and staffing and support services. (3 credits)

**ED.877.555 Teaching Communication and Social Skills**

This course examines the assessment and instructional strategies that have been shown to be effective in promoting the development of cognitive, language, and social skills by students who have severe disabilities, including those diagnosed with autism, Asperger's Syndrome, or other pervasive developmental disorders. Participants examine the instructional adaptations needed to promote the development of cognitive, communicative, and social skills in students with severe disabilities, and review the relevant empirical literature. (3 credits)

**ED.877.810 Internship in Severe Disabilities: Induction**

Designed for severe disabilities program participants on the Maryland State Department of Education certification and non-certification tracks, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the induction internship gradually assume leadership responsibilities in their placement setting and are expected to demonstrate fluency of applied instructional and behavioral skills. (3 credits)

*Notes: Students must have completed a minimum of 12 credits, attended at least one portfolio meeting, and have academic adviser permission to register for this course.*

**ED.877.811 Internship in Severe Disabilities: Culmination**

Designed for severe disabilities program participants on the Maryland State Department of Education certification track, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children with severe disabilities. Students completing the culminating internship assume a more complete leadership role in their placement setting and are expected to demonstrate applied instructional and behavioral skills at an advanced mastery level. (3 credits)

*Notes: Students must have completed Praxis II and the remaining required program courses, attended at least two portfolio meetings, and have academic adviser permission to register for this course.*

**ED.877.812 Internship in Autism Spectrum Disorders**

This internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach learners with autism. Students completing the internship gradually assume leadership responsibilities in their placement setting and are expected to demonstrate fluency of applied instructional and behavioral skills. (3 credits)

*Notes: Students must have completed Praxis I and a minimum of 12 credits, attended at least one portfolio meeting, and have academic adviser permission to register for this course.*

**ED.877.830 Graduate Project in Severe Disabilities**

Students of demonstrated ability with special interest in services for persons with severe and multiple disabilities study under the direction of a faculty member in the School of Education. Applicants must meet with their major advisers and prepare an outline of their proposed projects prior to registration. (3 credits)

**ED.877.831 Graduate Project in Autism Spectrum Disorders**

Students participate in a directed independent study to prepare a comprehensive, research based project in their final semester of study. With the prior approval of their academic adviser, students may design: (a) a structured action research project that reflects the integration of knowledge and skills acquired in the coursework, or (b) a comprehensive review of the literature focused on a topic that integrates the knowledge base acquired in the coursework. (3 credits)

**ED.877.840 Doctoral Internship in Severe Disabilities**

Doctoral students participate in varied experiences developed in consultation with their major advisers. (3 credits)

**ED.878.501 Differentiated Instruction and Inclusion**

Participants examine practical, ethical, and theoretical issues in the context of national, state, and local initiatives for least restrictive placement of students with diverse learning needs, including typical students, ESOL students, students with disabilities, and those who are gifted. Individuals compare and contrast existing service delivery systems and model programs that are successful at integrating students with a range of educational needs into general education settings. (3 credits)

**ED.878.502 Curriculum Design and Adaptations for Strategic Interventions I**

Participants analyze and adapt curricula from general education and design lessons to implement goals and objectives from learners' individualized education programs into their general education settings. Topics include frameworks for curriculum design, assistive technology, effective teaching methods for heterogeneous instruction, and instructional planning techniques that address the needs of students. (3 credits)

**ED.878.503 Educational Measurement and Curricular-Based Assessment**

Participants review standardized achievement tests, criterion-referenced tests, and curriculum-based measurement, and interpret results as they relate to program planning for learners with diverse learning needs in general education classrooms. The course emphasizes developing curricular-based assessments, determining local and school norms for tests, and evaluating learners' progress and performance in academic and social curricular areas. (3 credits)

**ED.878.505 Cooperative Learning for Diverse School Programs**

Participants explore the recent research on cooperative learning and develop methods for using cooperative systems in heterogeneous settings that accommodate individuals with a range of diverse learning needs. Participants discuss cooperative and peer learning programs and

explore research findings and practical classroom organization and instructional strategies. (3 credits)

**ED.878.506 Social and Emotional Interventions**

Participants examine basic concepts, guidelines, strategies, and materials to conduct social-emotional instruction for students with diverse learning needs. The course emphasizes curricula and methodologies that enhance students' self-esteem and independence. (3 credits)

**ED.882.511 Human Growth and Development: A Lifespan Perspective**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.501 Advanced Processes and Acquisition of Reading**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.884.502 Diagnosis/Assessment for Reading Instruction**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.892.548 Assistive Technology Evaluation: A Team Approach**

(Lab course) Participants examine collaborative models for conducting assistive technology evaluations. Class members investigate a variety of methods for assessing how technology improves student performance and learning outcomes. Students explore methods of finding and developing resources to support team evaluations that identify how assistive technology can promote learning. (3 credits)

**ED.892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities**

(Lab course) Participants explore a wide range of assistive technology applications for children with disabilities. Students consider needs based on the type of disabling condition, such as physical, cognitive, sensory disabilities, or multiple complex needs, as demonstrated by children with pervasive developmental disorders such as autism. Exploration of technology emphasizes the integration of assistive technology into effective instructional practices that improve learning research on best practices for the implementation of technology-based solutions. (3 credits)

**ED.892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities**

Students study strategies for integrating assistive technology into instruction using an in-depth problem solving approach. This course utilizes a case study approach to support the application of research to effective instructional practices to the development of advanced technology-based interventions for students with special needs. Students analyze the individual needs of the child, environmental factors, task demands, and educational goals.

Class members design projects that solve instructional dilemmas by skillfully applying assistive technology to improve access to learning. (3 credits)

**ED.892.562 Access to General Education Curriculum with Technology Accommodations**

(Lab course) Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning disabilities within the general education environment. Participants examine universal design for learning strategies and technologies to enhance student participation in educational programs. (3 credits)

**ED.892.701 Advanced Seminar in 21st Century Skills**

The graduate seminar is the capstone course in the Technology for Educators and Technology in Special Education master's degree programs. The capstone projects showcase the products and skills developed in the core courses through the development of an electronic professional portfolio. Student seminar projects may be an article submitted for publication, a research or grant proposal, a technology product, or any other approved product. The goals of the seminar are to engage and support participants in collaborative spirited discussions that lead to understanding the historical, cognitive, technical, political, and sociological issues involved in the effective uses of computers in education, and particularly in the integration of technology into instruction and/or the application of assistive technology devices and services. The course concludes with multimedia presentations of students' projects before a panel of their peers and faculty. (3 credits)

**ED.892.800 Graduate Internship in Assistive Technology**

The graduate internship provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their technology interests. The internship is designed to produce a professional, customized learning experience that stretches

the student through his/her participation in the development, design, implementation, or evaluation of high-quality technology products, projects, or services. Internships are aligned to individual student's schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. (3 credits)

**ED.892.830 Graduate Project for Technology in Special Education**

Students of demonstrated ability with special interest in technology study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project before registering for this course. (3 credits)

**ED.893.508 Technology and the Science of Learning**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.893.515 Hardware, Operating Systems, and Networking for Schools**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.893.601 Evaluation and Research of Technology Supported Interventions and Programs**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.893.632 Data-Driven Decision-Making for Schools and Organizations**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.893.634 Technology Leadership for School Improvement**

See the Department of Teacher Development and Leadership course descriptions listing.

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## DEPARTMENT OF INTERDISCIPLINARY STUDIES IN EDUCATION

**ED.610.610 Foundation to Innovation: Adult Learning**

Participants examine the history, philosophy, and theory of adult learning, as well as the breadth of the field, as they construct their personal philosophy of adult learning for their portfolio. Participants analyze the contributions of major contributors to the field from Knowles to Brookfield. Participants explore the evolution of adult learning theory, including traditional and emerging views of the practice of adult learning, such as andragogy, transformative learning, social and cognitive constructivism, and critical reflection. Participants investigate the importance of the contextual elements of epistemology and cultural issues, such as class, gender, and race. (3 credits)

**ED.610.620 Assessment-Based Instructional Design for Adult Learners**

Through this course students develop an approach to instructional design based on the establishment of clearly defined learning goals and indicators of their achievement. Participants design learning-focused, evidence-based instructional experiences for adult learners. Participants differentiate between knowledge and understanding; coverage and uncoverage; choose between depth and breadth; and create appropriate and authentic assessment tasks, including classroom assessments to demonstrate learning. Participants also develop valid, reliable, summative, and formative assessments. (3 credits)

**ED.610.630 Effective Instructional Strategies and Technologies for Adult Learning**

Participants learn how to select and use appropriate techniques and strategies, including technology, to create learning experiences aligned with learning goals and their corresponding assessment. Participants experiment with and examine effective elements of interactive lectures, small groups, and case studies. Participants give special attention to the role of technology in enhancing the teaching-learning process. Specifically, participants analyze the impact of various techniques and technologies in order to choose the most effective means to accomplish learning goals. (3 credits)

**ED.610.640 Leadership in Adult Learning**

Participants study leadership qualities such as responsiveness, accountability, and scholarship that are critical for effective needs assessment, program design, advocacy, implementation, and evaluation of adult learning experiences. They examine the unique needs of leaders within the diverse adult learning settings of higher education, business, and community. Participants explore teaching as scholarship, study models such as action learning, and explore potential funding sources. Next, they center on the development of needs assessments, measuring results, and advocating for internal and external support and resources to address a community, professional, legislative, or business need. Throughout this process, participants adjust their language and approach to match the varied cultures associated with business, higher education, professions, government, and specialized communities. Participants develop an outcomes based project targeted to address an identified need in one of these settings. (3 credits)

**ED.610.650 Internship in Adult Learning**

Participants engage in a capstone project to apply and analyze their approach to adult learning. Under the guidance of a faculty sponsor, each participant prepares an extensive learning experience designed to address identified learning goals. Participants implement the learning experience and conduct an analysis of the outcomes with recommendations for future modifications to the experience. Participants share learning with a panel of experts. (3 credits)

**ED.855.610 Seminar in Teacher Leadership**

See the Department of Teacher Development and Leadership course descriptions listing.

**ED.880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child**

This course will focus participants' learning on child and adolescent development consistent with developmental pathways: cognitive, linguistic, emotional, social, and physical. Topics include the needs of urban school children relative to health care, nutrition, differentiation, inclusion,

special education, gifted education, arts education, higher order thinking, and creative problem-solving. (3 credits)

**ED.880.611 Culturally Responsive Education**

Participants analyze recent research related to the education of culturally diverse children and youth and explore case studies of successful minority education programs. The course focuses on understanding the interrelated roles of the school, the family, and the community in addressing the educational needs of culturally diverse children and youth. (3 credits)

**ED.880.613 Teaching, Learning, and Leadership for Successful Urban Schools**

This course will examine the principles, policies, and practices of leadership and instruction that promote effective schools. Students will be exposed to the Effective Schools Correlates, the principles of the Coalition of Essential Schools, and numerous efforts at the local, state, and federal level designed to improve the quality of education, particularly as those practices and policies affect urban student achievement. Students will weigh the traditional patterns of teaching, learning, and governance with current federal, state, and local standards and new evidence-based, collaborative practices. Emphasis will be placed on examining models and methodologies currently in use in Baltimore City Public Schools and other local metropolitan areas. Students will use this research and knowledge as a basis for selecting effective methods that could be adapted to their particular setting. (3 credits)

**ED.880.615 Creating Family and Community Partnerships for Urban School Improvement**

Based on numerous studies that demonstrate the importance of parents and communities being involved in children's education, this course seeks to improve communication and partnership among all constituents. In this course, students will investigate those practices and policies that have demonstrated successful coalitions; design activities to engage, equip, and empower families and communities to become active partners in school improvement efforts; identify resources that promote advocacy for policies that allow schools to become welcoming and affirming centers for community and family engagement; and learn and use positive means of communication to improve relations among schools, families, and communities. (3 credits)

**ED.880.617 Urban School Reform**

This course examines systemic school reform movements in the urban school context. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 move-

ment, small high schools, school choice (charters and vouchers), mayoral control, merit-pay, and alternative routes to teaching. Participants will synthesize information about school reform in urban schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students in urban schools. (3 credits)

#### **ED.880.619 Foundations of Online Teaching and Learning**

This course will provide a research, theoretical, and practical foundation to online teaching and learning. Participants will engage in collaborative inquiry regarding the field of distance learning, resulting in the ability to address common assumptions about online learning, cultural competence in online learning, and ethical issues. Participants will be able to distinguish an effective online learning experience for adults and create criterion for selection, implementation, and integration of an online learning tool or application. (3 credits)

#### **ED.880.621 Facilitating E-Learning for Adults**

This course will explore concepts of teaching online that impact instructional effectiveness and build community and collaboration among learners, with consideration of cultural competence and participant diversity. Participants will experiment with emerging web-based technologies, and gain strategies for promoting learner engagement and motivation. Through modeling, authentic scenarios, feedback, and ongoing reflection, participants will have the capability to effectively facilitate asynchronous and synchronous online learning experiences and support the managerial, social, and technical aspects of online instruction. (3 credits)

*Prerequisite(s):* ED.880.619

#### **ED.880.623 Instructional Design for Online Learning**

This course will guide participants through a process of designing online instruction for adult learners, applicable for a variety of content areas and settings. Building upon a research-based instructional design model, participants will plan online learning experiences that combine pedagogy, organization, design, and technology. Participants will be able to design media-enhanced, engaging online activities and assess learning. (3 credits)

*Prerequisite(s):* ED.880.619

#### **ED.880.625 Online Education Administration and Evaluation**

In this course, participants will address challenges and opportunities for administering an online program. Participants will explore considerations for decision-making for online education, including outcomes-based program development, institutional investment, technical infrastruc-

ture, technical support, scalability, and sustainability. Using a self-evaluation and reflection process, participants will be able to implement empowerment evaluation to measure success and foster program improvement. (3 credits)

*Prerequisite(s):* ED.880.619

#### **ED.880.627 Capstone in Online Teaching and Learning for Adults**

Participants will apply learning from program coursework in an individualized culminating project. Participants will design and deliver an online learning initiative that incorporates research-based principles for effective teaching and learning for adults. To measure the effectiveness and impact of the online learning initiative, participants will develop and implement an evaluation plan and engage in ongoing critical reflection. (3 credits)

*Prerequisite(s):* ED.880.619, ED.880.621, ED.880.623, and ED.880.625

#### **ED.881.611 Action Research for School Improvement**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.881.622 Advanced Instructional Strategies**

See the Department of Teacher Development and Leadership course descriptions listing.

#### **ED.886.630 Understanding and Teaching Physical Geology**

Participants integrate the content and instructional strategies necessary to effectively teach the basic concepts of physical geology. Topics include the geological history of the earth, plate tectonics, mineral identification, the rock cycle, and the dynamic activity that affects the earth's changes. Methods of applying geology concepts to the classroom are emphasized. A variety of laboratory activities, as well as the inquiry approach, are presented and practiced. (3 credits)

#### **ED.886.631 Understanding and Teaching Earth Observations from Space**

Participants learn to acquire, process, interpret, and manage remote sensing planetary data. They use satellite imagery and data as tools for enhancing the science classroom. Various methods of satellite data and image retrieval from the Internet are explored. Teaching methods for applying the concepts to the science classroom are modeled and discussed. Hands-on activities emphasizing the inquiry approach are used to apply findings from data to the science classroom. Technology is an integral part of the course. (3 credits)

#### **ED.886.632 Understanding and Teaching the Solar System**

Participants are introduced to the history of solar exploration; space observation methods and techniques; survey of planets and small bodies; the sun as a star; the earth as a planet; and the search for life. Emphasis is on develop-

ing a thorough understanding of the solar system and applying the concepts to the classroom. Teaching methods, strategies, resources, and recent space mission data are explored and discussed. Promoting student-centered experimentation and problem solving are discussed and modeled. (3 credits)

**ED.886.633 Understanding and Teaching Stars, Galaxies, and Beyond**

Participants explore the content and methods of teaching stellar and intergalactic astronomy. Topics include cosmology, galaxy classification and evolution, stellar classification and evolution, radiation theory, and the interstellar medium. Current results from the Hubble Space Telescope are explored and classroom activities include space observations. Methods of applying the concepts and research to the science classroom, emphasizing the inquiry approach to teaching, are modeled and discussed. (3 credits)

**ED.886.634 Understanding and Teaching Earth's Weather and Climate**

Participants examine the content and methodology of teaching the basic concepts of meteorology. Content focus includes factors that create local, regional, and global weather phenomena. Special topics include climate change issues such as global warming, greenhouse effect, and El Niño. Inductive and inquiry approaches to instruction are used throughout the course to model experimentation and problem solving for the earth/space science classroom. (3 credits)

**ED.886.811 Earth/Space Practicum**

Students collaborate with earth/space research scientists to develop learning units that apply earth/space science content, research techniques and computer-based data analysis to scientific inquiry activities designed for the classroom. Students are expected to teach the units in their classrooms and assess the impact of the activities on the appropriate grade level indicators for earth/space science from the Maryland State Department of Education Voluntary State Curriculum and Core Learning Goals. (3 credits)

*Notes: Must have permission of academic adviser to register for this course.*

*Prerequisite(s):* ED.886.631 and ED.886.632

**ED.887.611 Understanding Human Behavior and Helping Relationships: Part 1**

This course provides an introduction to the various helping professions that are available to support teachers in their work with students, including school counselors and clinical mental health counselors. The differences between these helping professions and services provided through special education will be discussed. The course addresses various approaches to helping students, as well as means for collaborating with helping professionals, consulting

with other school leaders, and counseling students. Finally, students will learn how to use data in making decisions about how best to address socio-emotional issues so as to promote academic achievement. (3 credits)

**ED.887.612 Understanding Human Behavior and Helping Relationships: Part 2**

Building on the information presented in Understanding Human Behavior and Helping Relationships: Part 1, this course examines ways of assisting with emotional disorders that teachers may face in the classroom. The main focus of the course is on recognizing the signs of these disorders and working with the school counselor to support children with these diagnoses in the classroom setting. General school issues such as bullying and abuse prevention will also be covered. (3 credits)

**ED.887.615 Explorations in Mind, Brain, and Teaching**

During the past decade, the cognitive and neurological sciences have produced a vast frontier of knowledge on how the brain processes, stores, and retrieves information. Educators have increasingly recognized their role as consumers of this emerging knowledge. Participants in the course will review this research, examining how it intersects with the correlates of research-based effective teaching and the teaching of the arts across content areas. Topics of study will include the brain's memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts. (3 credits)

**ED.887.616 Fundamentals of Cognitive Development**

This course will provide participants with an overview of human cognitive development, including theory and research concerning how mental processes are carried out by the human brain. (3 credits)

**ED.887.617 Neurobiology of Learning Differences**

This course focuses on neurological aspects of special needs populations such as Autism, Specific Learning Disabilities, Executive Function Disorders, Attention Deficit Disorder, and Psychiatric Disorders. (3 credits)

**ED.887.618 Cognitive Processes of Literacy & Numeracy**

This course examines mental processes involved in the acquisition of reading and mathematics competency. (3 credits)

**ED.887.619 Special Topics in Brain Sciences: Emotion, Memory, and Attention**

This course addresses specific topics in brain research and encourages the participants to apply research and class discussions to instructional practices through authentic classroom learning units. (3 credits)

## GRADUATE EDUCATION FACULTY

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Amy M. Wilson, MEd  
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Anita Young, PhD  
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## JOINT APPOINTMENTS

*(Full-time at Johns Hopkins University,  
 part-time at the School of Education)*

Robert Balfanz, PhD  
*Principal Research Scientist (Professor)*  
*Center for Social Organization of Schools*  
*Secondary Appointment—JHU School of Education*

Michael Bender, EdD  
*Professor Emeritus*  
*Vice President of Educational Programs and Legislative Affairs*  
*Kennedy Krieger Institute*  
*Secondary Appointment—Department of Pediatrics, JHU*  
*School of Medicine*

Catherine Bradshaw, PhD  
*Associate Professor*  
*Bloomberg School of Public Health*  
*Secondary Appointment—JHU School of Education*

Robin P. Church, EdD  
*Associate Professor &*  
*Senior Vice President for Education*  
*Kennedy Krieger Institute*  
*Secondary Appointment—JHU School of Education*

Martha Bridge Denckla, MD  
*Director, Developmental Cognitive Neurology Department,*  
*Batza Family Chair, Kennedy Krieger Institute &*  
*Professor of Neurology, Pediatrics, and Psychiatry,*  
*JHU School of Medicine*  
*Secondary Appointment—JHU School of Education*

Joyce L. Epstein, PhD  
*Principal Research Scientist (Professor)*  
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Philip J. Leaf, PhD  
*Professor*  
*Bloomberg School of Public Health*  
*Secondary Appointments—JHU School of Education,*  
*JHU School of Medicine*

Nettie E. Legters, PhD  
*Research Scientist (Associate Professor)*  
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Mary Ellen B. Lewis, EdD  
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Charles J. Limb, MD  
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*Department of Otolaryngology—Head and Neck Surgery*  
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**DIVISION OF PUBLIC SAFETY LEADERSHIP (DPSL)**

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## THE DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership (DPSL) contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults through its teaching, research, and partnership activities.

DPSL's core purpose is to develop public safety leaders through teaching, scholarship, and community outreach. Public safety in America is embarking on a new era. The role of public safety agencies is changing dramatically. DPSL defines public safety organizations as federal, state and local law enforcement, fire and emergency medical services, public health, transit, military, intelligence analysis, private security, and occupational safety. Along with protecting life, property, and reducing and managing crime, executives are asked to respond to increased citizen concerns and fears, matters related to local and national security, and social conditions beyond their control. Public expectation for public safety services is at an all-time high. The changing role and mission of public safety organizations necessitates innovative approaches to providing quality service. Today's public safety executives must continue to reshape departments that, traditionally, have been highly centralized, overspecialized, and conventional in their approach to resolving community issues and problems. They must meet the challenges of increased scrutiny, a highly charged political environment, public demand for lasting change and quality neighborhoods, shortage of qualified personnel, and leading in a constrained fiscal environment.

### Programs

To respond to these and other challenges, DPSL, in conjunction with law enforcement officials from around the country, established several interdisciplinary programs for current and future executives serving the public safety profession. These exceptional cohort programs are recognized nationally for their quality curricula, excellent faculty, and the success of graduates. Degree programs include:

- Bachelor of Science in Management and Leadership—Police Executive Leadership Program (PELP), open to executives in all facets of public safety
- Bachelor of Science in Management and Leadership—Public Safety Aspiring Leaders Program, open to *future* leaders in all facets of public safety
- Master of Science in Management—Police Executive Leadership Program (PELP), open to executives in all facets of public safety
- Master of Science in Management—Public Safety Aspiring Leaders Program, open to *future* leaders in all facets of public safety
- Master of Science in Intelligence Analysis

The curricula reflect leadership, business, and liberal arts, and differ from other programs offered to public safety executives, since the focus is not criminal justice, fire science, or EMS.

To strike a balance between academic instruction and extracurricular projects related to the public safety needs of the region, students are required to complete individual and group projects on behalf of their own and other organizations, applying newly acquired skills and information to the professional work environment.

Throughout the program, many students participate in workshops and seminars led by subject-area experts, political leaders, police chiefs, fire chiefs, community leaders, business executives, and others. Workshops and seminars may be held on critical incident management, crisis communication, police influence on economic and community development, enlightened leadership, geo-mapping, eyewitness testimony, emerging gangs, community problem solving, the effects of legalized gambling on police, resource allocation, and risk tolerance. Students generally participate in field study trips such as the Gettysburg Battlefield, the United States Holocaust Memorial Museum, Arlington National Cemetery, and other historic sites in the region.

### Research

The division's reputation for conducting quality research has led to funded projects for federal, state, and local agencies. A primary focus of the division's research is the relationship between public safety agencies and the viability and sustainability of neighborhoods. The division provides support to local and state agencies in evaluating federally funded projects. The division has conducted research projects on the effectiveness of the "hot spots" community programs, the characteristics of successful first-line supervisors, and the effectiveness of police district and precinct commanders.

DPSL continuously pursues new avenues for research. DPSL faculty and staff are currently engaged in research on school safety, transportation safety (ports and railways), campus safety, evacuation planning, identity theft, the police response to people who have disabilities, and immigration and customs enforcement.

### Faculty

Full-time faculty, part-time faculty, and staff bring a wealth of practical experience and scholarship to the division's programs and activities. The diversity of the faculty gives a broad-based perspective to the division's undertakings and role as a leader in public safety education. Faculty members incorporate community and public safety issues through class discussion, projects, case studies, and field trips.



Faculty and staff are called upon regularly to serve on national commissions, work groups, and task forces. They have served on national commissions on such topics as homeland security, intelligence, profiling, recruiting, identity theft, the performance of federal agencies, technology, interoperability, accreditation, computer crime, and more.

## Alumni

Since 1994, over 600 talented professionals, representing approximately 50 agencies, have received degrees in management from The Johns Hopkins University Division of Public Safety Leadership. They are an extraordinary group

of individuals committed to making a difference in their professions and in their communities—and most do so while in full-time positions and raising families. Research shows that their extraordinary professional development efforts are often rewarded: after completing their course of study, over 66 percent of alumni have been promoted. Of those who have graduated, more than 60 have achieved the rank of chief of police and two have served as fire chiefs. Other program alumni have gone on to hold leadership positions in federal law enforcement agencies, the private sector, public safety research organizations, and the military.

## POLICE EXECUTIVE LEADERSHIP PROGRAM (PELP)

The Police Executive Leadership Program (PELP) is an intense course of study for public safety executives leading to graduate and undergraduate degrees in management. The award-winning program has been cited as one of the premier public safety executive education programs in the nation. Currently in its 15th year, the program remains the flagship program for the division and serves as the model for all other division programs. Visit our Web site at <http://psl.jhu.edu/programs/pelp/participating-agencies/> for a list of agencies involved in the program.

## BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP (PELP)

The 60-credit undergraduate degree completion program provides students with a quality education and myriad opportunities to develop professionally and personally. Throughout the program, students interact with renowned leaders, both local and national, in public safety, education, government, nonprofit organizations, and business and industry. Designed for those who have earned an associate of arts degree or 60 transferable credits, students must complete 60 upper-level (junior and senior year) undergraduate credits. The 60-credit undergraduate program offers a business-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

Graduates receiving a Bachelor of Science in Management and Leadership may be eligible for the 11-month accelerated Master of Science in Management.

## Curriculum

### *Year One Curriculum*

- 700.304 Values and Ethics
- 700.351 Introduction to the Change Process
- 700.303 Communication Skills for Leaders
- 700.421 Information Resources in the Social Sciences
- 700.309 Team Building and Leadership

- 700.317 Research Evaluation: From Theory to Application
- 700.305 The Ethics of Dissent
- 700.311 Social Problems in Contemporary Society
- 700.354 Managing Diversity
- 700.352 Quality Management

### *Year Two Curriculum*

- 700.302 Theories of Personality
- 700.470 Community Development
- 700.341 Creative Thinking and Problem Solving
- 700.310 Management of Information Systems
- 700.502 Developmental Psychology
- 700.301 The Economics of Social Issues
- 700.530 Special Topics in Leadership
- 700.313 Global Justice, Professionalism, and Political Science
- 700.505 The Constitution, Society, and Leadership
- 700.312 Management: Power and Influence

## Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The undergraduate program is two years in length. While schedules may vary, typically classes meet two Fridays and Saturdays each month, from 8:30 a.m. until 4:30 p.m.

## Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

## Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts.

## Requirements for Admission

Applicants to the undergraduate Police Executive Leadership Program (PELP) must:

- hold a high school degree or equivalent
- possess an associate of arts degree from an accredited college or university and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale)
- be in a supervisory position or at an executive level in their organization
- be endorsed by their chief, CEO, or their designee
- meet entrance criteria established by the University
- submit an application, essay, resume, letter of endorsement, and official transcripts from all accredited post-secondary institutions attended.\* Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.

Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

## Transfer of Undergraduate Credits

Undergraduate degree applicants may transfer credits from an accredited institution of higher education with a grade of C or better. Transfer credits will be reviewed on an individual basis. Transfer credits will be judged as appropriate to the student's program by the program's director.

A student may also receive credit for extra-institutional learning by achieving a minimum score, as determined by the School of Education, on Advanced Placement (AP), College-Level Examination Program (CLEP), or DSST examinations approved by the American Council on Education's Center for Lifelong Learning.

A maximum of 60 credits may be transferred into the program, including credits by examination. Prospective students should request a preliminary transfer evaluation

by calling the Division's academic adviser at 410-516-9866 prior to submitting an application.

## Tuition

Undergraduate tuition for the academic year 2010-11 is \$555 per credit hour. Books are included in tuition costs. Financial assistance is available.

## Undergraduate Honors (PELP)

Undergraduate degree candidates whose grade point averages are 3.5 or better and fall within the top 20 percent of their discipline's graduating class will be eligible to receive undergraduate honors status. Eligible candidates must have earned a minimum of 54 credits through undergraduate programs at the Johns Hopkins University.

## MASTER OF SCIENCE IN MANAGEMENT (PELP)

This is a 45-credit graduate degree program. The curriculum consists of 15 three-credit courses covering such topics as leadership, change management, building quality organizations, management decision making, and ethics and integrity.

## Curriculum

### Year One Curriculum

- 705.588 Ethics and Society
- 705.605 Ethics and Integrity
- 705.606 Advanced Leadership Studies
- 705.635 Leadership and Organizational Behavior
- 705.615 Seminar in Change Management
- 705.745 Information and Telecommunication Systems
- 705.713 Managing Differences
- 705.724 Building Quality Organizations

### Year Two Curriculum

- 705.719 Crisis Communication Management
- 705.700 Management Issues in Psychology
- 705.730 Management: A New Paradigm
- 705.750 Case Studies in Management
- 705.618 Leadership through the Classics
- 705.732 Program Effectiveness and Evaluation
- 705.710 Leader as Teacher: Influencing Communities and Individuals

## Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and

fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is two years in length. While schedules may vary, typically classes meet two Fridays and Saturdays each month, from 8:30 a.m. until 4:30 p.m.

### Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

### Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts.

### Requirements for Admission

Applicants to the Graduate Public Safety Executive Leadership Program (PELP) must:

- be in a supervisory position or at an executive level in their organization
- be endorsed by their chief, CEO, or their designee
- possess a bachelor's degree from an accredited college or university, together with a successful academic record. (Admission to a master's program generally requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.)
- meet entrance criteria established by the University
- submit an application, essay, resume, letter of endorsement, and official transcripts from all accredited post-secondary institutions attended.\* Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.

Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

### Tuition

Tuition for the academic year 2010–11 for the graduate program is \$735 per credit hour. Books are included in the cost of tuition. Financial assistance is available.

## ACCELERATED MASTER OF SCIENCE IN MANAGEMENT (PELP)

This intensive 11-month, 30-credit master's program is open only to individuals who have earned a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders programs.

The curriculum covers such topics as leadership, change management, building quality organizations, management decision making, and ethics and integrity.

### Curriculum

- 705.635 Leadership and Organizational Behavior
- 705.608 Management of Human Resources
- 705.732 Program Effectiveness and Evaluation
- 705.724 Building Quality Organizations
- 705.750 Case Studies in Management
- 705.710 Leader as Teacher: Influencing Communities and Individuals
- 705.719 Crisis Communication Management
- 705.730 Management: A New Paradigm
- 705.618 Leadership through the Classics
- 705.820 Current Issues in Leadership (Capstone)

### Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

This is an 11-month graduate program. While schedules may vary, typically classes meet two Fridays and Saturdays each month, from 8:30 a.m. until 4:30 p.m.

### Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

### Admission

Students enrolled in a DPSL undergraduate program may begin the application process during their final undergraduate semester. Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact

our offices (410-516-9900) to speak with an academic adviser about the program.\* The Admissions Committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

## PUBLIC SAFETY ASPIRING LEADERS PROGRAM

Built on the foundation of the Police Executive Leadership Program (PELP), the Public Safety Aspiring Leaders Program is designed to prepare *future* leaders to successfully meet the challenges facing communities, law enforcement organizations, and the public safety profession. The graduate and undergraduate degrees are designed for those who have not yet attained supervisory or command rank. This unique program is for successful front-line officers, deputies, troopers, and other public safety personnel. Visit our Web site at <http://psl.jhu.edu/programs/palp/participating-agencies/> for a list of agencies participating in the program.

### BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP

This 60-credit undergraduate degree completion program provides students with a quality education and a myriad of opportunities to develop professionally and personally. Throughout the program, students interact with renowned leaders, both local and national, in public safety, education, government, the nonprofit sector, and business and industry. Designed for those who have an associate of arts degree or 60 transferable credits, students must complete 60 upper-level (junior and senior year) undergraduate credits. The 60-credit undergraduate program offers a business-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

Graduates receiving a Bachelor of Science in Management and Leadership degree may be eligible for the 11-month Accelerated Master of Science in Management program.

### Curriculum

#### *Year One Curriculum*

- 700.304 Values and Ethics
- 700.351 Introduction to the Change Process
- 700.303 Communication Skills for Leaders
- 700.421 Information Resources in the Social Sciences
- 700.309 Team Building and Leadership
- 700.317 Research Evaluation: From Theory to Application
- 700.305 The Ethics of Dissent
- 700.311 Social Problems in Contemporary Society
- 700.354 Managing Diversity
- 700.352 Quality Management

### Tuition

Tuition for the academic year 2010–11 in an accelerated graduate program is \$835 per credit hour. Books are included in the tuition costs. Financial assistance is available.

#### *Year Two Curriculum*

- 700.302 Theories of Personality
- 700.470 Community Development
- 700.341 Creative Thinking and Problem Solving
- 700.310 Management of Information Systems
- 700.502 Developmental Psychology
- 700.301 The Economics of Social Issues
- 700.313 Global Justice, Professionalism, and Political Science
- 700.530 Special Topics in Leadership
- 700.505 The Constitution, Society, and Leadership
- 700.312 Management: Power and Influence

### Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through each program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The undergraduate program is two years in length. The Public Safety Aspiring Leadership Program meets two Tuesdays and Thursdays each month, from 8:30 a.m. until 4:30 p.m.

### Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

### Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts.

### Requirements for Admission

Applicants to the Undergraduate Public Safety Aspiring Leaders Program must:

- hold a high school degree or equivalent

- possess an associate of arts degree from an accredited college or university and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale)
- be an experienced public safety professional currently employed by a public safety agency or organization, who desires to rise to a supervisory rank
- be endorsed by their chief, CEO, or their designee
- meet entrance criteria established by the University
- submit an application, essay, resume, letter of endorsement, and official transcripts from all accredited post-secondary institutions attended.\* Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.

Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

### Transfer of Undergraduate Credit

Undergraduate degree applicants may transfer credits from an accredited institution of higher education with a grade C or better. Transfer credits will be reviewed on an individual basis. Transfer credits will be judged as appropriate to the student's program by the program director.

A student may also receive credit for extra-institutional learning by achieving a minimum score, as determined by the School of Education, on Advanced Placement (AP), College-Level Examination Program (CLEP), or DSST examination approved by the American Council on Education's Center for Lifelong Learning.

A maximum of 60 credits may be transferred into the program, including credits by examination. Prospective students should request a preliminary transfer evaluation by calling the Division's academic adviser at 410-516-9866 prior to submitting an application.

### Tuition

Undergraduate tuition for the academic year 2010–11 is \$555 per credit hour. Books are included in tuition costs. Financial assistance is available.

### Undergraduate Honors

Undergraduate degree candidates whose grade point averages are 3.5 or better and fall within the top 20 percent of their discipline's graduating class will be eligible to receive undergraduate honors status. Eligible candidates must have earned a minimum of 54 credits through undergraduate programs at the Johns Hopkins University.

## MASTER OF SCIENCE IN MANAGEMENT

This is a 45-credit graduate degree program. The curriculum consists of 15 three-credit courses covering such topics as leadership, change management, building quality organizations, management decision making, and ethics and integrity.

### Curriculum

#### *Year One Curriculum*

- 705.588 Ethics and Society
- 705.605 Ethics and Integrity
- 705.606 Advanced Leadership Studies
- 705.635 Leadership and Organizational Behavior
- 705.615 Seminar in Change Management
- 705.745 Information and Telecommunication Systems
- 705.713 Managing Differences
- 705.724 Building Quality Organizations

#### *Year Two Curriculum*

- 705.719 Crisis Communication Management
- 705.700 Management Issues in Psychology
- 705.730 Management: A New Paradigm
- 705.750 Case Studies in Management
- 705.618 Leadership through the Classics
- 705.732 Program Effectiveness and Evaluation
- 705.710 Leader as Teacher: Influencing Communities and Individuals

### Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is two years in length. The Public Safety Aspiring Leadership Program meets two Tuesdays and Thursdays each month, from 8:30 a.m. until 4:30 p.m.

### Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

## Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts.

## Requirements for Admission

Applicants to the Graduate Public Safety Aspiring Leaders Program must:

- be experienced public safety professionals who are currently employed by a public safety agency or organization and desire to rise to supervisory rank
- be endorsed by their chief, CEO, or their designee
- possess a bachelor's degree from an accredited college or university, together with a successful undergraduate academic record
- meet entrance criteria established by the University
- submit an application, essay, resume, letter of endorsement, and official transcripts from all accredited post-secondary institutions attended.\* Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.

Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

## Tuition

Tuition for the academic year 2010–11 for the graduate program is \$735 per credit hour. Books are included in the tuition costs. Financial assistance is available.

## ACCELERATED MASTER OF SCIENCE IN MANAGEMENT

This intensive 11-month, 30-credit master's program is open only to individuals who have earned a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders programs.

The curriculum covers such topics as leadership, change management, building quality organizations, management decision making, and ethics and integrity.

## Curriculum

- 705.635 Leadership and Organizational Behavior
- 705.608 Management of Human Resources
- 705.732 Program Effectiveness and Evaluation

- 705.724 Building Quality Organizations
- 705.750 Case Studies in Management
- 705.710 Leader as Teacher: Influencing Communities and Individuals
- 705.719 Crisis Communication Management
- 705.618 Leadership through the Classics
- 705.730 Management: A New Paradigm
- 705.820 Current Issues in Leadership (Capstone)

## Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

This is an 11-month graduate program. While schedules may vary, typically classes meet two Tuesdays and Thursday each month, from 8:30 a.m. until 4:30 p.m.

## Location of Classes

Cohorts meet at either the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; or the HEAT Center, 1201 Technology Drive, Aberdeen, MD 21001. Both centers are conveniently located along the I-95 corridor. For directions to the HEAT Center, visit [www.heatcentermaryland.com](http://www.heatcentermaryland.com).

## Admission

Students enrolled in a DPSL program may begin the application process during their final undergraduate semester. Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact our offices (410-516-9900) to speak with an academic adviser about the program.\* The Admissions Committee makes the final selection of candidates.

*\*Application fee is waived for all public safety professionals.*

## Tuition

Tuition for the academic year 2010–11 in an accelerated graduate program of study is \$835 per credit hour. Books are included in the tuition costs. Financial assistance is available.

## MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

The Division of Public Safety Leadership of The Johns Hopkins University School of Education offers the Master of Science in Intelligence Analysis to enhance the nation's capabilities in the analysis of strategic and tactical information collected from open and closed sources. The Master of Science in Intelligence Analysis is an intense course of study for current intelligence analysts who are, or aspire to be, among the leaders of the Intelligence Community (IC).

Dynamic, robust leadership is as important as analytical expertise in meeting the goal of efficiently producing intelligence of value. Leaders within the intelligence community must foster and sustain a collaborative, ethical foundation on which to build intelligence products. These products must be based on collectively embraced standards of objectivity, quality, timeliness, and relevance.

The Master of Science in Intelligence Analysis enhances the tradecraft and the analytical skills of professionals in the field. Through this program, students build creativity, apply imagination, mentor less experienced analysts, and learn to improve communication between intelligence analysts and policy makers.

### Competencies and Goals

The Master of Science in Intelligence Analysis considers the challenges articulated by the National Commission on the Terrorist Attacks Upon the United States ( 9/11 Commission Report) and the Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction. These noteworthy reports provide the foundation for several program objectives. The degree program inspires the analyst's creative, intuitive, and analytical thinking in the production of intelligence of value for policy makers. The curriculum is built on proven strategies for improving communication and collaboration at all levels in the intelligence production process.

The learning program of the Master of Science degree in Intelligence Analysis focuses on four primary areas of competency:

- ethics, logic, and strategy
- dynamic written, oral, and visual presentation of intelligence analysis, and sharply honed research skills
- leadership, teamwork, and collaboration in developing intelligence of value to the consumer
- institutionalizing imagination through creative thinking, stimulated by a worldview energized and broadened by exposure to the creative arts and the literary, historical, cultural, and sociological viewpoints pertinent to threats faced by the citizens of the United States and other nations

### Objectives

The Master of Science in Intelligence Analysis degree is designed to inculcate leadership skills in all levels of the intelligence analysis hierarchy. Further, the degree is designed to enhance the analytical skill levels of intelligence analysts, throughout the "greater" intelligence community, to include federal, state, and local criminal intelligence analysts, and contractor analysts.

Specifically, students:

- gain and apply basic leadership skills and principles necessary for producing intelligence of value within a bureaucratic setting, either governmental or private
- develop written, oral, and visual presentation skills necessary for dynamic, succinct, and timely reporting of analytical conclusions to policy and decision makers
- acquire and make use of research tools applicable to the collection and analysis of large volumes of data
- apply new and enhanced skills to making informed, timely decisions, and ensuring that related tasks are understood, accomplished, and assessed
- learn the importance of ethics and integrity as a foundation for analytical debate and conclusion
- enhance their creative and strategic thinking in the intelligence environment

### Curriculum

The program consists of 14 three-credit courses for a total of 42 credits.

#### *Year One Curriculum*

- 720.604 Ethics of Belief
- 720.635 Leadership and Organizational Behavior
- 720.713 Managing Differences
- 720.609 Analytical Writing
- 720.745 Information and Telecommunication Systems
- 720.752 Strategic Thinking: Concept, Policy, Plan, and Practice
- 720.718 Terrorism: Concepts, Threats, and Delivery

#### *Year Two Curriculum*

- 720.637 Ethics and Society
- 720.607 Leadership through the Classics
- 720.710 Analysis, Data Mining and Discovery Informatics
- 720.702 The Art and Science of Decision Making
- 720.750 Case Studies in Intelligence Analysis
- 720.701 Special Issues in Intelligence Analysis
- 720.820 Current Issues: Capstone

## Cohort Formation and Schedule

Students in all Department of Public Safety Leadership programs proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in the organizations, ranks, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is approximately two years in length. Classes meet on Saturdays from 8:30 a.m. to 4:30 p.m.

## Location of Classes

Classes are held at the Columbia Center, 6740 Alexander Bell Drive, Columbia, MD 21046; conveniently located along the I-95 corridor.

## Admission

### Requirements for Admission

Applicants to the Master of Science in Intelligence Analysis degree program must:

- currently be serving as intelligence analysts in the intelligence community; federal, state, or local public safety agencies; or private vendors who serve IC agencies
- possess a bachelor's degree from an accredited college or university, together with a successful academic record. (Admission to a master's program generally requires that a student has earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) during their undergraduate program, or at least have earned a 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.)

- meet entrance criteria established by the University
- submit an application, essay, resume, and official transcripts from all accredited post-secondary institutions attended.\* Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.

Interested applicants may begin the application process online at <http://psl.jhu.edu/apply/> or contact the DPSL offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

*\*Application fee is waived for intelligence professionals.*

## Tuition

Tuition for the academic year 2010–11 for the graduate program is \$945 per credit hour. Books are included in the tuition costs. Financial assistance is available.

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## COHORT CALENDAR

Below are the next dates cohorts will begin their course of study. Applications for programs should be submitted to DPSL 30 days prior to the start of the cohort of interest.

### MASTER OF SCIENCE IN MANAGEMENT

September 10, 2010

### BACHELOR OF SCIENCE IN MANAGEMENT

May 2011

### MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

January 8, 2011



## DIVISION OF PUBLIC SAFETY LEADERSHIP COURSE DESCRIPTIONS

### ED.700.301 The Economics of Social Issues

Local, national, and international economic factors have always influenced the course of business, government, and the nonprofit community. Understanding these factors can aid leaders in forecasting, budgeting, innovating, and managing more effectively. Students critique economic articles and case studies, conduct cost and benefit analyses, and relate concepts such as market analysis, scarcity, supply and demand, and fiscal fluctuation to their daily functions and organization. Through readings, class discussion, and exercises, students explore international monetary and market systems and their effect on goods, trade, employment, and community development. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

### ED.700.302 Theories of Personality

Knowing how people mature, draw conclusions, and motivate themselves can be invaluable to leaders. In recent years, contemporary personality psychology has advanced the practical tools available to assist in managing groups, solving problems, and achieving goals. Students interpret individual and group action in certain situations by focusing on four conceptual frameworks: (1) motivation (goals, intentions, defense mechanisms); (2) cognition (self-concept, beliefs, values, attitudes, opinions); (3) traits and temperament (biological predispositions, introversion, extraversion, energy level, character); and (4) social context (culture, class, gender, ethnicity). Case studies and examples from students' organizations are used throughout the course. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

### ED.700.303 Communication Skills for Leaders

Professionals are judged, in great part, by their written, verbal, presentation, and consultation skills. Using case studies and scenarios, students apply various tools to communicating, influencing, and persuading internal, external, and political audiences. They apply communication theory and practice to routine and crisis situations. Communication skills are practiced and critiqued in matters related to administration, operations, labor relations, interagency relations, and marketing. Students differentiate factual writing from opinion writing. They practice visual, verbal, and written presentation skills and how to use them to persuade, change, and challenge. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

### ED.700.304 Values and Ethics

Leaders have pondered ethical dilemmas since before the days of Ancient Greece. Today, people continue to

reflect on challenges to personal and organizational integrity, moral decision-making, and standardizing behavior through a common set of rules. Students discuss parameters set by great leaders and philosophers of the past and challenge many long-standing beliefs that govern modern thinking about ethics and integrity. They explore situations that, while appearing relatively simple, led to the professional demise of leaders and public disrespect for organizations. They draw on their own beliefs and experiences to debate how and why certain decisions are made. Students explore contemporary issues such as abortion, gun control, and political influence. This course includes an on-line writing workshop. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

### ED.700.305 The Ethics of Dissent

Organizations and communities expect their leaders to act ethically and develop, promote, and follow the rules by which all the members of their organization are to operate. Leaders cannot exist by merely clinging to established rules. Through readings and discussion of philosophy, history, organizational behavior, and commonly held beliefs, students assess behaviors and processes that inhibit the highest standards of ethics. Students focus on the concept of dissent and the importance of listening to dissenters. They scrutinize various forms of behavior and decision making to distinguish complaint, cynicism, protest, and dissatisfaction from wrongdoing. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

### ED.700.307 Applied Statistics for Social Sciences

The proper employment of mathematics enhances leaders' effectiveness in areas such as budgeting, resource allocation, statistical analysis, and intelligence. Students apply basic math and statistics to problem solving. Students apply new and traditional design methodologies appropriate to organizational inquiries and statistical analysis. In addition, they use the SPSS analysis program to conduct organizational research. Students discuss and debate ethical issues in research and analysis and how to avoid common land mines and pitfalls. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs. This course is conducted in a computer lab.*

### ED.700.309 Team Building and Leadership

Team building varies among organizations and units within organizations. The need for a team may be short-term or permanent. Regardless of the circumstance, the ability to develop and nurture productive, outcome-oriented teams is a primary responsibility of all leaders.

Causing people to realize and achieve their potential as individuals and members of a team may seem, at times, like an all-consuming task. Students draw on their own experience and current workgroup to assess the stages of team development, solve problems that emerge within their team, gain consensus, motivate the group, and evaluate and convey success. Through readings, cases, and team projects, students identify and foster the positive capabilities of individuals, to benefit the entire team. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.310 Management of Information Systems**

Information systems have changed the way government, nonprofit organizations, and small businesses conduct their activities. Through case studies, lectures, discussions, and hands-on activities, students explore the rapidly changing world of information systems. Focus will be on systems, networking, value and cost, the Internet, information security, the law, and the future. This course is conducted in a computer lab. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.311 Social Problems in Contemporary Society**

The number and complexity of social issues facing leaders in government, business, education, the religious community, and nonprofit organizations abound. Among them are people's distrust of government and long-standing institutions, use and abuse of technology, the new service industry, changes in class structure, the decline of suburbia, and a controlled media. Through case studies, readings, videos, audio books, and debate, students reflect on how past leaders have addressed these and other issues. They consider their own "sphere of influence" and ability to affect change in matters of importance to their immediate work group, organization, and community. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.312 Management: Power and Influence**

Power and influence are important means to accomplishing a defined end, whether it is a product or service. When power and influence are applied properly, positive outcomes result. When they are abused, organizations and people are confined and success is restrained. Students scrutinize various sources of power and the social, economic, and cultural conditions that create them. They call upon their own experiences to discuss individual, group, and organizational power. Students investigate historic events in which people of great power quickly became powerless and those of modest influence grew to become world leaders. Through readings, class discussion, and group projects, they probe their own "sphere of influence" and how it may be tapped to achieve desired goals. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.313 Global Justice, Professionalism, and Political Science**

Public safety leaders are faced with particularly challenging issues today. Many of these issues are rooted in history written during the decade of the 1960s. Students will gain a greater understanding of and new insights into many contemporary issues by studying the past within a context rich in political science, justice, and professionalism concepts. Having a thorough understanding of the 1960s and its issues will enhance leadership abilities to better guide organizations through continuing struggles with racial equality, women's rights, war, counterculture, rebellion, loss of innocence, mistrust of authority, cultural change, misuse of government authority, and student activism. Students successfully completing this course will be able to immediately apply learned knowledge and skills in their current positions. Improved analytical and creativity skills gained through the course will assist them with future performance in higher leadership positions. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.317 Research Evaluation: From Theory to Application**

Failure to understand, conduct, and apply research weakens organizations and fosters an environment in which progress is stifled. Vendor-driven, consultant-driven, and academic-driven research are weak substitutes for agency-driven research. Students review research in several disciplines and appraise the sources of data and other information for reliability. They apply research methods to gaining new and better understanding of their community, organization, and work unit. They employ specific research methods, such as surveys, focus groups, and quantitative analysis to aid in developing ideas, solving problems, and critically evaluating programs. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.341 Creative Thinking and Problem Solving**

Effective problem solving requires more than off-the-shelf approaches and "how to" processes. People look to their leaders to think and act creatively when faced with complex problems and critical issues. Creative thinking—like analytical, strategic, and other types of thought—can be learned and nurtured. Through discussion, class projects, and exercises, students identify and overcome obstacles to creative thinking, cultivate their own creative thought process, and learn how to encourage creative thinking in others. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.351 Introduction to the Change Process**

Rapid, continuous change is a constant element in modern organizational life. Change is both welcomed and feared. It is needed, anticipated, and shunned. Getting people to move in a new direction is one of a leader's most important missions and greatest stressors. Relying on their organizational experiences, students gauge the value and practical application of various schools of thought on managing change. Through projects and case studies, they apply basic analytical and facilitation tools—scanning, planning, organizational design and structure, marketing—to the change process. Students develop a personal approach to managing change in their careers and current assignments. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.352 Quality Management**

The “quality movement” changed the way government, business, and nonprofit organizations accomplish their mission. There are important lessons to be learned from the successes, failures, national and international experiments, and best practices that have emerged from efforts to achieve “total quality.” Students dissect enduring theories and principles such as Deming's theory of profound knowledge and Juran's approach to continuous quality improvement. With examples drawn from the public and private sectors, they discuss and debate organizational renewal and the steps required to improve and sustain organizational effectiveness and efficiency. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.354 Managing Diversity**

The diversity of today's workforce creates rich opportunities and real dilemmas for supervisors and executives. Breaking diversity issues into their finest components and avoiding sweeping generalities, political rhetoric, and traditional hype allows leaders to identify and achieve viable solutions. Through lecture, discussion, research, and debate, students explore issues, contributions, failures, and successes related to diversity within America's communities and organizations. They delve into behaviors, such as stereotyping, prejudice, and fear mongering that block organizational and individual progress, change, and effectiveness. Practical strategies, including organizational action plans, task forces, regional and national recruiting, and diversity education programs are assessed. Students draw on their personal and organizational experiences in examining innovative approaches to conflict management. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.421 Information Resources in the Social Sciences**

Knowing how to access information—the best available information—is essential to student success. Members of the faculty expect students to apply academic excellence to exploring, selecting, analyzing, and applying sources of information. Through a series of practical exercises and experiences, students learn to conduct independent searches for social science information. They develop systematic approaches to identification and retrieval of data, research, opinion, and more. Students apply criteria to judging the quality of the information they find. They learn, too, how to incorporate quality information into papers, articles, and presentations they prepare for their courses and workplace. This course is conducted in a computer lab. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.470 Community Development**

Residents in urban, suburban, and rural areas are assuming greater control over the destiny of their neighborhood. The nature of suburbia is changing. The boundaries between jurisdictions in metropolitan regions are disappearing. Amid these changes, the core mission of American public safety remains the same—to serve people and, ultimately, sustain the viability of neighborhoods and communities. Through discussion, guest speakers, and exposure to a variety of neighborhood situations, students view community development as a discipline. They analyze the physical, social, and human capital in neighborhoods and how they influence progress, stability, and deterioration. Students draw on concepts such as planning, capacity building, mobilization, advocacy, and financial leveraging to solve neighborhood and community concerns. They focus on the role and responsibility of leaders to guide their organizations and units to affect positive change in neighborhoods. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.502 Developmental Psychology**

Knowing how people develop, from conception to death, aids in understanding how they respond to those around them, their environment, and other significant influences. Students consider the “life span” approach to the study of human development as they delve into milestones of maturation in childhood, adolescence, midlife, and old age; gender and psychosexual issues; and the impact of human trauma, loss, and victimization. Popular media, long-held beliefs, major theories, and scientific research play a role in student discussion and debate on the importance of role

models, relationships, morals, goals, culture, and psychological hardiness. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.505 The Constitution, Society, and Leadership**

Organizations and communities expect their leaders to act justly and develop, promote, and follow the rules by which all the members are expected to operate. In the United States, the most important and influential model for setting forth such parameters is the Constitution, the nation's supreme law. How it is interpreted and applied influences issues such as privacy, intrusion, hiring, whistle blowing, trade, education, and environmental safety. Students embrace the Constitution, as written and intended, and use this knowledge to dissect its many judicial, legislative, and political interpretations. Students consider morality, philosophy, national crises, and more, as they discuss and debate how the Constitution has been used to better society and as a tool to foster self-serving interests. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.700.530 Special Topics in Leadership**

With little or no notice, major and minor events can change the course of action for a leader. Whether the tragedy of September 11, an unanticipated work slowdown, a heinous crime, or a reduction in an overtime budget, leaders must respond with rapid, logical, sound solutions. Some events, such as the protests and riots of the late 1960s, the application of digital and microwave technology, and dramatic increases in federal funding, can change a profession—as occurred with American public safety. Others have short-term affects, if managed well. Students probe a myriad of events that shaped and continue to shape the nation's communities. Through readings, discussion, and group activities, they scrutinize how leaders reacted to significant events and issues. Students respond to current events that emerge during the tenure of the course. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.588 Ethics and Society**

The survival of a society is inextricably linked to the moral and ethical behavior of its people. Students traverse through historic and contemporary events that continue to influence society's standards—morals, laws, codes of conduct, dissent, and more. Through readings, case studies, and discussion, students sort through the varied theories and philosophies of how a just society is formed and sustained. Students apply their exploration of ethics to daily decision-making in the workplace and in their personal lives. They gain an understanding of the “domino

effect” of moral decision-making and how such decisions shape people, neighborhoods, communities, cities, and nations. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.605 Ethics and Integrity**

Confronted with moral dilemmas every day, people make critical decisions based on their beliefs, which incorporate their core values. Understanding how values are formed and applied is essential to leaders who must guide and assess employees' integrity and ethical behavior every day. Readings, case studies, and discussion reveal the ethical dilemmas encountered by executives and supervisors in their daily and long-range decision-making. Students explore various ways executives establish and maintain values and ethical standards as a foundation for organizational behavior. They discover how a commitment to values—such as adherence to the Bill of Rights and fair treatment of all people—influences the public's opinion of service agencies and the government as a whole. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.606 Advanced Leadership Studies**

Determining an individual's leadership style is an integral first step in understanding how he or she influences change and organizational behavior. Students apply proven and innovative leadership tools to an array of situations in the public, private, and nonprofit sectors. They identify ways to approach issues and needs in their own agencies, focusing on accomplishing their intended purpose, attracting and retaining commitment, inspiring employees, and minimizing disruption. In addition to studying a range of techniques applied by highly successful leaders, students examine their own style as it applies to facilitating transformation, interpersonal communication, conflict resolution, creative problem solving, resource management, and consensus building. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.608 Management of Human Resources**

Competence in managing human resources is a primary attribute of successful leaders. Employees respond to their organization based, in part, on their experience, time in grade, maturity, career stage, skill level, and more. As such, there is no “one size fits all” human resources program. How employees, contractual workers, and others are managed on a day-to-day basis can make or break an organization and an executive's or supervisor's future. Through discussion and case studies, students apply fundamentals of human resource management to contemporary organizations (bureau, division, unit, squad, etc.), focusing on topics such as workforce diversity, labor relations,

compensation and rewards systems, recruitment, selection, retention, separation, regulatory compliance, and performance assessment. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.615 Seminar in Change Management**

Within the public sector, change is constant for individuals and organizations. Budget, resource allocation, politics, and labor contracts are among the many factors not in an executive's control that can drive significant change. Change can be meaningful and rewarding or confusing and, possibly, disastrous. Knowing how to manage this change and use it to the benefit of employees and the people who use and rely on an agency's services is an essential skill for executives. Students scrutinize select issues dealing with planned and unanticipated change. They consider change that has occurred in their own agency and its affect on resources, employees' perception of the organization, and people's satisfaction with delivery of service. They delve into the power, role, and influence of leaders as change agents. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.618 Leadership through the Classics**

At some point, every employee assumes a role as leader. For some, regardless of his or her rank of position within the hierarchy, this is a daily role. Are leaders made or born? Are there hidden and obvious messages embedded in times past that provide an answer? Are the characteristics of effective leaders truly timeless? Are there lessons in classic literature to guide today's leaders? Through discussion and debate, readings from great literature, review of classic films, and more, students discover the themes, strengths, and weaknesses of leaders who have claimed a place in history. Students relate these discoveries to the issues, challenges, and demands they face in today's increasingly complex work environment. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.635 Leadership and Organizational Behavior**

Effective leaders routinely take the pulse of their organization and know what it means. They develop a "sixth sense" about what works and what does not. Students assess how leaders influence organizational behavior and the various systems—individual, group, and culture—that contribute to the successful operation of today's multifaceted service agencies. Through readings, case studies, and simulations, students compare organizational behaviors—including internal communication, quality control, and marketing—to activities in their own agencies. Students employ proven and innovative approaches to assessing organizations and

developing ways to accomplish defined goals and tasks. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.700 Management Issues in Psychology**

Effective leaders must know when to apply and how to manage psychological support services for employees. Requiring employees to pursue psychological support, depending on appropriateness, can have a positive or adverse effect on their attitude, demeanor, career, prevention, or recovery. Through readings, discussion, and case studies, students explore common and exceptional situations in which psychological support may be of value, and how to counsel and engage employees in the process of obtaining such support. Students gauge the quality of psychological support services. They assess employee reactions to various situations and the short-term and long-term outcomes of psychological intervention. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.710 Leader as Teacher: Influencing Communities and Individuals**

The diversity of today's workforce—from young entry-level employees to those with long-term experience—presents an array of complex issues to leaders who require specific performance behaviors in the workplace. In this course, students focus on the learning theory and developmental needs of adults in individual and group learning situations, and on the instructional strategies that precipitate learning. This course reinforces the role of leader as teacher. Students explore the construction of outcomes-based programs built on the performance needs of their organization. Classroom activities will model the type of education required for adult learners. Students evaluate the effectiveness of training efforts in their own organization, as well as educational programs offered to the public, and produce instructional materials suited for the adult learner. Topics addressed through lectures, discussions, and readings include characteristics of older and younger adults, managing young and older workers, effect of personal relationships on the job, willingness to learn, understanding and diffusing anger, and more. Students will be able to apply the principles and practices presented in this class to creating a learning organization. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.713 Managing Differences**

Successful leaders understand and manage differences that go far beyond traditional or stereotypical diversity-related issues. They monitor, analyze, and manage differences stemming from the organization's internal hierarchy, units with conflicting functions, different agencies, different lev-

els of government, and more. If ignored, these differences may erupt into behavior that hurts all concerned. Students assess differences in goals, values, beliefs, function, rank, race, gender, personality, and more. They discuss factors that drive tolerance and intolerance. Students apply techniques for overcoming behaviors that block individual, community, and organizational effectiveness in diverse settings. Through readings, case studies, and group activities, students compare various strategies for providing quality service to diverse communities. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.719 Crisis Communication Management**

At any given moment, the simplest of situations—a traffic stop, construction accident, inclement weather, sports event—may cause a crisis for a leader and his or her agency. How a leader communicates during a crisis can escalate or diffuse a potential disaster. Political leaders, the community, the media, and others view how a leader copes with a crisis as a measure of his or her success. Through case studies and discussion with public safety leaders, students apply a variety of techniques toward identifying, preventing, assessing, and managing events so that they do not become communications crises. Students emphasize both internal and external communication in their response to crisis situations presented in class. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.724 Building Quality Organizations**

In too many organizations, the term “quality” has become little more than an overused and abused buzzword. Its meaning has been lost to hype. Yet, there are enduring principles to creating and maintaining quality within organizations, such as Deming’s theory of profound knowledge and Juran’s approach to continuous quality improvement. Students discuss theories and notions of quality and its application to various organizational settings. Through several famous corporate and government cases, students apply techniques drawn from diverse models designed to improve effectiveness, efficiency, and value. Through readings and discussion, students explore the success and failure of past systems and movements such as total quality movement. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.730 Management: A New Paradigm**

What is the new archetype for managers and leaders? Are good statistical performance and absence of problems going to prevail as primary indicators of a supervisor’s or executive’s success in providing public service? Do organizations truly learn or do they simply copy or adopt in-vogue programs for the sake of expediency? Students

grapple with the answers to these and others questions about the state of management in the nation’s private, government, and nonprofit sectors. They consider factors such as competition, imagination, innovation, special interest groups, changing demands for service, influence of labor, politics, and more in determining how to lead their personnel to accomplish defined tasks. New definitions of structure and function are explored. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.732 Program Effectiveness and Evaluation**

The methods used by leaders to determine if a program has accomplished its intended purpose vary from a brief informal assessment to a highly structured evaluation system. Knowing how to assess a program, function, or situation is not an inherent trait. It encompasses skills that must be learned and nurtured. Many agencies go outside for these skills and spend large amounts on consultants to provide program assessment. Students apply various strategies for evaluating and analyzing programs to functions within their own organizations. They delve into problem-solving models and develop competence in using computer-based statistical and data base software. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.745 Information and Telecommunication Systems**

Reliance on technology to address challenges facing today’s society is extreme. From daily use of cell technology to interagency interoperability, and from personal safety to educating employees, reliance has rapidly moved to dependence. As executives turn to technology to solve problems, they make decisions that often have long-term effects on their agency and could cost millions. Students go from the basic to the advanced as they focus on information sharing and analysis, telecommunication, linking networks and systems, and more. They apply technology to simple and complex situations. They assess needs and solutions, determining the best application of technology and deciding when it reaches the point of overkill. They learn, too, how to judge technology-related information given to them by employees and others. This course is conducted in a computer lab. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.750 Case Studies in Management**

Learning through the experience of others is one of the best tools in a leader’s toolbox to build personal skills and organizational strength. Case studies from the public and private sector provide an opportunity for students to examine how organizations work and how managers deal with complex issues in policy making, human resources, resource allocation, field operations, marketing their orga-

nization, and more. Through the application of leadership principles learned in previous classes and new ones offered in this course, the class critiques and debates approaches and solutions to a series of cases. Through reading and analyzing case studies, participating in class discussions, and interacting with guest lecturers, students identify strategies for solving problems faced by individuals and organizations. Students identify and present examples from their own agencies relevant to the case studies. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.705.820 Current Issues in Leadership**

Leaders today are tasked with effectively and efficiently responding to a rapidly changing political, social, strategic, and technical environment; focusing on the strategic way ahead; and managing a workforce transitioning to new ways of operating. The application of knowledge gained in previous courses of study, combined with learning new leadership tools, provide a foundation for students to build innovative solutions to intractable problems facing their organizations. Students, after reviewing literature, completing readings, and experiencing dialogue and debate, produce—through individual, group, and class projects—specific courses of action applying contemporary leadership theory to real-world problems. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.604 Ethics of Belief**

Students explore concepts such as logic, epistemology, and ethics, and how the relationship between them influences the gathering and analysis of information and subsequent decision making. They develop and enhance skills necessary to conduct basic and complex analysis, routinely and in crisis situations. Through discussion, debate, readings, and research, students seek to answer several important questions. How much data or evidence should one collect and consider before drawing a conclusion? Can one base a conclusion solely on data or does it always reflect influences such as beliefs, will, politics, history, and other factors? To what degree is an employee accountable for undesirable consequences of a thoughtful, well-researched, logical decision? What is the difference between belief and knowledge and why does this matter when drawing conclusions? (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.607 Leadership through the Classics**

Every employee assumes the role of leader, formally or informally. For some, regardless of rank or position, this

is a daily role. Throughout history, the “informal leader” has been a formidable presence who has wielded as much or more influence than the “hierarchical leader.” Students seek answers to timeless questions. Are leaders made or born? Are the characteristics of effective leaders timeless? Are there lessons to be found in history to guide today’s leaders and decision-makers? Will the past repeat itself? Through classical readings from literature, review of films, discussions, and debate, students discover the themes, strengths, and weaknesses of past leaders and relate these discoveries to the issues, challenges, demands, and decisions they face in today’s increasingly complex work environment. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.609 Analytical Writing**

The ability to justify and present an analytical conclusion in clear, succinct prose is essential for anyone supplying policy-makers with information they need to formulate a decision. Students consider traditional and innovative methods of intelligence briefing, focusing on the difference between accuracy and truth in nonfiction writing and how facts are woven into a narrative form. Students prepare written reports and presentations on a variety of topics and, in doing so, construct narratives, project credibility, convey recommendations, and reinforce key messages. All students are screened to assess writing ability. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.635 Leadership and Organizational Behavior**

Effective employees routinely take the “pulse” of their organization and know what it means. They develop a “sixth sense” about what works and does not work within their organization and the community they serve. Students assess how people in various positions influence organizational behavior and the systems—individual, group, and cultural—that contribute to the successful operation of today’s multifaceted service agencies. Through readings, case studies, and simulations, students compare organizational behaviors, such as internal communication, quality control, and marketing, to activities in their own agencies. They employ proven and innovative approaches to assessing organizations and developing ways to accomplish organizational tasks and goals. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.637 Ethics and Society**

The survival of a society depends on the ethical behavior of its people. Students examine historical and contemporary events that influence society’s standards—morals, laws, religion, codes of conduct, and dissent. Through readings,

case studies, and discussion, students compare theories and philosophies on how to form and sustain a just society. Students apply their exploration of ethics to daily decision making. They gain an understanding of the “domino effect” of moral decision making and how their decisions influence and shape people, opinions, strategies, and operations. They relate personal decision making to core concepts such as client service, teamwork, sustaining excellence, intellectual honesty, and building trust. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.701 Special Issues in Intelligence Analysis**

New information affecting the intelligence community emerges every day. Subject matter on threat, response, groups, factions, and resources is voluminous. Specific areas warrant special attention. This course provides an added dimension to the degree program. Colloquia consist of half-day and full-day programs on important topics. They include guest lectures, panel discussions, and open debate. Colloquia supplement information provided in other courses and present new subject matter. Content is designed to engage students in addressing urgent, unexpected, and timely issues that arise. In the colloquia, students have the opportunity to raise issues and apply their analytical skills to an array of topics. This course includes a field experience. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.702 Art and Science of Decision Making**

Some of the latest research into decision making indicates that fully one half of all decisions fail when one considers the criteria of whether the decision made was implemented and remained implemented for a period of at least two years. Further, and more disturbingly, the research indicates that two thirds of all decisions are made using bad or failure-prone practices, contributing to the high rate of failure. Failed decisions at both the personal and organizational level carry incalculably high costs in real dollars and in terms of lost credibility and missed opportunities. In some cases, bad decisions become fiascos and debacles. Interestingly, there are three common blunders and seven traps that account for most of the poor choices we make. This course will move beyond the research to explore the practical applications of how people actually go about the process of making smart decisions. Students will work with both case examples and with their own work-related and personal decisions as part of the work. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.710 Analysis, Data Mining, and Discovery Informatics**

Access to information is greater and easier than any time in history. Knowing and thinking creatively about sources of data are essential if analysts are to find a diamond amid a vast desert of potentially valuable and extraneous information. Vast amounts of data are at the fingertips of anyone willing to spend time learning to develop the right questions and creatively searching (mining) readily available data-rich sources and environments. Students focus on the full spectrum and capability of computing and analytical sciences and technologies to analyze large volumes of data. Students consider strategies, models, and methods such as the knowledge and discovery process, identifying structural patterns in data, decision trees, clustering, classification and rule of association, and other methods of acquiring knowledge from a mass of data. Students learn to convert data to useful information and apply it to the needs of the client. This course is conducted in a computer lab. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.713 Managing Differences**

Successful people understand differences that go beyond traditional or stereotypical diversity-related issues. They monitor, analyze, and manage differences stemming from internal hierarchy, incompatible functions and ideals, conflicting agencies and governments, and other differences. If ignored, these differences may erupt into misinterpretation, misperception, inappropriate communication, or other behavior that harms people and institutions. Students assess differences in goals, values, beliefs, motive, function, rank, religion, race, gender, and personality. They discuss factors that influence and drive both tolerance and intolerance. Students apply techniques for overcoming behaviors that block individual, community, and organizational effectiveness in diverse settings. Through readings, case studies, and group activities, students compare various strategies for providing quality service to diverse internal and external communities. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.718 Terrorism: Concepts, Threats, and Delivery**

Students scrutinize the changing face of terrorism and terrorist threats, from a global endeavor to garner support for a cause, to small radical cells bent on causing harm for the sake of harm. They consider terrorism as a phenomenon and examine the counterforce options and constraints used to prevent and defeat terrorists. Myths, misperceptions, and hype are distinguished from fact. Students gain the tools necessary to identify and focus on legitimate threat to guide clients to address people, time, location, and behavior—the things most critical to preventing hei-



nous terrorist acts from occurring. Through scenarios and case studies, students exhibit leadership skills in countering terrorist activity, helping other leaders and the agencies they serve maintain perspective, and minimizing panic and alarmist reaction to terrorist threat. Students identify and apply measured responses to the information they gain on crises and potential crises. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.745 Information and Telecommunication Systems**

Technology is a tool that drives information exchange, security, intelligence analysis, and service. It is not a human problem solver. In today's intelligence analysis environment, technology has gone beyond a solution to become a challenge. It is no longer sufficient for analysts simply to be computer literate. They can no longer trust that an existing software package or piece of hardware is doing all that is needed. They must be diligent in questioning technology and be "hands-on" in decision-making processes on what and how it is used to solve problems and sustain and improve efficiency and the quality of information. Students scrutinize the "good, bad, and ugly" of how technology is being applied to situations and organizations. Students learn to apply technology to reporting and presenting information. This course is conducted in a computer lab. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.750 Case Studies in Intelligence Analysis**

Learning through the experience of others is one of the best tools for building and enhancing skills and thought processes. Case studies from the public and private sector provide an opportunity for students to examine how leaders apply intelligence information to functions such as planning, policy-making, resource allocation, and field operations. Through the application of principles learned in previous classes and new ones offered in this course, students critique and debate approaches to a series of cases involving intelligence analysis. Through reading and analyzing case studies and interacting with guest lecturers, students identify strategies for resolving actual situations. Students present their own experiences and examples to enhance discussion of the cases. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.752 Strategic Thinking: Concept, Policy, Plan, and Practice**

Strategic thinking sets a steady course for an individual task or an entire organization. It aids in confronting change, coping with crises, planning for transitions, and envisioning alternatives and new possibilities. It sustains people, programs, and assignments through changes in administration, shifts in demand for service, and political influence. Students discuss and debate strategic decisions that shaped modern history, including the use of military power to serve political ends. They examine the development of warfare from the 19th century to the present, emphasizing strategic and theoretical concepts. Through readings and discussion, students develop their strategic thinking skills and apply them to a myriad of case studies. They apply step-by-step methods to developing and implementing a strategy for their work unit. Students apply an array of techniques to assessing, modifying, and presenting strategic plans and motivating others to participate in the strategic planning process. They also examine their role in their agency's and/or client's strategic plan. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*

#### **ED.720.820 Current Issues: Capstone**

As a culminating course, students discuss the major issues that recurred throughout the program and the creative solutions they developed to deal with these issues. This course draws upon the knowledge students gained in previous courses and applies it to improving the quality of their work and services provided to customers. Students develop an array of new tools, such as effective questioning, and apply them to improving the products delivered to the people they serve. Through readings, lectures, dialogue, and debate, students apply the principles of enlightened leadership to challenges they face every day. Students develop a course of action to affect positive change in their current assignment and assess their experience in the degree program. (3 credits)

*Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.*



## DIVISION OF PUBLIC SAFETY LEADERSHIP FACULTY

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## DIVISION OF PUBLIC SAFETY LEADERSHIP FACULTY

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### ACADEMIC FACULTY

Ira Blatstein, PhD  
*Assistant Professor*

Joan DeSimone, PhD  
*Instructor*

Christopher Dreisbach, PhD  
*Assistant Professor*

Sheldon F. Greenberg, PhD  
*Associate Dean, Public Safety Leadership  
& Associate Professor*

Christina Harnett, PhD  
*Assistant Professor*

Stan Malm, MS  
*Instructor*

Phyllis McDonald, EdD  
*Associate Professor*

John Paparazzo, MS  
*Instructor*

Darrel Stephens, MS  
*Instructor*

Bascom Talley, MDiv, STM, MA  
*Instructor*

David Thomas, MS  
*Instructor*

L. Douglas Ward, MS  
*Director*

---

### JOINT APPOINTMENTS

*(Full-time at Johns Hopkins University, part-time at the  
Division of Public Safety Leadership)*

Jonathan M. Links, PhD  
*Professor & Deputy Chair, EHS; Director,  
Center for Public Health Preparedness  
JHU Bloomberg School of Public Health  
Secondary Appointment—JHU School of Education  
Joint Appointments—Radiology & Emergency Medicine,  
JHU School of Medicine; Deputy Director, Office of  
Critical Event Preparedness and Response (CEPAR),  
Johns Hopkins University & Health System*

---

### FACULTY ASSOCIATES

Stephen R. Allen, MA, MS  
*Staff Assistant  
United States Government*

Ross Ballard, MEd  
*President  
Mountain Whispers Audiobooks*

John L. Bergbower, MS  
*Director of Investigations  
Johns Hopkins School of Medicine*

Thomas Bonnar, MS  
*Special Inspector for Iraq Reconstruction  
SAIC*

Teresa Chambers, MS  
*Chief of Police  
Riverdale Police Department*

Cecilia G. Coffin, EdD  
*Leadership Development Facilitator  
Howard County Public School System*

Jack A. Davis, MS  
*Ret. Major General  
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William S. Davis, MS  
*Deputy Major  
Baltimore City Police Department*

Marc DeSimone, Sr., PhD  
*Lead Consultant and Partner  
ILDC Inc.*

Frederic C. Foley, MS, MBA  
*Certified Federal Enterprise IT Architect  
Office of Personnel Management*

Stanley C. Gabor, JD  
*Dean Emeritus  
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Jeffrey R. Gahler, MS  
*Captain/Commander  
Maryland State Police*

Jennifer C. Gibbs, MS  
*Faculty  
University of Maryland*

Lino Gutierrez, MA  
*United States Ambassador to Argentina  
United States Department of State*

Anna H. Hall, EdD  
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Division of Public Safety Leadership*

Natalie Hannon, MA  
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*JHU Center for Technology in Education*

David O. Harper, PhD  
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*JHU Applied Physics Laboratory*

Randolph Hock, PhD  
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*Online Strategies*

Michael P. Houck, MS, MEd, MBA  
*Library Services Coordinator*  
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*Senior Scientist*  
*JHU Applied Physics Laboratory*

Joseph N. McGowan, MGA, MS  
*Director of Federal Programs*  
*Division of Public Safety Leadership*

David Mitchell, JD, MA  
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*Division of Public Safety Leadership*

Margaret Murphy, PhD  
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*Varen Technologies, Inc.*

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*The Graduate School*

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Diana Raschke, MS  
*Deputy Program Manager*  
*Global Strategies Group (North America)*

Guy M. Santiago, MS  
*Instructional Systems Specialist*  
*United States Secret Service*

Patricia Anne Smith, JD  
*Attorney Advisor*  
*General Counsel Office of Veterans Affairs*

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*College of Notre Dame of Maryland*

Teresa Walter, MS  
*Chief of Police*  
*Havre de Grace Police Department*

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*Division of Public Safety Leadership*

Jim White  
*Faculty Associate*  
*Division of Public Safety Leadership*

John T. Wigle  
*Chief, Worldwide Incident Team*  
*National Counterterrorism Center*



## RESEARCH AND DEVELOPMENT CENTERS

CENTER FOR RESEARCH AND REFORM IN EDUCATION  
CENTER FOR TECHNOLOGY IN EDUCATION

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## RESEARCH AND DEVELOPMENT CENTERS

Through their extensive research, partnership, program development, and leadership and service activities, the School of Education's research and development centers play an integral and vital role in furthering the School's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults. Recognized as national leaders in creating new research-based models of instruction, these centers are making lasting improvements in student achievement across the country and are helping to address the learning needs of the most challenged students.

### CENTER FOR RESEARCH AND REFORM IN EDUCATION

The Center for Research and Reform in Education works to improve the quality of education for children in grades pre-K to 12 by focusing on obtaining, analyzing, and distributing the very latest educational research to bring meaningful reform to America's underperforming public schools.

Recent Center projects include:

- Completion of a three-year, national, randomized evaluation of the Success for All whole school reform programs that showed conclusive evidence of the program's superior results in student reading performance.
- Initiation of a national, definitive, randomized evaluation comparing transitional bilingual, two-way bilingual, and English-only instruction in reading for native Spanish-speaking students.
- Initiation of a longitudinal randomized evaluation in Northern Ireland of a program designed to improve children's social-emotional development, prosocial behavior, and mutual respect and understanding.
- Completion of a one-year matched control study of the Success for All reading program on Chinese primary school students in Hong Kong, which showed positive results in reading outcomes.
- A published review of research on language of reading instruction for English language learners, and another review on effective programs for English language learners.
- Completion of a three-year randomized study evaluating embedded multimedia (using video clips during teacher presentations) and computer-assisted tutoring, which found improved reading outcomes for these strategies.
- Operation of the federally funded Center for Data-Driven Reform in Education, which helps 59 high-poverty school districts in seven states to make effective

use of the data they collect, and to select research-proven instructional programs.

- Creation of the Best-Evidence Encyclopedia (BEE), which includes extensive reviews of research on elementary and secondary reading and math, programs for struggling readers, early childhood education, and other reviews.
- Directorship, in collaboration with Learning Point Associates, of the National Charter School Resource Center, a federally funded institute designed to disseminate research evidence and best practices to charter schools, state education agencies, and charter school organizations.
- Development, in conjunction with Success for All, of projects in middle school reading, elementary expository reading, elementary writing, and after-school programs.
- Working in project Ex-CELL (Excellence and Challenge: Expectations for Language Learners) at New York City middle and high school grades to create a common set of standards that can inform language curriculum, assessment, teacher preparation, and professional development.

To learn more about the work of the Center for Research and Reform in Education, please visit [www.education.jhu.edu/crre](http://www.education.jhu.edu/crre).

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## CENTER FOR TECHNOLOGY IN EDUCATION

The Center for Technology in Education (CTE) strives to improve the quality of life of children and youth, particularly those with special needs, through teaching, research, and leadership in the use of technology. Through a unique partnership, CTE combines the research and teaching resources of The Johns Hopkins University and the leadership and policy support of the Maryland State Department of Education. The Center's emphasis on technology in education is based on the belief that children with special needs have a right to the best possible education in the least restrictive environment, and the belief that technology can transform instruction so that all children can maximize their potential. CTE directs much of its work to expanding educators' awareness and skills so they are able to improve their practice and thereby increase student achievement.

Recent Center projects include:

- Creation of more than 50 on-line professional learning communities with 10,000+ participants.
- Development of a statewide special education data system supporting data for all 24 Maryland school districts.
- Standardization and electronic formatting of the Individualized Education Plan (IEP) that must be prepared for all Maryland schoolchildren diagnosed with disabilities.
- The Maryland Assistive Technology Network (MATN) was established by CTE to provide expert assistive technology specialists and general and special educators information on the most up-to-date AT policies, practices, and devices. CTE offers professional development opportunities to MATN members through its semi-annual institutes, regional meetings,

webinars, podcasts, and the MATN Online website. MATN membership is free and open to all Maryland educators, including special and general educators, speech language pathologists, AT specialists, occupational therapists, physical therapists, vision and hearing specialists, and state and district administrators.

- In partnership with Maryland Public Television, CTE reached over 35,000 Maryland educators through Thinkport, a one-stop online center for teachers and parents that provides educational resources, information, and advice.
- Creation of a series of digital learning games to enhance student learning in mathematics and reading. The Center is working with researchers at the Johns Hopkins Applied Physics Laboratory (APL) to explore how scientific simulation technologies and approaches can be creatively applied to engage middle school students in project-based learning activities.
- Development of Student Compass, an easy-to-use, Web-based data collection tool for monitoring student progress to improve the learning and performance of students with disabilities in general education classes.

To learn more about the work of the Center for Technology in Education, please visit [www.cte.jhu.edu](http://www.cte.jhu.edu).

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ADMINISTRATION

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## JOHNS HOPKINS UNIVERSITY ADMINISTRATION

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Edgar E. Roulhac  
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*Vice Provost for Graduate and Postdoctoral Programs  
and Special Projects*

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*Chief Information Officer and  
Vice Provost for Information Technology*

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*Vice Provost for Institutional Equity*

Pamela Cranston  
*Vice Provost for International Programs*

Scott L. Zeger  
*Vice Provost for Research*

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*Interim Vice Provost for Student Affairs*

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*Dean of the School of Nursing*

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*Director of the Applied Physics Laboratory*

Winston Tabb  
*Dean of University Libraries and Museums  
Vice Provost for the Arts*

---

## SCHOOL OF EDUCATION ADMINISTRATION

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*Dean*

Chris Atkins Godack  
*Assistant Dean, External Affairs*

Sheldon F. Greenberg  
*Associate Dean, Public Safety Leadership*

Mariale M. Hardiman  
*Assistant Dean, Urban Schools Partnership*

Ann E. (Betsy) Lowry  
*Assistant Dean, Teaching, Learning, and Assessment*

Betsy Mayotte  
*Associate Dean, Administrative Services*

Jacqueline A. Nunn  
*Associate Dean, Educational Technology*

Debbie Rice  
*Associate Dean, Financial Operations*

Henry Smith  
*Associate Dean, Development and Alumni Relations*

---

### DEPARTMENT CHAIRS AND DIVISION DIRECTORS

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*Department of Special Education*

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*Division of Public Safety Leadership*

Mariale M. Hardiman  
*Department of Interdisciplinary Studies in Education*

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*Department of Counseling and Human Services*

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*Department of Teacher Preparation*

Edward Pajak  
*Department of Teacher Development and Leadership*

---

### RESEARCH AND DEVELOPMENT CENTER DIRECTORS

Jacqueline A. Nunn  
*Center for Technology in Education*

Robert Slavin  
*Center for Research and Reform in Education*

---

## SCHOOL OF EDUCATION ADVISORY COUNCILS AND BOARDS

### NATIONAL ADVISORY COUNCIL

The School of Education is working with a core group of university trustees, business leaders, and educators to build a national advisory board. Members of this planning group include:

George Cigale  
*CEO  
Tutor.com*

Lisa Egbuonu-Davis

John C. Erickson  
*Chairman and CEO  
Erickson Retirement Communities*

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Digene Corporation*

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Eric Paquette  
*Senior Vice President of Production  
Sony Pictures Entertainment, Screen Gems*

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*President and CEO  
One Waverly LLC  
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Phillips Foods, Inc.*

Greg Prince  
*President, CEO, and Founder*  
*Virion Systems, Inc.*

Marlene K. Rankin  
*Clinical Associate Professor*  
*Rutgers, The State University of New Jersey*  
*College of Nursing*

Paula Singer  
*President and CEO*  
*Laureate Higher Education Group*

June Streckfus  
*Executive Director*  
*Maryland Business Roundtable in Education*

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