

Johns Hopkins University School of Education



Academic Catalog 2011- 2012

JOHNS HOPKINS
UNIVERSITY

School of Education

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INTRODUCTION

ABOUT JOHNS HOPKINS UNIVERSITY

The Johns Hopkins University opened in 1876, with the inauguration of its first president, Daniel Coit Gilman. “What are we aiming at?” Gilman asked in his installation address. “The encouragement of research . . . and the advancement of individual scholars, who by their excellence will advance the sciences they pursue, and the society where they dwell.”

The mission laid out by Gilman remains the university’s mission today, summed up in a simple but powerful restatement of Gilman’s own words: “Knowledge for the world.”

What Gilman created was a research university, dedicated to advancing both students’ knowledge and the state of human knowledge through research and scholarship. Gilman believed that teaching and research are interdependent, that success in one depends on success in the other. A modern university, he believed, must do both well. The realization of Gilman’s philosophy at Johns Hopkins, and at other institutions that later attracted Johns Hopkins-trained scholars, revolutionized higher education in America, leading to the research university system as it exists today.

After more than 130 years, Johns Hopkins remains a world leader in both teaching and research. Eminent professors mentor top students in the arts and music, the humanities, the social and natural sciences, engineering, international studies, education, business and the health professions. Those same faculty members, and their research colleagues at the university’s Applied Physics Laboratory, have each year since 1979 won Johns Hopkins more federal research and development funding than any other university.

The university has nine academic divisions and campuses throughout the Baltimore-Washington area. The Krieger School of Arts and Sciences, the Whiting School of Engineering, the School of Education and the Carey Business School are based at the Homewood campus in northern Baltimore. The schools of Medicine, Public Health, and Nursing share a campus in east Baltimore with The Johns Hopkins Hospital. The Peabody Institute, a leading professional school of music, is located on Mount Vernon Place in downtown Baltimore. The Paul H. Nitze School of Advanced International Studies is located in Washington’s Dupont Circle area.

The Applied Physics Laboratory is a division of the university co-equal to the nine schools, but with a non-academic, research-based mission. APL, located between Baltimore and Washington, supports national security and also pursues space science, exploration of the Solar System and other civilian research and development.

Johns Hopkins also has a campus near Rockville in Montgomery County, MD, and has academic facilities in Nanjing, China, and in Bologna, Italy. It maintains a network of continuing education facilities throughout the

Baltimore-Washington region, including centers in downtown Baltimore, in downtown Washington and in Columbia.

When considered in partnership with its sister institution, the Johns Hopkins Hospital and Health System, the university is Maryland’s largest employer and contributes more than \$10 billion a year to the state’s economy.

The mission of The Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world.

ABOUT THE SCHOOL OF EDUCATION

For over a century, the Johns Hopkins University School of Education has been preparing educators to make a difference in the lives of children, youth and adults. Founded in 1909 as the College Courses for Teachers, the school prepares educational leaders and develops research-based models of instruction that are making lasting improvements in student achievement. The School of Education offers doctorate and graduate programs and is engaged in a variety of research and development activities, external partnerships, and collaborative connections to the broader Johns Hopkins research community. The school awards more than 500 masters’ degrees in education a year—more than any other Maryland institution—and three research and development centers support its work: the Center for Research and Reform in Education, the Center for Social Organization of Schools, and the Center for Technology in Education. The School of Education’s nationally recognized Division of Public Safety Leadership provides graduate and undergraduate programs in management and conducts applied research in various areas of public safety leadership. More than 2,000 students are enrolled at the university’s Homewood campus in Baltimore and two off-campus centers located in the Baltimore-Washington area. For more information, please refer to the School of Education’s website: www.education.jhu.edu.

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

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

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

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 school'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

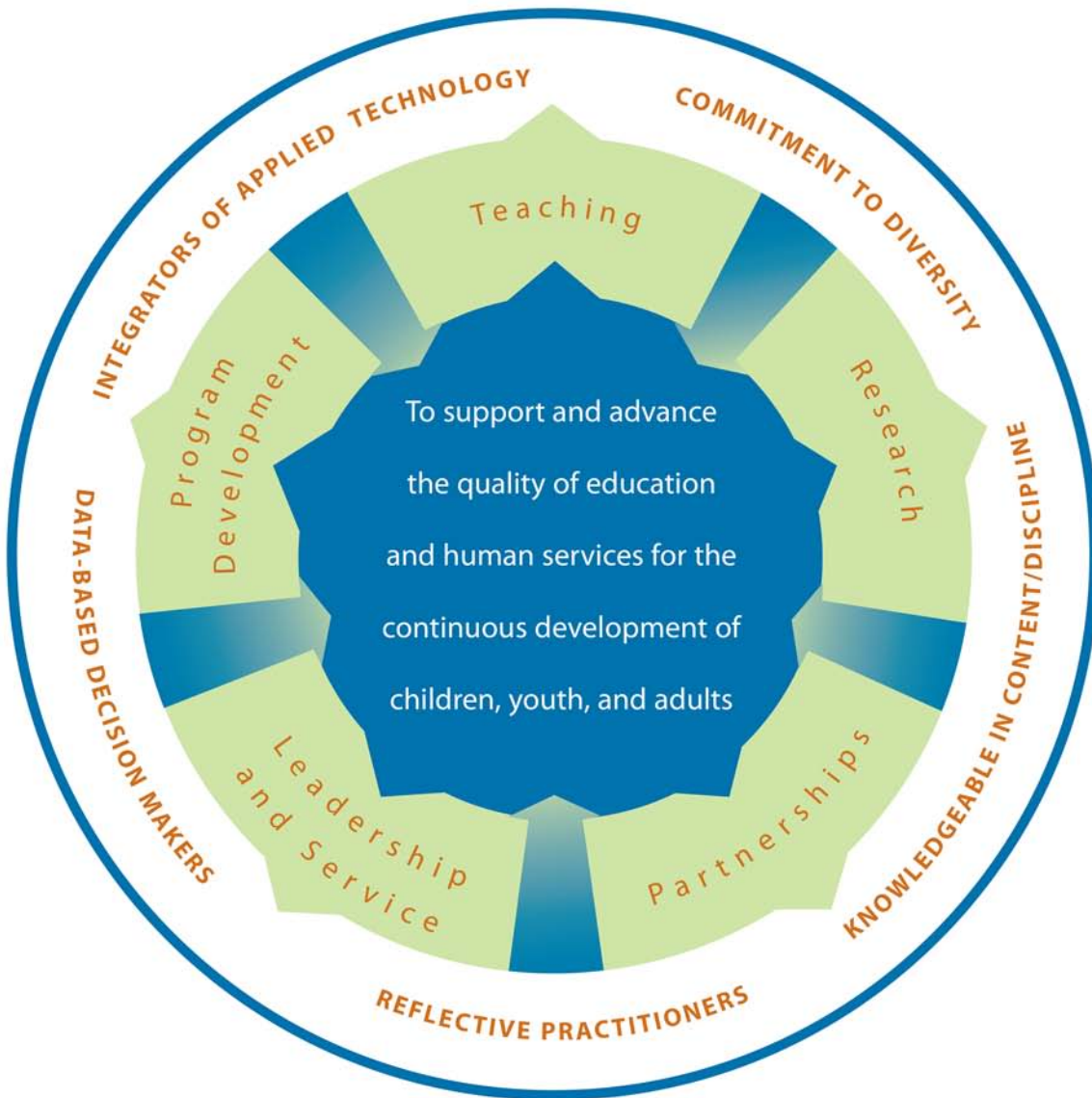
To achieve its mission, School of Education faculty, staff, and students uphold and promote the following core values:

- **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:
Master of Arts in Teaching (MAT)				
<i>Concentrations (Certification Programs):</i>	Early Childhood Education (Grades pre-K through 3)	Department of Teacher Preparation	39	44-46
	Elementary Education (Grades 1-6)	Department of Teacher Preparation	39	44-46
	Secondary Education (Grades 7-12)	Department of Teacher Preparation	39	44-46
	English for Speakers of Other Languages (ESOL) (Grades pre-K-12)	Department of Teacher Preparation	39	44-46
Master of Education				
<i>Concentration:</i>	Health Professions	Department of Interdisciplinary Studies in Education	33	70
Master of Science in Counseling				
<i>Concentrations:</i>	Mental Health Counseling	Department of Counseling and Human Services	60	56
	School Counseling (Flexible and Fellows Programs)	Department of Counseling and Human Services	48	57-59
Master of Science in Education				
<i>Concentrations:</i>	Educational Studies	Department of Interdisciplinary Studies in Education	33-39	69
	Educational Studies (Baltimore Area & Teach for America)	Department of Teacher Preparation	36-51	50
	Reading	Department of Teacher Development & Leadership	39	36
	School Administration and Supervision	Department of Teacher Development & Leadership	39	37
	Technology for Educators	Department of Teacher Development & Leadership	36	37

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
Master of Science in Special Education				
<i>Concentrations (Certification Programs):</i>	Early Childhood Special Education (Infant/Primary)	Department of Special Education	39	61
	Mild to Moderate Disabilities (Elementary/Middle & Secondary/Adult)	Department of Special Education	39	62
	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Department of Special Education	36	63
	Severe Disabilities (Grades K-12)	Department of Special Education	36	63
<i>Concentrations (Non-Certification Programs):</i>	General Special Education Studies	Department of Special Education	36-39	64
	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Department of Special Education	36	65
	Severe Disabilities	Department of Special Education	36	65
	Severe Disabilities: Emphasis in Autism Spectrum Disorders	Department of Special Education	36	66
	Technology in Special Education	Department of Special Education	36	66
Certificates of Advanced Graduate Study (CAGS)				
<i>Concentration:</i>	Counseling	Department of Counseling and Human Services	30	59
Graduate Certificate Programs				
<i>Adult Learning:</i>	Online Teaching and Learning for Adults	Department of Interdisciplinary Studies in Education	15	72
	Teaching the Adult Learner	Department of Interdisciplinary Studies in Education	15	73
<i>Counseling:</i>	Mental Health Counseling	Department of Counseling and Human Services	15	60
<i>Reading:</i>	Adolescent Literacy Education	Department of Teacher Development & Leadership	15	38
	Effective Teaching of Reading	Department of Teacher Development & Leadership	15	39
	Emergent Literacy Education	Department of Teacher Development & Leadership	15	40

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
<i>School Administration and Supervision:</i>	Educational Leadership for Independent Schools	Department of Teacher Development & Leadership	15	39
	Leadership for School, Family, and Community Collaboration	Department of Teacher Development & Leadership	15	41
	School Administration and Supervision	Department of Teacher Development & Leadership	18	42
<i>Special Education:</i>	Advanced Methods for Differentiated Instruction and Inclusive Education	Department of Special Education	15	67
	Assistive Technology	Department of Special Education	15	67
	Early Intervention/Preschool Special Education Specialist	Department of Special Education	15	67
	Education of Students with Autism and other Pervasive Developmental Disorders	Department of Special Education	18	68
	Education of Students with Severe Disabilities	Department of Special Education	15	68
<i>STEM (Science, Technology, Engineering, Mathematics) Education:</i>	Biotechnology Education	Department of Interdisciplinary Studies in Education	20	70
	Earth/Space Science	Department of Interdisciplinary Studies in Education	18	71
	K-8 Mathematics Lead-Teachers	Department of Teacher Preparation	18	54
	K-8 Science Lead-Teachers	Department of Teacher Preparation	18	54
	Mind, Brain, and Teaching	Department of Interdisciplinary Studies in Education	15	72
<i>Technology for Educators:</i>	Data-Based Decision Making and Organizational Improvement	Department of Teacher Development & Leadership	15	38
	Leadership in Technology Integration	Department of Teacher Development & Leadership	15	41
<i>Other Specialties:</i>	Cooperative Learning Instructional Practices	Department of Interdisciplinary Studies in Education	15	71
	English as a Second Language (ESL) Instruction	Department of Teacher Development & Leadership	15	40
	Evidence-Based Teaching In the Health Professions	Department of Interdisciplinary Studies in Education	18	72

Qualification	Program	Host Department	Number of Credits	Program Information on Page:
<i>Other Specialties:</i>	Gifted Education	Department of Teacher Development & Leadership	18	40
	Teacher Leadership: Instructional Leadership in School Settings	Department of Teacher Development & Leadership	15	43
	Urban Education	Department of Interdisciplinary Studies in Education	15	73
Doctoral Programs				
<i>Concentrations:</i>	Special Education	Department of Special Education	99	74
	Teacher Development and Leadership	Department of Teacher Development & Leadership	99	74

DIVISION OF PUBLIC SAFETY LEADERSHIP

Qualification	Program	Number of Credits	Program Information on Page:
Bachelor of Science			
<i>Concentration:</i>	Management and Leadership	60	125
Master of Science			
<i>Concentrations:</i>	Intelligence Analysis	42	127
	Management	45	126
	Management (Accelerated Program)	30	127

2011–12 ACADEMIC YEAR CALENDAR

SUMMER SEMESTER 2011

April 1

Financial aid priority filing date for 2011 summer semester

April 4–May 30

Registration period for 2011 summer semester

May 31

Last day to submit graduation application for 2011 summer semester

May 31

2011 Summer Session I begins

July 1

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

July 4

Fourth of July holiday; no classes held

July 13

Summer Session I ends

July 18

Summer Session II begins

August 27

2011 Summer Session II ends

October 4

Last day for students to submit incomplete work from the 2011 summer semester

Note: Monday-only classes meeting in Session I only have 5 scheduled meeting dates, therefore, faculty must schedule a make-up class session. All Monday-Wednesday classes have an additional class scheduled to meet on Wednesday, July 13.

FALL SEMESTER 2011

June 1

Financial aid priority filing date for 2011 fall semester

July 1

Deadline for Maryland State Workforce Shortage Student Assistance Grants application

July 1

Deadline for 2011-12 campus-based scholarships

July 5–August 28

Registration period for 2011 fall semester

August 26

Last day to submit graduation application for 2011 fall semester

August 29

2011 fall semester classes begin

September 5

Labor Day; no classes held

November 23–27

Thanksgiving Holiday; no classes held

December 12–17

Final examination period for 15-week classes

December 17

Last day of 2011 fall semester

February 11

Last day for students to submit incomplete work from 2011 fall semester and 2012 January Intersession

JANUARY INTERSESSION 2012

January 2–21

January Intersession classes

January 16

Martin Luther King Jr., holiday; no classes held

SPRING SEMESTER 2012

October 31–January 22

Registration period for 2012 spring semester

November 1

Financial aid priority filing date for 2012 spring semester

January 3

Last day to submit graduation application for 2012 spring semester

January 23

2012 spring semester classes begin

March 1

Deadline for 2012–2013 Maryland State Scholarships

April 1

Financial aid priority filing date for 2012 summer semester

April 30–May 5

Final examination period for 15-week classes

May 5

Last day of 2012 spring semester

May 24

University-wide Commencement; School of Education
Diploma Ceremony

MAY SESSION 2012**May 7–May 26**

May Session classes

July 1

Last day for students to submit incomplete work from
2012 spring semester and 2012 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 race, color, gender, marital status, pregnancy, 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, including the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs or in employment.

To be admitted to a School of Education degree or certificate program, students must submit a formal application. At minimum, this will include:

- the online application form
- an essay
- a CV or résumé
- two letters of recommendation
- official transcripts from all post-secondary institutions attended
- an \$80 application fee

In addition to the above requirements, some School of Education programs may stipulate additional admission requirements (e.g., standardized test scores). Applicants should contact the Office of Admissions at 410-516-9797 or go online at <http://education.jhu.edu/admission/> to determine specific admission criteria, suitability of prior qualifications, or certification requirements for individual programs. Qualified applicants may also be contacted to schedule a personal admission interview.

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. Students who provide fraudulent or incomplete information during the admission process will be dismissed.

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. All admission decisions rendered are final cannot be appealed. To expedite the process, applicants must submit official copies of undergraduate and/or graduate transcripts with their admission applica-

tion. 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

Academic records (transcripts, diplomas, and degree certificates) from non-U.S. institutions must be evaluated by an authorized credential evaluation agency and sent to the Office of Admissions in lieu of transcripts (see International Credential Evaluation). Candidates must be fully admitted before registering for courses.

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. Applicants are required to respond to an offer of admission within the time period provided by returning the Notice of Intent form enclosed with their acceptance letter. A deferral of an acceptance may also be granted when requested in writing by submitting the Notice of Intent form and indicating the desired deferral date. The decision to grant a deferral is at the discretion of the academic adviser or department chair overseeing the program.

Undergraduate Programs Admission Policy—Division of Public Safety Leadership

The Division of Public Safety Leadership (PSL) is the only unit in the School of Education that offers undergraduate programs. In addition to the above admission requirements, applicants for admission to a PSL undergraduate program must:

- Hold a high school degree or equivalent.
- Possess an associate of arts degree from a regionally or nationally 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 endorsed by their chief, CEO, or their designee.

Qualified applicants will be contacted for an admissions 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.

Note: The application fee is waived for all public safety professionals.

Graduate Certificate and Master's Degree Admission Policy

In addition to the above admission requirements, applicants for graduate certificate and master's degree programs must:

- Hold a bachelor's degree (and in some cases a master's degree) from a regionally or nationally accredited college or university.
- Have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress).

Doctoral Degree Admission Policy

See Program Requirements and Admissions under the Doctoral Programs section.

Application Deadlines

Please note that from the spring 2012 semester onwards the School of Education will be introducing the following application deadlines for most of its degree and certificate programs:

Fall admission	April 1
Spring admission	October 1
Summer admission	February 1

Note: The introduction of the above application deadline policy means that applicants seeking to start a program in the spring 2012 semester must submit their application by October 1, 2011, unless the program is exempt from the new application deadline requirements. (To determine if a program is exempt from the new school-wide application deadlines, please contact the Office of Admissions at 410-516-9797 or refer to the School of Education's admissions website, <http://education.jhu.edu/admission/>.) Applicants who wish to begin their program in the summer 2011 or fall 2011 semesters should contact the Office of Admissions regarding the specific application procedures in place for these two semesters.

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 2011–12 academic year students in full-time cohort programs must complete an online waiver form on Aetna's website demonstrating comparable health insurance. If the waiver is not completed, full-time students in cohorts will automatically be 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 or 410-516-6027 for the 2011–12 academic year deadline dates and to answer other questions. Graduate students not in a cohort program but taking nine or more credits per semester qualify to purchase Aetna health insurance. Full-time status is defined by Aetna as being enrolled in nine or more graduate credits each semester and 12 or more credits for undergraduate study. 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.aetnastudenthealth.com/default.aspx>) by August 15, 2011. 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, 2012.

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 application deadlines. 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.

Note: For summer semester admissions, international applicants may be considered for full-time graduate degree programs only. Applications for part-time programs beginning in the summer will not be considered.

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
Website: 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
Website: www.icdel.com

World Educational Credential Evaluators
P.O. Box 341468
Tampa, FL 33694-1468
Telephone: (813) 962-6506
Email: wecewellington@erols.com
Website: <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 410-234-9280 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
School of Education
Office of Admissions
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100

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.html>. 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 2011 and three credits completed in the January intersession 2012 total nine credits for the fall 2011 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 toward 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 website at www.uscis.gov for additional information, or contact International Services at 410-234-9280 or 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 cumulative grade point average that falls below the School of Education’s minimum 3.0 GPA requirement (on a 4.0 scale—see General Admission Policy) may be admitted on a provisional basis, pending fulfillment of clearly defined conditions that are stated to the applicant in writing. When these provisions 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 specified conditions 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.

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.

Note: Graduate Special Student (Non-Degree) status is not permitted for persons seeking initial teacher certification, nor are Graduate Special Students (Non-Degree) eligible to apply for financial aid.

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) in all previous undergraduate and graduate studies (including incomplete programs of study and/or programs still in progress). Applicants wishing to register for courses above the .500-level must receive the approval of an academic adviser from the department in which the course is being offered. Some courses are restricted to degree-seeking students only.

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:

- an application online at <http://education.jhu.edu/admission/special-student.html>
- \$25 application fee
- official transcripts from all accredited 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

Graduate Special Students (Non-Degree) who subsequently wish to enroll in a School of Education degree or certificate must submit a new application and all required supporting materials (see General Admission Policy

above). Prior admission as a Graduate Special Student (Non-Degree) does not guarantee subsequent admission to a School of Education degree or certificate. Any application of credits earned as a Graduate Special Student (Non-Degree) toward a degree or certificate is subject to approval by the 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, but in no circumstances can these additional credits be applied towards a School of Education degree or certificate program.

School of Education Alumni 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 the online application. No additional transcripts or application fees are required for this status.

Visiting Graduate Special Students (Non-Degree)

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 the online 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 academic adviser at 410-516-9900 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 certificate or master's program in the School of Education varies by program, but in no case shall exceed three credits for graduate certificates and six credits for master's degrees. In most cases, the School of Education will normally only accept transfer credits for courses taken no more than five years prior to an applicant's acceptance into a School of Education graduate certificate or master's program. However, the final decision regarding whether or not to accept graduate transfer credits, whether earned externally or internally (i.e. via another School of Education or other Johns Hopkins University graduate program), into a School of Education graduate certificate or master's program rests with the academic adviser 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.

Note: School of Education doctoral programs have their own policies regarding the acceptance of transfer credits. Applicants wishing to transfer credits, whether earned externally or internally, into a School of Education doctoral program should consult with the department offering the doctoral program.

CHANGING PROGRAMS

Applicants

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.

Admitted Students

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 division, need not go through the Office of Admissions; instead, such students should seek departmental/divisional approval to change programs.

Students seeking to change programs 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 department/division and will be decided upon on a case by case basis.

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.

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.

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. Applicants are required to respond to an offer of admission within the time period provided by returning the Notice of Intent form enclosed with their acceptance letter. A deferral of an acceptance may also be granted when requested in writing by submitting the Notice of Intent form and indicating the desired deferral date. The decision to grant a deferral is at the discretion of the academic adviser or department chair overseeing the program.

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.

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/academic-advisers.html> on the OneStop Student Services website for academic adviser contact information.

When to seek advising:

- Prospective graduate students are encouraged to speak with an academic adviser 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 with an academic adviser prior to applying and before registering for a course.
(Note: Graduate Special Students (Non-Degree) students wishing to register for courses above the .500-level must receive the approval of an academic adviser from the department in which the course is being offered.)
- 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 an academic adviser prior to registering for advanced-level graduate coursework.
- Students on academic probation or suspension are required to meet with an academic adviser prior to re-registration.

REGISTRATION

GENERAL REGISTRATION POLICY

Only students who have been fully admitted to a program (or as a Graduate Special Student) can register for courses. 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 START AND END DATES FOR ACADEMIC YEAR 2011–12

Semester	Start and End Dates
Summer Registration	April 4 – May 30
Summer Session I	May 31 – July 13
Summer Session II	July 18 – August 27
Fall/January Intersession Registration	July 5 – August 28
Fall Start and End Dates	August 29 – December 17
January Intersession Start and End Dates	January 2 – 21
Spring/May Session Registration	October 31 – January 22
Spring Start and End Dates	January 23 – May 5
May Session Start and End Dates	May 7 – 26
<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>	

Registration begins several months before each semester. Students who have been admitted to a program may register for courses online using the School of Education's ISIS Self-Service website at <https://isis.jhu.edu/>. (Students should refer to the OneStop Student Services website, <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 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 additional 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 website at <https://isis.jhu.edu/>, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop website 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 website at <https://isis.jhu.edu/>, or by submitting the facsimile Add/Drop Form (downloadable from the OneStop website 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 website 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 website. 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 website 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.

Between the Course Load and Interdivisional Registration sections, please insert the following 2 new sections:

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 toward 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.

WITHDRAWAL FROM A PROGRAM

A student wishing to withdraw from a program should consult first with his/her academic adviser. If a student decides to withdraw from a program, s/he must file written notice with his/her department chair or division director and with the Office of the Registrar. In addition to filing written notice to withdraw from a program, students must also notify the Office of the Registrar, using the Add/Drop form (see *Withdrawing from a Course*), if they also wish to withdraw from any course(s) in which they are currently enrolled at the time the decision is made to withdraw from a program.

A student who formally withdraws from a program, but who subsequently wishes to be reinstated to the program, must re-apply following the School's regular application process.

Note: Students who wish to switch programs rather than withdrawing from the University entirely should refer to the School of Education's policy on Changing Programs.

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 website 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 Zanyvl 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 Zanyvl 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. 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.

REFUND SCHEDULE					
<i>Note: Registration fees are nonrefundable</i>					
Refund	2-day mini-courses	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
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

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

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 website at <http://onestop.education.jhu.edu/registration/immunization-law.html>) 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.

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 2011–12 academic year, students in full-time cohort programs must complete an online waiver form on Aetna's website demonstrating comparable health insurance. If the waiver is not completed, full-time students in cohorts will automatically be 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 or 410-516-6027 for the 2011–12 academic year deadline

dates and to answer other questions. Graduate students, not in a cohort program, but taking nine or more credits per semester, qualify to purchase Aetna health insurance. Full-time status is defined by Aetna as being enrolled in nine or more graduate credits each semester and 12 or more credits for undergraduate study. 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.aetnastudenthealth.com/default.aspx>) by August 15, 2011. 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, 2012.

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.

EXAMINATIONS

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

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.

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.

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 soedisabilityservices@jhu.edu or 410-516-9734. Recent documentation from a credentialed profes-

sional 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/index.html>.

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 2011–12 Tuition Fees

Graduate Education Courses

- \$577 per credit for graduate-level (non-doctoral) courses (all locations)
- \$715 per credit for online courses
- \$1,200 per credit for the Master of Education in the Health Professions (MEHP)/Post-Master's Certificate in Evidence-Based Teaching in the Health Professions programs (Please note that the tuition rate for these programs for Johns Hopkins University and John Hopkins Hospital and Health System employees is \$700)
- \$33,000 per academic year for full-time master's program
- \$1,210 per credit for doctoral-level courses
- \$36,300 per academic year for full-time doctoral program

Note: Students in full-time master's programs who take courses over the summer semester pay the standard part-time graduate credit tuition rate (\$577 per credit); students in full-time doctoral programs who take courses over the summer semester pay the standard part-time doctoral credit tuition rate (\$1,210 per credit).

Public Safety Leadership Courses

- \$610 per credit for undergraduate-level courses
- \$920 per credit for graduate accelerated programs
- \$1,040 per credit for the Master of Science in Intelligence Analysis graduate program

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 one-time 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 \$75 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 a collections agency.

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.

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 students enrolled in a part-time program) and Schedule C (for students enrolled in a full-time program) below 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. Schedules A, B and C can also 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.

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

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. Payment Authorization Forms can be found at <http://onestop.education.jhu.edu/online-forms/>.

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 <https://www.afford.com/jhusoe>.
- 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 in part-time programs pay a nominal enrollment fee of \$50 each semester to join the payment plan (summer, fall, and spring).
- Students in full-time programs pay a nominal enrollment fee of \$75 at the beginning of each academic year to join the annual plan.
- 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 \$75 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.)

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.html>, contact the Office of Student Accounts at 410-516-9722, or email onestop.studentaccounts@jhu.edu.

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 soe.registration@jhu.edu.

For current billing periods and due dates, see Schedule A for part-time programs and Schedule C for full-time programs below or online at <http://onestop.education.jhu.edu/payment/>.

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 2011 THROUGH MAY 2012 JHU SCHOOL OF EDUCATION PART-TIME PROGRAMS

The Bill Covers Charges and Payments Applied to your Student Account Between the Following Dates	The Date when the Electronic Bill is Presented on the Web	Statement Due Date
March 10, 2011 – April 13, 2011	April 14, 2011	April 22, 2011
April 14, 2011 – May 11, 2011	May 12, 2011	May 27, 2011
May 12, 2011 – June 8, 2011	June 9, 2011	June 24, 2011
June 9, 2011 – July 13, 2011	July 14, 2011	July 29, 2011
July 14, 2011 – August 10, 2011	August 11, 2011	August 26, 2011
August 11, 2011 – September 14, 2011	September 15, 2011	September 30, 2011
September 15, 2011 – October 12, 2011	October 13, 2011	October 28, 2011
October 13, 2011 – November 9, 2011	November 10, 2011	November 25, 2011
November 10, 2011 – December 14, 2011	December 15, 2011	December 30, 2011
December 15, 2011 – January 11, 2012	January 12, 2012	January 27, 2012
January 12, 2012 – February 8, 2012	February 9, 2012	February 24, 2012
February 9, 2012 – March 14, 2012	March 15, 2012	March 30, 2012
March 15, 2012 – April 11, 2012	April 12, 2012	April 27, 2012
April 12, 2012 – May 9, 2012	May 10, 2012	May 25, 2012

SCHEDULE C: BILLING CYCLES – MARCH 2011 THROUGH MAY 2012
JHU SCHOOL OF EDUCATION PART-TIME PROGRAMS

The Bill Covers Charges and Payments Applied to your Student Account Between the Following Dates	The Date when the Electronic Bill is Presented on the Web	Statement Due Date
March 10, 2011 – April 13, 2011	April 14, 2011	April 30, 2011
April 14, 2011 – May 11, 2011	May 12, 2011	May 30, 2011
May 12, 2011 – June 8, 2011	June 9, 2011	June 30, 2011
June 9, 2011 – July 13, 2011	July 14, 2011	August 26, 2011
July 14, 2011 – August 10, 2011	August 11, 2011	August 26, 2011
August 11, 2011 – September 14, 2011	September 15, 2011	September 30, 2011
September 15, 2011 – October 12, 2011	October 13, 2011	October 28, 2011
October 13, 2011 – November 9, 2011	November 10, 2011	January 20, 2012
November 10, 2011 – December 14, 2011	December 15, 2011	January 20, 2012
December 15, 2011 – January 11, 2012	January 12, 2012	January 20, 2012
January 12, 2012 – February 8, 2012	February 9, 2012	February 24, 2012
February 9, 2012 – March 14, 2012	March 15, 2012	March 30, 2012
March 15, 2012 – April 11, 2012	April 12, 2012	April 27, 2012
April 12, 2012 – May 9, 2012	May 10, 2012	May 18, 2012

SCHEDULE B: 2011/2012 MONTHLY PAYMENT PLAN
JHU SCHOOL OF EDUCATION

Semester	Payment Plan Enrollment Start Date	Payment Plan Enrollment End Date	First Payment Due	Payment Plan Options
Summer 2011	April 4, 2011	June 1, 2011	June 1, 2011	TWO installments due the 1st of each month. First payment due June 1; remaining balance due on July 1.
Fall 2011 and Intersession 2012	July 5, 2011	Sept. 1, 2011	Sept 1, 2011	FOUR installments due the 1st of each month. First payment due Sept.1; remaining balance due on the 1st of Oct., Nov., and Dec.
Spring 2012	Oct. 31, 2011	Feb. 1, 2012	Feb. 1, 2012	FOUR installments due the 1st of each month. First payment due Feb.1; remaining balance due on the 1st of March, April, and May.
Annual Plan for Full-time Programs	April 4, 2011		May 1, 2012	TEN installments due the 1st of each month. First payment due May1; remaining payments due on the 1st of June, July, Aug, Sept, Oct, Nov, Dec, Jan, and Feb.
Students can contact Tuition Management Systems (TMS) either by phone at 1-888-713-7238 or visit their website at https://www.afford.com/jhusoe .				

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 while receiving federal student aid; 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: 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.html>.

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.

Note: 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

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

IMPORTANT FINANCIAL AID DATES	
January 1	The Free Application for federal student aid (FAFSA) is available
March 1	Application deadline for most Maryland State scholarships
April 1	Financial aid priority filing date for the summer semester
June 1	Financial aid priority date for the fall semester
July 1	Application deadline for School of Education scholarships
November 1	Financial Aid priority deadline for the spring semester

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-2011-2012.html>.

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) website at 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-2011-12.html> 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 websites provide additional information on financial aid sources:

- Financial Aid Information page (www.finaid.org)
- U.S. Department of Education home page (www.studentaid.ed.gov)
- Student Internet Gateway to the U.S. Government (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 website at 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 American Opportunity tax credit 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 (2010 income cutoff; 2011 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.

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/>.

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.

BD Diagnostics Biotechnology Education Scholarship

The BD Diagnostics Biotechnology Education Scholarship Fund was established in 2011 for students accepted into the Graduate Certificate in Biotechnology Education program who are teaching in a low-income school in the Baltimore Metropolitan region.

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 undergraduate 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.

Dean Ralph Fessler 100th Anniversary Scholarship Fund

This fund was established in 2011 to provide financial assistance for students in 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

Established in 2010 by Sheldon and Robin Greenberg to provide financial assistance for practitioners in the fields of law enforcement, fire/EMS, emergency management, public health, the military, security, and related public safety endeavors who pursue their degree(s) through 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 is available at www.gibill.va.gov.

<http://www.gibill.va.gov/apply-for-benefits/road-map/> is an excellent tool offered by the Department of Veteran Affairs as many veterans and active duty personnel can qualify for more than one education benefits program. This "Road Map" will help you determine what benefit is best for you and how to apply for it.

More information on applying for veterans' benefits and enrollment procedures may be obtained from the Department of Veterans Affairs <http://vabenefits.vba.va.gov/vonapp/>.

Students eligible for veterans' educational benefits (excluding Post 9-11, Chapter 33) register and pay their University bills in the same manner as non-veteran students. Reimbursement is made by the Department of Veteran Affairs on a monthly basis. The amount of reimbursement is determined by the student's rate of pursuit calculated by the number of courses taken during a semester.

Students eligible for Post 9-11, Chapter 33 veterans' benefits register in the same manner as non-veteran students. A partial tuition payment is made by the Department of Veterans Affairs directly to the University. The amount of payment is governed by the student's eligi-

bility established by the VA. The student is responsible for the remaining tuition.

In all of the above cases, veterans' educational benefit payments cover only a portion of assigned fees. Questions regarding enrollment procedures for the School of Education may be directed to the VA certifying official at 410-516-9816 or at soe.registration@jhu.edu.

To obtain veterans educational benefits, 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. (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

The VA will return an official “Certificate of Eligibility” to the student who must submit a copy of the certificate to the VA certifying official (address above) or fax to 410-516-9817.

TRANSFERS

When transferring from another college or university, the veteran must obtain a Request for Change of Program or Place of Training (VA Form 22-1995) from the Department of Veterans Affairs at www.gibill.va.gov. Submit the completed form to the Veteran’s Certification Officer as noted above.

CONTINUING JHU STUDENT ENROLLMENT

Students are required to email the VA certifying official at soe.registration@jhu.edu each semester after they register if they want to use veteran benefits for tuition and fees, including the graduation fee. A student who received veteran’s benefits while attending the University during the preceding semester and who re-enrolls with no change of objective needs only to advise the certifying official 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 also required to advise the certifying official at soe.registration@jhu.edu immediately of any change in their program, status or course load that might affect the amount of their monthly payment from the VA. Failure to do so may cause the Department of Veterans Affairs to seek restitution from the veteran of a resulting overpayment of benefits.

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 institution to the Department of Veteran Affairs stating that the courses and credits at Johns Hopkins University are accepted toward the student’s degree.

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: Some programs may have 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 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" grade 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 toward a student's GPA.

FAILURE (F) GRADE

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 required, it must be repeated. If the required course involves laboratory work, both the lecture and laboratory work must be repeated, unless the instructor grants permission for a student to retake only one of these course components when repeating the required course. 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, unless the course is repeated. (Per the School of Education's Repeated Courses policy (see below), when a course is repeated, both the original F and repeated course grades appear on the academic record; however, only the repeated course grade is used in calculating the grade point average.)

WITHDRAWAL (WD) GRADE

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 website at <http://onestop.education.jhu.edu/registration/changing-your-registration/dropping-or-withdrawing-from-a-course.html>) 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 (I) GRADE

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 voluntarily repeat 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. (Note: Students who are placed on academic probation may be required to repeat one or more courses as part of their plan for reinstatement to good academic standing—see policy on Unsatisfactory Academic Standing below. Courses that students are required to repeat as part of their academic probation do not count as “voluntarily” repeated courses.)

When a course is repeated, both the original and repeated course grades appear on the academic record; however, only the repeated course 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.
- Some programs, particularly at the master’s level, may have additional grade requirements for repeated courses—for example, stricter requirements for internship courses. Students should refer to the program page in the Academic Catalog or the program handbook (where applicable) for more information on program-specific course or grading policies.

Please note that a student who repeats a course, irrespective of whether it is taken voluntarily or mandated as part of the requirements for academic probation, may only receive

financial aid assistance toward the cost of the repeated course if the student did not previously receive financial aid assistance to pay for the original course.

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 or not 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 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 website 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 website <http://onestop.education.jhu.edu/registration/transcripts.html> 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.

Loan Deferment Requests

Loan deferment is certification of enrollment and is processed by the Registrar's Office. The School of Education participates in the National Student Clearinghouse, which is an industry-sponsored consortium that was created to simplify the enrollment verification and deferment processes for schools. The Clearinghouse is responsible for providing status and deferment information, on behalf of the school, to guaranty agencies, lenders, servicers, and the Department of Education's National Student Loan Data System (NSLDS).

On the first of each month, the School electronically transmits a report of students' enrollment status to the Clearinghouse, which, in turn, will supply verification of enrollment to lending agencies. Deferment forms submitted to the Registrar's Office will be forwarded to the Clearinghouse for processing weekly. Students may call the Clearinghouse at 703-742-7791 and speak to a Student Service Representative if it appears a lender has not accessed the correct information.

Note: Half-time status for graduate students is 5-6 credits per semester. For undergraduate students it is 6 credits per semester.

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.

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 disciplinary 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.

UNSATISFACTORY ACADEMIC STANDING

The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

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 any of the following 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.
- The student's cumulative grade point average falls below 3.0 (on a 4.0 point scale).
- The student fails to meet other academic and/or professional expectations as defined by individual departments and/or programs—for example, failing to display appropriate professional dispositions in a

course/program or performing unsatisfactorily during an internship placement.

In the event that any of the above outcomes occur, the following actions are taken:

- The student is placed on academic probation for a period of not less than one semester. While a student can appeal the award of a grade (see Grade Appeals policy), a student cannot appeal the decision to place him/her on academic probation.
- 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 the student received an unsatisfactory grade in a required course, the student must repeat the course in which the unsatisfactory grade was earned. (See policies on Failure (F Grades) and 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 repeated course(s) 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 (if applicable) required for good academic standing.
- If a student is reinstated to good academic standing, any additional grade of C+ or below, irrespective of his/her cumulative grade point average at the time, will result in academic dismissal, which is final.

Students who earn two F grades, three C grades (C+, C, or C-), or an F and two C grades in the same semester will be automatically dismissed from the program without recourse to academic probation. Such decisions are final and cannot be appealed, although a student may appeal the award of the original grade(s) (see Grade Appeals policy).

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 2012 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/registration/graduation.html> 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 2011–12 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 31
Fall	August 26
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 fieldwork 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

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 student 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

Below is a select listing of university policies relevant to students. For a complete listing of Johns Hopkins University policies, please refer to http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies.

- University Statement on Equal Opportunity – http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/equal_opportunity/
- Statement on Diversity & Inclusion – http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/diversity/
- Principles for Ensuring Equity, Civility and Respect for All – http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/equity/
- Procedures on Discrimination Complaints – http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/discrimination/
- Anti-Harassment Policy – <http://web.jhu.edu/administration/jhuoie/docs/Resources-Policies/ANTI-HARASSMENT-POLICY%205-25-11.pdf>
- Policy on Sexual Assault and Procedures – http://hrnt.jhu.edu/pol-man/Documents/Sexual_Assault_Policy_040511.docx
- Policy on Alcohol Abuse and Drug-Free Workplace – <http://hrnt.jhu.edu/pol-man/appendices/sectionE.cfm>
- Policy Addressing Campus Violence – http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/violence/
- University Policy On Family Educational Rights and Privacy – http://www.jhu.edu/news_info/policy/ferpa.html
- Policy on Student Social Security Number Protection and Use – http://www.jhu.edu/news_info/policy/ssnuse.html

GRADUATE EDUCATION PROGRAMS

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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, provided the course is directly applicable to the student's degree requirements.

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. 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

- 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
- 881.611 Action Research for School Improvement
- 884.642 Linguistics for Teachers
- 884.811 Supervised Clinical Practicum in Reading I for Master's Candidates
- 881.622 Advanced Instructional Strategies
- 884.701 Reading Comprehension and Critical Literacy
- 884.850 Clinical Practicum in Writing and Other Media

- 884.620 Seminar in Reading: Roles of the Reading Specialist
- 884.820 Supervised Clinical Practicum in Reading II

Choose one of the following elective courses for a total of 3 credits. The elective course must be taken during the second half of program. All candidate choices must be determined in consultation with, and approved by, the academic adviser.

- 884.612 Teaching Reading and Writing in the Content Areas to ESL Students
- 884.703 Seminar in Adolescent Literacy Education (offered during the spring semester only)
- 882.511 Human Growth and Development

School Administration and Supervision

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

This Master of Science in Education (MSEd) concentration is designed for certified 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 provision of opportunities for students to develop the skills and competencies that are necessary for successful educational leadership. Students have the opportunity to combine their practical experience with current research regarding best practices in areas such as leadership, curriculum and instruction, school law, technology, and other important curricula areas. The seminar is a capstone class where students synthesize prior learning as well as explore some current issues; the internship provides an opportunity for students to create a portfolio based on hands-on experiences in a school. The internship is completed in the school where the students are assigned to work and is completed under the careful supervision of an in-school mentor and a university supervisor.

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
- 851.616 Issues in K-12 Education Policy

Choose one of the following 3-credit electives:

- 882.524 Education of Culturally Diverse Students
- 851.630 School, Family, and Community Collaboration for School Improvement I

The following two courses are taken as year-long courses over two semesters. 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 understand 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 national 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. Students may also combine this certificate with another School of Education graduate certificate to earn a 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)

- 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 I for Reading Certificate Students*

**Note: All other certificate coursework must be completed before enrolling in the Practicum.*

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 (captology) 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 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. The certificate program comprises 15 graduate credits, with the option of applying them to the Master of Science in Education with a concentration in Educational Studies.

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.

Applicants to this certificate program must be educational professionals employed in a K-12 independent 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. 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 I for Reading Certificate Students*

**Note: All other certificate coursework must be completed before enrolling in the Practicum.*

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. Students may also combine this certificate with another School of Education graduate certificate to earn a 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)

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 I for Reading Certificate Students*

**All other certificate coursework must be completed before enrolling in the Practicum.*

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 two courses for a total of six credits:

884.612 Teaching Reading and Writing in the Content Areas to ESL Students
810.628 English Grammar and Second Language Acquisition for ESOL Teachers

Take the following two-semester course for a total of six credits:

810.618 Methods of Teaching English to Speakers of Other Languages

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

884.501 Advanced Processes and Acquisition of Reading
884.615 Cross-Cultural Studies in Literacy

Gifted Education

Adviser: Monica Hetrick, 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. Steven Sheldon, 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.

Requirements (15 credits)

- 851.648 Team 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 program consists of coursework required for Maryland State Department of Education (MSDE) certification at the Administrator I level, provided that the student meets all state requirements such as teaching experience and any other MSDE stipulation(s). A strong emphasis is placed upon the provision of opportunities for students to develop the skills and competencies that are necessary for successful educational leadership. The internship is the capstone course; it is completed in the school where the student works and is performed under the careful supervision of an in-school mentor and a university supervisor. Candidates must meet with an advisor before they are fully admitted to this certificate program.

The certificate may be taken as a stand-alone certificate program, may be incorporated into the 39-credit master's degree in School Administration and Supervision, or may be combined with another School of Education graduate certificate program to earn a Master of Science in Education with a concentration in Educational Studies.

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.

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, 410-516-9755

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, to 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 a required two-week online orientation kickoff in early June and a face-to-face residency at ISTE's National Educational Computing Conference (NECC) in late June. It continues for approximately one year, culminating with an internship. (Visit the ISTE website for specific dates and locations of the ISTE National Conference.)

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). To be considered for admission to the program, applications must be received by April 6, 2012.

If you are interested in applying to this program or if you have questions, please email soe.tdl@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, 410-516-9755

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 with a two-week online orientation in early June. It continues for approximately one year, culminating with an internship. Participation in the online orientation is mandatory to complete the program.

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. To be considered for admission to the program, applications must be received by April 6, 2012.

If you are interested in applying to this program or if you have questions, please email soe.tdl@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

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)

- 851.648 Team Leadership
- 883.506 Alternative Methods for Measuring Performance
- 851.610 Mentoring and Peer Coaching
- 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) is a part-time program designed for individuals

transitioning into teaching; candidates have up to five years to complete.

- 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. This is an 18-month paid partnership full-time program with the Montgomery County Public Schools district to address teacher shortages in critical needs areas; it requires a two-year teaching commitment in return.
- 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)

SIMAT, Montgomery County Cohort (Phone: 301-294-7102) Jennifer Cuddapah, Dee Jolles

ProMAT, Montgomery County (Phone: 301-294-7102)
Jennifer Cuddapah, Dee Jolles

AMAT (Phone: 410-516-9759)
Veronique Gugliucciello

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 teach-

ers and their participation in a variety of field placements. Upon successful completion of the coursework, internship, and Praxis exams, and defense of the portfolio, students are eligible for Maryland State teacher 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 before enrolling in classes. (Under Maryland law, persons who have committed acts of violence or crimes against children are not eligible for teacher certification.) Students must be admitted to the MAT program to enroll in classes.

Coursework

Early Childhood Education

Number of Credits Required: 39

- 810.606 Human Development, Learning, and Diversity: Part I (3)
- 810.607 Human Development, Learning, and Diversity: Part II—Culturally Responsive Teaching (3)
- 810.602 Curriculum, Instruction, & Assessment in School Settings (3)
- 884.511 Processes and Acquisition of Reading for Young Children (PreK-Grade 3) (3)
- 884.512 Diagnosis and Assessment of Reading for Young Children (PreK-Grade 3) (3)
- 884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3) (3)
- 884.517 Instruction of Reading for Young Children (PreK-Grade 3) (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)

Students must take one of the two courses below (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

- 810.606 Human Development, Learning, and Diversity: Part I (3)
- 810.607 Human Development, Learning, and Diversity: Part II—Culturally Responsive Teaching (3)
- 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)

Students must take an additional three credits; the course choices will vary depending on the program option.

Secondary Education

Number of Credits Required: 39

- 810.606 Human Development, Learning, and Diversity: Part I (3)
- 810.607 Human Development, Learning, and Diversity: Part II—Culturally Responsive Teaching (3)
- 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)

Students must take an additional six credits; the course choices will vary depending on the program option.

English for Speakers of Other Languages (ESOL)

Number of Credits Required: 39

- 810.606 Human Development, Learning, and Diversity: Part I (3)
- 810.607 Human Development, Learning, and Diversity: Part II—Culturally Responsive Teaching (3)

- 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)

Students must take an additional three credits; the course choices will vary depending on the program option.

Admission

Applicants to the MAT program must possess at least a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and/or programs still in progress). Applicants must submit the application form and fee, a CV/résumé, an essay, official transcripts from all post-secondary institutions attended, passing scores on one of the following tests (Praxis I, SAT, ACT or GRE), and two or three letters of recommendation (depending on the program option). (Please visit the Maryland State Department of Education (MSDE) website at http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1 to view current state requirements.) Since teaching certification is discipline specific, applicants must have completed an undergraduate or graduate degree in the content area in which they seek certification. If found eligible for admission, applicants will be invited for interview.

Master's Programs Leading to Certification

To be recommended for Maryland teacher certification, students must complete the MAT program requirements (including acceptance of the portfolio, successfully completing the internship, and earning a GPA of at least 3.0 for all coursework) 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 1-6).

- 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 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 teacher certification, please visit the National Association of State Directors of Teacher Education and Certification's website at <http://www.nasdtc.org/index.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 (grades PK– Grade 3); Elementary Education (grades 1-6); or Secondary Education in the disciplines of English, foreign languages (Spanish, French), mathematics, four sciences (biology, chemistry, earth/space science, and physics), and social studies; or English for Speakers of Other Languages (ESOL).

The FlexMAT program option 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 a wonderful 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 or at soe.finaid@jhu.edu. Each candidate may complete the program at his/her own pace within the five-year time limit. Candidates are not obligated to take a specific

number of courses per semester, but are recommended to take not more than three per semester. Thus, each candidate may determine 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, CV/résumé, official transcripts from all post-secondary institutions attended, two letters of recommendation, and an essay that convinces reviewers that the applicant has a commitment to becoming a teacher who believes in positive educational change.
- Bachelor's or graduate degree in the area of intended certification, or equivalent, and a minimum grade point average of at least 3.0 in all college-level studies. 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.
- Completion of state and federal criminal background checks, revealing no history of criminal activity prior to placement in any internship.
- Successful 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).
- Candidates complete a supervised internship and coursework.
- In lieu of a master's thesis, candidates submit and present a digital portfolio of their work.
- 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, electronic 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 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, mentor teacher, chair, and/or master teacher) who works with the intern, providing feedback and support during the semester-long internship.
- Electronic support and mentoring through the Electronic Learning Community (ELC).
- Financial Aid is available to those who qualify.

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 during the Pre-Internship Seminar (and prior to the Internship).
- 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 and in accordance with the School of Education's GPA policy and other course grade requirements.
- Complete all field experience observation requirements prior to the internship.
- Complete any supplemental coursework prior to the Pre-Internship Seminar, achieving at least a B grade in each course taken.
- Complete all Praxis exams prior to the Pre-Internship Seminar.
- 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 ELC and other forms of communication to maintain contact with adviser/coordinator, university supervisor, mentor teacher, and course instructors.
- Agree to terminate all other employment once the internship begins.
- Accept placement in a school, and under no circumstances to arrange one's 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 FlexMAT program office at 410-516-9759.

SCHOOL IMMERSION MASTER OF ARTS IN TEACHING (SIMAT)

SIMAT (School Immersion Master of Arts in Teaching) is a full-time degree program for those who want to pursue a career in teaching. SIMAT allows candidates to complete a nationally accredited Master of Arts in Teaching (MAT) degree program while engaged in a full-time supervised teaching internship. There are three SIMAT location options, and subject areas for certification and internship experiences vary by location option.

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

Columbia Center (Howard County/Anne Arundel County (HC/AA) Public Schools)

HC/AA SIMAT is designed for individuals who are interested in being initially certified to teach in a specific content area and develop skills that can be applied in a variety of school settings. Candidates begin the program by taking classes daily, mornings and afternoons, through most of the summer. Some experiences in a public school system summer program may also be available. The following fall semester, interns begin a full-year, full-time supervised internship while taking classes in the evening, two-to-three nights a week.

The certification areas include Early Childhood Education (grades PK–3), Elementary Education (grades 1–6); Secondary Education in the disciplines of English, foreign language (French, Spanish), mathematics, four sciences (biology, chemistry, earth/space science, and physics), and social studies; and English for Speakers of Other Languages (ESOL). This twelve-month cohort teacher preparation program begins every June and ends the following May.

Note: Not all certification areas are offered for each cohort. Please contact the program office for details on the certification areas that will be offered for the upcoming cohort.

Baltimore Homewood Campus (Baltimore County/Baltimore City (BC) Public Schools)

BC SIMAT is designed for individuals who seek to bridge the gap that often exists between schools and the communities that they serve. In this full-time internship program option, candidates spend significant amounts of time serving as interns in urban schools and community organizations, while they complete graduate course work.

The certification areas include Elementary Education (grades 1–6) and Secondary Education in the disciplines of English, mathematics, four Sciences (biology, chemistry, earth/space science, and physics), and social studies. This eleven-month cohort program begins in July and ends the following May.

Montgomery County Campus (Montgomery County (MC) Public Schools)

The MC SIMAT program option is designed to develop and support innovative teachers, committed to reaching the needs of today's diverse learners, who want to complete the requirements for the a Master of Arts in Teaching in the Montgomery County Public School system. MC SIMAT is an 18-month program which begins each January.

The certification areas include Early Childhood Education (grades PK–3); Elementary Education (General, Advanced Mathematics, Spanish Immersion, and Chinese Immersion); Secondary Education in the disciplines of English, foreign language (French, Spanish), mathematics, and four sciences (biology, chemistry, earth/space science, and physics); and or English for Speakers of Other Languages (ESOL).

Note: Not all content areas are offered every year and are subject to change per MC staffing needs.

SIMAT Admission Requirements

- Submission of application, fee, CV/résumé, three letters of recommendations, official transcripts from all post-secondary institutions attended, and an essay that convinces reviewers that the applicant has a commitment to becoming a teacher who believes in positive educational change.
- Bachelor's or graduate degree in the area of intended certification, or equivalent, and a minimum grade point average of at least 3.0 in all college-level studies. Candidates may also be required to take additional content courses to fulfill state requirements.
- Successful interview with program coordinator and/or faculty adviser, which includes a review of undergraduate coursework.
- 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 Howard County / Anne Arundel County Public School SIMAT program with a content gap of more than six credits by the start date in early June.
- Completion of state and federal criminal background checks, revealing no history of criminal activity prior to placement in any internship.
- Passing scores on one of the following State-approved tests: Praxis I, SAT, ACT or GRE.

SIMAT Framework

- Candidates complete the program in 11 to 18 months, depending on the program option.

- Candidates are placed in Professional Development School (PDS) settings during the program.
- Candidates complete a supervised internship and coursework.
- In lieu of a master's thesis, candidates submit and present a digital portfolio of their work.
- 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, electronic portfolio, and 39 course credits.

University Support for the SIMAT Program

- A faculty adviser to assist the candidate with academic course planning and portfolio support.
- A cohort coordinator is responsible for academic advising and program supervision of all the interns and university supervisors in a specified cohort.
- A university supervisor, a specialist in one of the areas of certification, provides frequent observations, written feedback, and other support during the internship.
- A mentor teacher is responsible for the day-to-day mentoring and development of the intern, and gradually relinquishes responsibility for lead teaching in his/her classes to the intern.
- Electronic support and mentoring through the School of Education's 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 and in accordance with the School of Education's GPA policy and other course grade requirements.
- Register for coursework and pay tuition at specified intervals throughout the program.
- Complete any supplemental coursework prior to program completion, achieving at least a B grade in each course taken.
- 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 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 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 HC/AA cohort), the Baltimore office at 410-516-5239 (for the BC cohort), or the Montgomery County office at 301-294-7102 (for the MC cohort).

PROFESSIONAL IMMERSION MASTER OF ARTS IN TEACHING: MONTGOMERY COUNTY PROMAT

Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers an 18-month Master of Arts in Teaching (MAT) degree for those interested in becoming Early Childhood, Secondary, or Elementary teachers. Montgomery County ProMAT offers approved programs leading to certification in areas of need identified by MCPS. Please visit the School of Education website for a current list of these areas—
<http://education.jhu.edu/teach/promat/index.html>.

All tuition, books, and fees are paid for by MCPS after the candidate pays for the first 6 credits of courses and books. In return, candidates commit to teaching in MCPS for two years upon successful completion of the program. 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. Coursework begins in January. 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. The application deadline for the next Montgomery County ProMAT (beginning January 2012) is November 15, 2011.

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 either the FlexMAT, SIMAT or ProMAT program 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.

MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL STUDIES (BALTIMORE AREA AND TEACH FOR AMERICA)

The Johns Hopkins Master of Science in Education: Educational Studies (MSEd) is designed for educators, including Teach for America (TFA) corps members, who are new to teaching and already possess certification or who may not need certification. It offers a unique focus on classroom teaching by integrating intensive pedagogical support with areas of specialization including.

Candidates can choose from four concentration options for the MSEd degree: Data-Driven Teaching, STEM, Urban Education, and Urban Education with Administration and Supervision. 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 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.
- **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.)

Teach for America Program

The TFA partnership program 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.

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 MSEd degree.

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, Lydia Lafferty Curran, Carolyn Parker, 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 number of credits required for the MSEd depends on the option selected. 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 MSED program options require candidates to participate in Electronic Learning Communities (ELCs); 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 before enrolling in classes.

Teach for America Program Admission

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

To apply to the TFA MSED program, applicants must apply online and submit an essay and official transcripts from all post-secondary institutions attended. Admission to the MSED program requires that an applicant have at least a bachelor's degree from a regionally accredited college or university and earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study and/or programs still in progress).

Baltimore Area Program Admission

Applicants to the Baltimore Area MSED program must submit the application form and fee, essay, CV/résumé, official transcripts from all post-secondary institutions attended, and two letters of recommendation. Admission to the MSED program requires that an applicant have at least a bachelor's degree from a regionally accredited college or university and earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study and/or programs still in progress). 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

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3)
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)

- 893.632 Data-Driven Decision-Making for Schools and Organizations (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 855.610 Seminar in Teacher Leadership (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 884.512 Diagnosis and Assessment of Reading to Young Children (PreK-Grade 3) (3)
- 884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3) (3)
- 884.517 Instruction of Reading to Young Children (PreK-Grade 3) (3)
- 810.xxx Teaching Elective I (3)

Elementary Education

- 810.610 Methods of Teaching in the Elementary School (3)
- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 893.632 Data-Driven Decision-Making for Schools and Organizations (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 884.502 Diagnosis and Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction of Reading (3)
- 810.xxx Teaching Elective I (3)

Secondary Education

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.606 Human Development, Learning, and Diversity: Part I (3)
- 810.607 Human Development, Learning, and Diversity: Part II—Culturally Responsive Teaching (3)
- 810.615 Methods of Teaching in the Secondary School (6)
- 855.610 Seminar in Teacher Leadership (3)
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 893.632 Data-Driven Decision-Making for Schools and Organizations (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)

- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)
- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)
- 810.xxx Teaching Elective I (3)
- 810.xxx Teaching Elective II (3)

Science, Technology, Engineering, Mathematics (STEM)

Number of Credits Required: 36

Early Childhood Education

TFA and Baltimore Area MSED candidates take the following nine core courses (totaling 27 credits):

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 810.6xx One content course from K-8 Science Lead-Teachers Graduate Certificate program (3)
- 810.6xx One content course from the K-8 Mathematics Lead-Teachers Graduate Certificate program (3)
- 810.685 Integrated Math & Science Applications for K-8 Lead Teachers (3)
- 878.501 Differentiated Instruction and Inclusion (3)

TFA candidates take the following three Reading courses (totaling 9 credits):

- 884.512 Diagnosis and Assessment of Reading to Young Children (PreK-Grade 3) (3)
- 884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3) (3)
- 884.517 Instruction of Reading to Young Children (PreK-Grade 3) (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 9 credits of 810.xxx elective courses.

Elementary Education

TFA and Baltimore Area MSED candidates take the following eight core courses (totaling 24 credits):

- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.610 Methods of Teaching in the Elementary School (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)

- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 810.6xx One content course from K-8 Science Lead-Teachers Graduate Certificate program (3)
- 810.6xx One content course from the K-8 Mathematics Lead-Teachers Graduate Certificate program (3)
- 810.685 Integrated Math & Science Applications for K-8 Lead Teachers (3)

TFA candidates take the following four Reading courses (totaling 12 credits):

- 878.501 Differentiated Instruction and Inclusion (3)
- 884.502 Diagnosis and Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction of Reading (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 12 credits of 810.xxx elective courses.

Secondary Education

TFA and Baltimore Area MSED candidates take the following nine core courses (totaling 30 credits):

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (6)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 880.613 Teaching, Learning, and Leadership for Successful Urban Schools (3)
- 810.6xx One content course from K-8 Science Lead-Teachers Graduate Certificate program (3)
- 810.6xx One content course from the K-8 Mathematics Lead-Teachers Graduate Certificate program (3)
- 810.685 Integrated Math & Science Applications for K-8 Lead Teachers (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)

TFA candidates take the following Reading course and one 810.xxx elective course (totaling 6 credits):

- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)
- 810.xxx Teaching Elective (3)

Baltimore Area candidates, instead of taking the above Reading course, take 6 credits of 810.xxx elective courses.)

Urban Education

Number of Credits Required: 39

Early Childhood Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 30 credits):

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 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)
- 878.501 Differentiated Instruction and Inclusion (3)

TFA candidates take the following three Reading courses (totaling 9 credits):

- 884.512 Diagnosis and Assessment of Reading to Young Children (PreK-Grade 3) (3)
- 884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3) (3)
- 884.517 Instruction of Reading to Young Children (PreK-Grade 3) (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 9 credits of 810.xxx elective courses.

Elementary Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 30 credits):

- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.610 Methods of Teaching in the Elementary School (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 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)
- 878.501 Differentiated Instruction and Inclusion (3)

TFA candidates take the following three Reading courses (totaling 9 credits):

- 884.502 Diagnosis and Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction of Reading (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 9 credits of 810.xxx elective courses.

Secondary Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 33 credits):

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (6)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 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)
- 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)

TFA candidates take the following Reading course and one 810.xxx elective course (totaling 6 credits):

- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)
- 810.xxx Teaching Elective (3)

Baltimore Area candidates, instead of taking the above Reading course, take 6 credits of 810.xxx elective courses.

Urban Education and Administration

Number of Credits Required: 51

Early Childhood Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 30 credits):

- 810.673 Supervised Internship and Seminar in Early Childhood Settings (3)
- 810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 881.610 Curriculum Theory, Development, and Implementation (3)
- 880.611 Culturally Responsive Education (3)
- 878.501 Differentiated Instruction and Inclusion (3)
- 810.665 School Reform in the Urban Environment (3)
- 851.603 School Law (3)
- 878.501 Differentiated Instruction and Inclusion (3)

TFA candidates take the following 3 Reading courses (totaling 9 credits):

- 884.512 Diagnosis and Assessment of Reading to Young Children (PreK-Grade 3) (3)
- 884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3) (3)
- 884.517 Instruction of Reading to Young Children (PreK-Grade 3) (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 9 credits of 810.xxx elective courses.

Elementary Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 30 credits):

- 810.640 Supervised Internship and Seminar in the Elementary Schools (3)
- 810.610 Methods of Teaching in the Elementary School (3)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 881.610 Curriculum Theory, Development, and Implementation (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)
- 880.611 Culturally Responsive Education (3)
- 810.665 School Reform in the Urban Environment (3)
- 851.603 School Law (3)
- 878.501 Differentiated Instruction and Inclusion (3)

TFA candidates take the following 3 Reading courses (totaling 9 credits):

- 884.502 Diagnosis and Assessment of Reading (3)
- 884.505 Materials for Teaching Reading (3)
- 884.507 Instruction of Reading (3)

Baltimore Area candidates, instead of taking the above Reading courses, take 9 credits of 810.xxx elective courses.

Secondary Education

TFA and Baltimore Area MSED candidates take the following 10 core courses (totaling 33 credits):

- 810.645 Supervised Internship and Seminar in the Secondary Schools (3)
- 810.615 Methods of Teaching in the Secondary School (6)
- 810.655 Novice Teacher/Teacher Candidate as Action Researcher (3)
- 855.610 Seminar in Teacher Leadership (3)
- 881.610 Curriculum Theory, Development, and Implementation (3)
- 880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child (3)

- 880.611 Culturally Responsive Education (3)
- 810.665 School Reform in the Urban Environment (3)
- 851.603 School Law (3)
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities (3)

TFA candidates take the following Reading course and one 810.xxx elective course (totaling 6 credits):

- 884.510 Methods of Teaching Reading in the Secondary Content Area, Part II (3)
- 810.xxx Teaching Elective (3)

Baltimore Area candidates, instead of taking the above Reading course, take 6 credits of 810.xxx elective courses.

Year 3—All Tracks (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)

GRADUATE CERTIFICATE PROGRAMS IN TEACHER PREPARATION

K-8 Mathematics and Science Lead-Teachers

Advisers: Francine Johnson (Science) and Carolyn Parker (Mathematics), 410-516-5239

The 18-credit Graduate Certificate programs for K-8 Mathematics and K-8 Science Lead-Teachers at Johns Hopkins University offer a unique opportunity for teachers to deepen their understanding of mathematics and 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 brings together faculty from the JHU Schools or Arts and Sciences, Engineering, and Education. Participants will be eligible to receive a graduate certificate in either mathematics or science upon satisfactory completion of the program requirements.

Through course activities in small interactive groups, whole class participation, and individual preparation, participants will demonstrate an understanding of and competencies in:

- Engaging K-8 students in high quality mathematical/science learning activities that help them to develop

strong mathematical/science skills and conceptual understanding.

- Demonstrating high quality standards-based mathematical/science teaching practices.
- Providing K-8 professional development in mathematics/science that helps other teachers better understand the content.
- Communicating effectively within the school community the view that mathematics/science is more than rote sets of rules and procedures.
- Providing engaging explorations of mathematics/science using appropriate technology.
- Assuming leadership in mathematics/science that is supportive within the school setting.
- Connecting research in mathematics/science education to educational practice.

Admission Requirements

Candidates 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 and have earned a minimum grade point average of at least 3.0 in all college-level studies. Applicants should currently be teaching or have some prior teaching experience, although teacher certification is not required. Applicants

must submit the application and fee, official transcripts from all post-secondary institutions attended, an essay, CV/résumé, and two letters of recommendation.

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

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 recruiting and retaining diverse graduate students who want to work as counseling professionals in order to serve the needs of clients and K-12 students in a changing social and economic context. As a department, we are also committed to providing graduate students with the preparation needed in order to promote equity and social justice through the development of interdisciplinary and multi-organizational partnerships, as well as instruction that is varied for different types of learners. We provide on-line courses, didactic courses (lecture format), and experiential learning experiences (e.g., laboratory training).

Our commitment and dedication to our aforementioned mission is reflected throughout our programs, our curriculum, field experiences, and our interactions with students, fellow professionals, the campus, and larger community.

We offer two strong master's degree programs, Mental Health Counseling and School Counseling, both of which are aligned with the Council of Accreditation for Counseling and Related Education Programs (CACREP). We also offer a post-master's certificate program in Mental Health Counseling. The students that comprise our programs have strong academic skills, and are motivated to become highly effective and leading professionals in their respective specialty areas.

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 concentrations:

- Mental Health 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 School Counseling Flexible Program is a part-time program. Students have a maximum of five years to complete the program.

Application Deadlines

Fall Admission (Mental Health Counseling and School Counseling (Flexible) programs): February 1

Spring Admission (Mental Health Counseling and School Counseling (Flexible) programs): October 1

Summer Admission (School Counseling Fellows Program only): February 1

Mental Health Counseling

Adviser: John McWay, jmcway@jhu.edu

The Department of Counseling and Human Services offers a 60-credit master's degree in Counseling with a concentration in Mental Health Counseling to prepare students to work in a wide range of community and human service settings. The program provides future counselors with the knowledge and skills critical to the practice of community mental health. It is designed to meet the needs of students from diverse backgrounds with a variety of professional goals. Coursework includes foundations of counseling with a review of major counseling theories and practices and in-depth study of interventions, latest diagnostic procedures and an emphasis in experiential learning through laboratory courses and a supervised internship.

Admissions Requirements

Applicants to the program must hold a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, an essay, and three letters of recommendation. The content of the essay should address why the candidate wants to be a counselor, the type of contributions the candidate would want to make to the mental health field, a discussion of how the candidate's background and professional experiences may support and/or constrain their becoming an effective counselor, and an exploration of how the candidate's experiences regarding human diversity, volunteerism, travel and/or work have impacted his/her desire to be a counselor. Qualified applicants will be invited to participate in a group admission interview.

In order to assess applicant dispositions, department faculty will review the required essay and evaluate responses at the group interviews. The departmental admission committee reserves the option to require that applicants successfully complete prerequisite coursework prior to admission.

Program Requirements

The program's plan of study requires a minimum of 60 graduate credits. Students can typically expect to complete the program within three years. With the approval of the program adviser, a student may transfer a maximum of six graduate credits from an accredited college or university if the course is directly applicable to the student's degree requirements. Students complete a 600-hour internship and earn six credits of electives in an area of specialization. The program is aligned with the State of Maryland's licensure requirements.

Program Plan

Number of Credits Required: 60

Level One

- 861.507 Introduction to Counseling as a Helping Profession (lab course) (3)
- 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling) (3)
- 861.605 Human Development and Counseling (3)
- 861.502 Counseling Theory and Practice (lab course) (3)

Level Two

- 863.607 Diversity and Social Justice in Counseling (lab course) (3)
- 863.633 Marriage and Family Therapy Assessment (3)
- 861.511 Career/Life Development and Planning (3)
- 861.609 Diagnosis in Counseling (3)

Level Three

- 863.603 Family Therapy: Theory and Technique (formerly Couple and Family Therapy) (lab course) (3)
- 861.612 Appraisal and Testing for Counselors (3)
- 861.503 Group Counseling and Group Experience (lab course) (3)
- 860.615 Domestic Violence: Its Implications on Spouses and Children and Remediation Strategies for Mental Health Professionals (1)
- 860.710 Sexuality and Intimacy in Couple and Family Counseling (1)
- 860.708 Systemic Assessment of Child Abuse (1)

Level Four

- 863.630 Addictions Counseling I: Theory and Approaches (3)
- 863.870 Mental Health Counseling Practicum (3)
- 863.644 Couples Therapy (3)
- 863.681 Research and Evaluation for Counselors (3)

Level Five

863.875 Internship in Mental Health Counseling (6)

Electives—six credits of electives must be selected with approval of an adviser

Course Pre-Requisites:

- 863.607 Diversity and Social Justice in Counseling: 861.507, 861.502
- 861.609 Diagnosis in Counseling: 861.507, 863.607, 861.502
- 863.603 Family Therapy: Theory and Technique: 863.633, 861.502
- 861.612 Appraisal and Testing for Counselors: 861.507, 863.607, 861.502, 861.609
- 861.503 Group Counseling and Group Experience: 861.507, 863.607, 861.502
- 860.710 Sexuality and Intimacy in Couple and Family Counseling: 863.633, 863.603
- 860.708 Systemic Assessment of Child Abuse: 863.633, 861.612
- 863.644 Couples Therapy: 863.603, 860.710
- 863.870 Mental Health Counseling Practicum: all courses listed in levels one through four

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.
- 861.502 Counseling Theory and Practice is a required prerequisite for all other courses.
- Students must complete each level (or be in the process of completing the level) before beginning another level. Students should consult with a faculty advisor about taking overlapping courses from different levels.
- Any elective can be taken after having completed 861.507 Introduction to Counseling as a Helping Profession, 861.502 Counseling Theory and Practice, 863.633 Marriage and Family Therapy Assessment, 861.609 Diagnosis in Counseling, and 861.612 Appraisal and Testing for Counselors.
- A minimum of 54 credits of required coursework must be taken before enrolling in 863.824 Internship in Mental Health Counseling. Students planning to start their internship must attend the orientation in January. Attendance is mandatory during the year in which students plan to start their internship.
- Students must receive a grade of B or better in all laboratory courses, practica, and advanced internships, and a passing grade (P) for all field experiences, 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 B- or below in a field experience or internship course may be dismissed from the program.

- 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; Anita Young (Montgomery County), 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.

Admissions Requirements

Applicants to the program must hold a bachelor's degree from an accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, a personal statement of goals, three letters of recommendation. Qualified applicants will be invited to participate in a group admission interview.

In order to assess applicant dispositions, School of Education faculty will review the required goals statement and evaluate responses in the group interview. The departmental admission committee reserves the option to require that program applicants successfully complete prerequisite coursework prior to admission.

Program Requirements

With the approval of the adviser, a student may transfer a maximum of six graduate credits from a regionally or nationally accredited college or university if the course is directly applicable to the student's program. Students complete a 600-hour internship, a 100-hour practicum, 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

Level One

- 861.605 Human Development and Counseling (3)
- 861.507 Introduction to Counseling as a Helping Profession (lab course) (3)
- 861.614 Foundations in School Counseling (formerly The Context of School Counseling: Family, School, and Community) (3)
- 861.502 Counseling Theory and Practice (lab course) (3)

Level Two

- 863.607 Diversity and Social Justice in Counseling (3)
- 863.736 School Counseling Leadership and Consultation (3)
- 863.527 Counseling the Early Adolescent (3 credits) *or*
- 863.571 Counseling Adolescents (3 credits) *or*
- 863.526 Introduction to Play Therapy with Children (3)
- 861.503 Group Counseling and Group Experience (3)
- 861.511 Career/Life Development and Planning (3)

Level Three

- 861.609 Diagnosis in Counseling (3)
- 861.612 Appraisal and Testing for Counselors (3)
- 863.681 Research and Evaluation for Counselors (3)
- 863.808 Practicum in School Counseling (3)

Elective—three credits of electives selected with the approval of a counseling adviser

Level Four

- 863.820 Internship in School Counseling (6)

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.
- 861.502 Counseling Theory and Practice is a required prerequisite for all other counseling courses.
- 861.614 Foundations in School Counseling is a required pre-requisite for 863.736 School Counseling Leadership and Consultation.

- Students must complete each level (or be in the process of completing the level) before beginning another level. Students should consult with a faculty advisor about taking overlapping courses from different levels.
- All laboratory courses must be completed with a B or above before enrolling in 863.808 Practicum in School Counseling.
- A minimum of 39 credits of required coursework, including 863.808 Practicum in School Counseling, must be taken before enrolling in 863.820 Internship in School Counseling.
- Students must receive a grade of B or better in all laboratory courses, practica, and advanced internships, and a passing grade (P) for all field experiences. 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 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.
- The Maryland State Department of Education K-12 School Counseling Certification Board requires that school counselors successfully complete a three-credit special education course. School Counseling students may take 871.501 Introduction to Children and Youth with Exceptionalities as an elective course.
- A passing grade on the Counselor Preparation Comprehensive Exam (CPCE) is required during the last semester.

SCHOOL COUNSELING (FELLOWS PROGRAM)

Adviser: Ileana Gonzalez, igonza16@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, college and career readiness, and educational opportunities in urban schools. Graduates of the Fellows Program are eligible for Maryland State certification as a school counselor. The program's curriculum and field experiences are aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.

Admissions Requirements

Applicants to the program must hold a bachelor's degree from an accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, a personal statement of goals, three letters of recommendation. Qualified applicants will be invited to participate in a group admission 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 (3)
- 861.507 Introduction to Counseling as a Helping Profession (lab course) (3)
- 861.502 Counseling Theory and Practice (lab course) (3)

Fall Semester (15 credits)

- 861.614 Foundations in School Counseling (formerly The Context of School Counseling: Family, School, and Community) (3)
- 863.607 Diversity and Social Justice in Counseling (lab course) (3)
- 861.511 Career/Life Development and Planning (3)

- 861.503 Group Counseling and Group Experience (lab course) (3)

- 863.808 Practicum in School Counseling (3)

Winter Intersession (6 credits)

- 861.612 Appraisal and Testing for Counselors (3)
- 861.609 Diagnosis in Counseling (3)

Spring Semester (12 credits)

- 863.820 Internship in School Counseling (6)
- 863.736 School Counseling Leadership and Consultation (3)
- 863.571 Counseling Adolescents (3) *or*
- 863.527 Counseling the Early Adolescent (3)

Summer Session I (6 credits)

- 871.501 Introduction to Children and Youth with Exceptionalities *or* Elective (3)
- 863.681 Research and Evaluation for Counselors (3)

Program Notes

Students must receive a grade of B or better in all laboratory courses, practica, 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 may be dismissed from the program.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN COUNSELING

Adviser: Adviser: Marsha Riggio, mriggio@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 official transcripts from all accredited post-secondary institutions attended, a statement of personal and career goals, a résumé or curriculum vitae, and three letters of recommendation. (Note: letters are not required for students currently enrolled in the MS in Mental Health Counseling or School Counseling programs.) 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

Mental Health Counseling

Adviser: Marsha Riggio, mriggio@jhu.edu

This 15-credit post-master's certificate 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.

DEPARTMENT OF SPECIAL EDUCATION

The Department of Special Education offers doctoral, master's and certificate programs to prepare and support individuals in developing the knowledge and skills to make a difference in the lives of children with special needs. Programs are designed for individuals preparing to enter the field, as well as experienced special educators and related-service professionals.

APPLICATION DEADLINES

The following application deadlines apply to all applicants seeking admission to the Department of Special Education's master's and certificate programs:

Fall Admission: April 1

Spring Admission: October 1

In addition to the program options listed in the catalog, the department also offers cohort programs in partnership with organizations and local districts. For more information about these programs, please refer to the department's partnerships web page, <http://education.jhu.edu/partnerships/special-education.html>. For more information about the department's doctoral program, please refer to the doctoral program web page, <http://education.jhu.edu/doctoral/doctor-special-ed/index.html>.

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. The Department of Special Education offers candidates two master's program pathways:

- Master's Programs Leading to Teacher Certification
- Master's Programs not Leading to Teacher Certification (for students who choose to pursue the Master of Science in Special Education 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 in the following areas:

- 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 must have at least a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, an essay, and two letters of recommendation, plus passing scores from one of the following tests: Praxis I, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1 to view the current state requirements.) Students who do not meet the minimum 3.0 GPA admission requirement may 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 seeking State certification are required to complete two internships during their program. Prior to the first internship, students will be required to undergo a criminal background check. 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. (*Note: Students who take courses outside their approved program of study do so at their own risk—there is no guarantee that credit earned from unapproved courses will be accepted.*) In addition to coursework, students must complete the internships, Praxis II, a Professional Portfolio, and any other program specific projects prior to graduation. Upon graduation from one of the MSDE approved programs, students will be eligible for Maryland State certification under the appropriate specialization area.

Early Childhood Special Education (Infant/Primary Level) (MSDE Certification—Generic Special Education)

Adviser: Dr. Linda Tsantis, 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, two internships, and pass all required Praxis exams before program completion.

Students are required to complete two internships in the Early Childhood Special Education certification program. Each internship consists of 120-150 hours of service. Internships are arranged through the department, and students should notify their adviser one semester prior to enrolling in an internship course.

Number of Credits Required: 39

Prerequisite Courses (12 credits) (may be taken elsewhere)

- 871.501 Introduction to Children and Youth with Exceptionalities
- 872.800 Exploratory Site-Based Field Experience in Early Childhood Special Education
- 882.511 Human Growth and Development: A Lifespan Perspective
- 884.502 Diagnosis/Assessment for Reading Instruction

Core Courses (9 credits)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.512 Collaborative Programming in Special Education
- 871.513 Applied Behavioral Programming

Specialized Courses (24 credits)

- 872.500 Seminar: Current Trends and Issues in Early Childhood Special Education
- 872.501 Screening, Diagnosis, & Assessment of Young Children with Disabilities
- 872.502 Instructional Program Planning and Methods: Birth–3 Yrs
- 872.503 Instructional Program Planning and Methods: Grades PreK–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
- 872.514 Development of Young Children with Disabilities

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)

Advisers: Dr. Laurie U. deBettencourt, 301-294-7054;
Dr. Karin Sandmel, 410-516-8275

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, two internships, and pass all required Praxis exams before program completion.

Requirements: Elementary/Middle Concentration

Prerequisite Courses for both Elementary/Middle and Secondary/Adult Concentrations (15 credits) (may be taken elsewhere)

- 871.501 Introduction to Children and Youth with Exceptionalities
- 874.809 Exploratory Field Experience in Mild to Moderate Disabilities
- 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: Elementary/Middle Concentration (39 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

- 874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle
- 874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities
- 874.525 Mathematics: Methods for Students with Mild to Moderate Disabilities
- 874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 874.541 Reading: Methods for Students with Mild to Moderate Disabilities
- 874.860 Mild to Moderate Disabilities Internship: Induction—Elementary/Middle
- 874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

Requirement Courses: Secondary/Adult Concentration Required Courses (39 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
- 874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 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
- 874.527 Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities
- 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities
- 874.542 Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities
- 874.870 Mild to Moderate Disabilities Internship: Induction—Secondary/Adult
- 874.871 Mild to Moderate Disabilities Internship: Culmination—Secondary/Adult
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

Mild to Moderate Disabilities: Differentiated and Inclusive Education (MSDE Certification—Generic Special Education)

Advisers: Dr. Laurie U. deBettencourt, 301-294-7054; Dr. Karin Sandmel, 410-516-8275

This 36-credit graduate program is designed for 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. Courses focus on heterogeneous instruction for students with and without disability labels who receive instruction in a variety of 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. Assignments include applications of content in the graduate student's educational setting concurrent with course completion.

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, two internships, and pass 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) (may be taken elsewhere)

- 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)

- 871.512 Collaborative Programming in Special Education

- 878.501 Differentiated Instruction and Inclusion
- 878.503 Educational Measurement and Curricular-Based Assessment
- 878.505 Cooperative Learning for Diverse School Programs
- 878.502 Curriculum Design and Adaptations for Strategic Interventions I
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

Certification Courses (18 credits)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.513 Applied Behavioral Programming
- 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
- 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. Tamara Marder, 301-294-7197

This 36-credit graduate degree (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.

Students who possess an undergraduate degree in special education may substitute elective courses with permission from the program adviser. All students must complete a Professional Portfolio, two internships, and pass all required Praxis exams before program completion.

Number of Credits Required: 36

Prerequisite Courses (12 credits) (may be taken elsewhere)

- 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

The Department of Special Education offers a number of program options for students not seeking certification but who want to enhance their skills in a specialized area of special education. Currently, the department offers five non-certification specializations:

- 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

Applicants must have at least a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, an essay, and two letters of recommendation, plus passing scores from one of the following tests: Praxis I, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1 to view the current state

requirements.) Students who do not meet the minimum 3.0 GPA admission 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.

Note: In addition to fulfilling the above application requirements, applicants to the Master of Science in Special Education: General Special Education Studies are also required to submit proof of their initial State teacher certification 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 will be required to complete an internship as part of their master's program. Prior to the internship, students will undergo a criminal background check. 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. Tamara Marder, 301-294-7197; Dr. Karin Sandmel, 410-516-8275; Dr. Linda Tsantis, 410-516-9760; and Dr. Laurie U. deBettencourt, 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. (As part of the admissions process, applicants are required to submit proof of their initial State teacher certification in special education.)

With the approval of an academic adviser, students may apply credits earned in two graduate certificate programs toward the Master of Science in Special Education degree with a concentration in General Special Education Studies. Students must apply for the master's program and the graduate certificates concurrently. All programs requirements must be completed within five years. Current graduate certificate program offerings include:

- Advanced Methods for Differentiated Instruction and Inclusive Education
- Assistive Technology

- Early Intervention/Preschool Special Education Specialist
- Education of Students with Autism and Other Pervasive Developmental Disorders
- Education of Students with Severe Disabilities

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
- 874.830 Graduate Project in Mild to Moderate Disabilities
(*Note: Course number for graduate project may differ, depending on area of specialization.*)

Mild to Moderate Disabilities: Differentiated and Inclusive Education

Advisers: Dr. Laurie U. deBettencourt, 301-294-7054; Dr. Karin Sandmel, 410-516-8275

This 36-credit graduate program is designed for 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. Courses focus on heterogeneous instruction for students with and without disability labels who receive instruction in a variety of 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. Assignments include applications of content in the graduate student's educational setting concurrent with course completion.

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

Core Courses (18 credits)

- 871.512 Collaborative Programming in Special Education
- 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
- 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 the approval of the academic adviser)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.521 Strategies Instructional Model: Learning Strategies I
- 878.506 Social and Emotional Interventions
- 874.830 Graduate Project in Mild to Moderate Disabilities
- 874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle
- XXX.XXX Elective course

Severe Disabilities

Adviser: Dr. Tamara Marder, 301-294-7197

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. Tamara Marder, 301-294-7197

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
 871.512 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

Technology in Special Education

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

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)

- 892.701 Advanced Seminar in 21st Century Skills
 892.800 Graduate Internship in Assistive Technology
 893.601 Evaluation and Research of Technology Supported Interventions and Programs

Concentration Courses (27 credits)

Technical Resource

- 893.515 Hardware, Operating Systems, and Networking for Schools

Instructional Leader

- 892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)
 892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities
 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)
 878.503 Educational Measurement and Curricular-Based Assessment
 893.508 Technology and the Science of Learning

Agent of Change

- 892.548 Assistive Technology Evaluation: A Team Approach (lab course)
- 893.632 Data-Driven Decision Making for Schools and Organizations
- 893.634 Technology Leadership for School Improvement

GRADUATE CERTIFICATE PROGRAMS IN SPECIAL EDUCATION

Advanced Methods for Differentiated Instruction and Inclusive Education

Advisers: Dr. Laurie U. deBettencourt, 301-294-7054;
Dr. Karin Sandmel, 410-516-8275

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.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies.

Requirements (15 credits)

- 871.512 Collaborative Programming in Special Education
- 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

Assistive Technology

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

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.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies.

Requirements (15 credits)

- 892.548 Assistive Technology Evaluation: A Team Approach (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
- 892.562 Access to General Education Curriculum with Technology Accommodations (lab course)
- 892.800 Graduate Internship in Assistive Technology

Early Intervention/Preschool Special Education Specialist

Adviser: Dr. Linda Tsantis, 410-516-9760

This 15-credit certificate program is designed for individuals who are already certified in preschool/primary education 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. Some applicants may need to complete a sequence of prerequisite 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

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies.

Prerequisite Course (may be taken elsewhere; must have been completed within the past two years)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education

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–3 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 the required internship. If a student earns a grade below B in the 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. Tamara Marder, 301-294-7197

Designed for certified 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.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies.

Prerequisite Course (may be taken elsewhere; must have been completed within the past two years)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education

Requirements (18 credits)

The following four courses are required (for a total of 12 credits):

- 877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.551 Survey of Autism and Other Pervasive Developmental Disorders

- 877.553 Classroom Programming for Students with Autism

- 877.555 Teaching Communication and Social Skills

Select one of the following two 3-credit courses:

- 871.513 Applied Behavioral Programming
- 892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)

Select one of the following two 3-credit courses:

- 877.810 Internship in Severe Disabilities: Induction
- 877.830 Graduate Project in Severe Disabilities

Education of Students with Severe Disabilities

Adviser: Dr. Tamara Marder, 301-294-7197

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.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies.

Prerequisite Course (may be taken elsewhere; must have been completed within the past two years)

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education

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.

The Department of Interdisciplinary Studies in Education (DISE) draws upon interdisciplinary research and scholarly works from across the university to enhance educational opportunities for a variety of constituencies from students in PreK-12 schools, with a particular emphasis on urban schools, to adult learners. The Department's initiatives bring together leading researchers and faculty to provide advanced theory and practice to program offerings.

The department offers two master's degree programs. For educators interested in developing a customized course of study that reflects their personal career goals, DISE offers the Master of Science in Educational Studies (MSEd, Ed Studies). This program is intended for students who already possess certification in their field or who do not require certification.

The department also recently launched a Master of Education in the Health Professions (MEHP). The MEHP will prepare a new generation of health professionals to teach effectively in training programs related to medicine, public health, nursing, and other health-related professions. Designed for professionals who want a high quality part-time learning experience, this new degree programs combines expertise in health-related content areas with the knowledge of effective teaching methods, cultural competencies, and modern technologies.

Current interdisciplinary graduate certificates include Biotechnology Education, Cooperative Learning Instructional Practices, Earth/Space Science, Evidence-Based Teaching in the Health Professions, Mind, Brain, and Teaching, Online Teaching and Learning for Adults, Teaching the Adult Learner, and Urban Education.

Program and partnership initiatives include the Neuro-Education Initiative; Science, Technology, Engineering, and Mathematics (STEM) education; and initiatives with the JHU Bloomberg School of Public Health Urban Health Institute.

Admission Requirements

Unless otherwise indicated, applicants to DISE programs must hold a bachelor's, master's, or post-master's degree from a regionally or nationally accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study and/or for programs still in progress). Applicants should submit the formal application form and fee, official tran-

scripts from all post-secondary institutions attended, an essay, a résumé or curriculum vitae, and two letters of recommendation.

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's 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 practice. 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.

MASTER OF EDUCATION

Health Professions

Adviser: Antoinette (Toni) Ungaretti

Contact: Carolyn Combs, 410-516-0375

The 33-credit Master of Education in the Health Professions (MEHP) is jointly offered through an association of the JHU schools of Education, Medicine, Nursing, Public Health, and Business. The program will target educators, potential educational leaders, and educational researchers in medical schools, nursing schools, schools of public health, and other health professions, who want a part-time learning experience in teaching and learning with direct application to their work environments.

The first part of the program is an 18-credit post-master's certificate, which can be taken as a stand-alone program, with emphasis on preparing health professionals to teach effectively. Themes of evidence-based practice, cultural competence, technology integration, and scholarship are integral to each of the six certificate courses. Students completing the certificate will prepare a teaching portfolio through their coursework to advance their career and preparation for promotion.

The second part of the master's degree consists of one of two 15-credit track options—one in Educational Leadership in the Health Professions, and one in Educational Research in the Health Professions. Both tracks share a core course that emphasizes leadership, cultural competence, and application of effective teaching to a broader level focusing on larger-scale program development and delivery. Both tracks also allow for some customization, through electives, and continued development of a professional portfolio. Finally, in both concentrations, participants will work for a year with a mentor or advisor to develop, implement, and write about a capstone project applying knowledge, skills and dispositions acquired throughout the program.

While it is anticipated most participants will complete the master's program within four years—taking two years to complete the certificate and two years to complete the subsequent master's track specialization—participants are free to complete the program at their own pace. New cohorts for the master's program will launch every fall. Applicants for the master's degree are required to hold an advanced degree (master's or higher) in the health professions or in a related field.

Requirements (33 credits)

Part 1: Post-Master's Certificate in Evidence-Based Teaching in the Health Professions (18 credits)

- 610.610 Foundation to Innovation: Adult Learning
- 880.629 Evidence-Based Teaching
- 880.631 Ensuring Learning through Assessment and Feedback

- 880.633 Curriculum Development
- 880.635 Instructional Strategies I
- 880.637 Instructional Strategies II

Part 2: Educational Leadership Track (15 credits)

- 880.639 Development and Evaluation of Health Professions Programs
- 880.641 Leading to Build and Manage Health Professions Educational Programs
- 880.643 Leading to Mentor and Influence Health Professions Education Programs
- 880.645 Faculty Development **or**
- 871.525 Writing Grant and Contract Proposals
- 880.647 Professional Development Projects in Health Professions Education (capstone)

Part 2: Educational Research Track (15 credits)

- 880.639 Development and Evaluation of Health Professions Programs
- 883.510 Understanding Educational Research
- XXX.XXX Research Elective I
- XXX.XXX Research Elective II
- 880.649 Research Projects in Health Professions Education (capstone)

GRADUATE CERTIFICATE PROGRAMS IN INTERDISCIPLINARY STUDIES

Biotechnology Education

Adviser: Carolyn Parker

Contact: Carolyn Combs, 410-516-0375

The 20-credit Graduate Certificate in Biotechnology Education is a unique joint offering from the School of Education and the Advanced Academic Programs of the Krieger School of Arts and Sciences. The certificate, which targets middle and high school educators, leverages the JHU's expertise in bioscience and teacher preparation to allow school science teachers (grade 7-12), as well as curriculum and instructional leaders, to strengthen their own content knowledge and pedagogic techniques in bioscience and develop ways to teach bioscience effectively in their classrooms. There is no existing program in Maryland that provides biotechnology training integrated with educational pedagogy. The courses emphasize inquiry-oriented approaches and integrating technology in bioscience education. Moreover, candidates will analyze recent research on bioscience education, reflect on their learning and practice, and develop teaching tools and assessment strategies.

The certificate launches a new cohort every year starting in the summer semester. Candidates can proceed through the program at their own pace, although most

students can expect to complete the program within 15 months. Most of the courses in the program are offered in a traditional face-to-face classroom or online format, and candidates can choose either option as they proceed through the program. Please note, however, that all candidates are required to attend Johns Hopkins University for a hands-on lab course residency. In all cases, candidates will be taking their content courses with students from the Krieger School Arts and Sciences' Master of Science degree programs, allowing interaction with students from different fields.

Requirements (20 credits)

Take the following four courses for a total of 16 credits:

- AS.410.730 Introduction to Biotechnology
- AS.410.601 Biochemistry
- AS.410.602 Molecular Biology
- ED.886.641 Bioscience Education

Choose one of the following laboratory courses for a total of four credits:

- AS.410.652 Cell Culture Techniques
- AS.410.656 Recombinant DNA Laboratory
- AS.410.660 Immunological Techniques in Biotechnology
- AS.410.XXX Forensic Science Laboratory

Cooperative Learning Instructional Practices

Contact: Carolyn Combs, 410-516-0375

The Graduate Certificate in Cooperative Learning Instructional Practices is a fifteen-credit graduate program that is designed to answer the question of what truly works in education. As we move into the 21st century, the educational field has struggled to adapt to the diverse needs of its target audience. Failing to prepare leaders and educators to meet the levels of accountability embedded within educational policy is no longer an option. The time has come to utilize research to make the systemic changes that are long overdue in an effort to prepare our students with the skills necessary to become the leaders of tomorrow's world.

The Cooperative Learning Instructional Practices certificate is a part-time program that will review the varied educational research criteria by exploring the various organizations and foundations that have become key players in influencing educational change. Throughout the five-semester program, candidates will engage in a research-proven cooperative learning model and utilize the same research-proven practices to engage their students in a cooperative learning environment that energizes and empowers students as they take responsibility for their learning.

The certificate—a joint collaboration between the Department of Interdisciplinary Studies in Education and the Center for Research and Reform in Education at the

Johns Hopkins School of Education and the Success for All Foundation—is aimed at independent and regional public school leaders or aspiring leaders. The program will follow a cohort structure: courses will be delivered in a set sequence and instructors will use research-proven instructional practices to conduct each class, modeling the very skills and strategies that participants will be researching. The program will employ distinguished guest speakers from across the School of Education, including Dr. Robert Slavin and Dr. Nancy Madden, world renowned specialists in cooperative learning.

Requirements (15 credits)

XXX.XXX Research-Proven Instructional Practices:

Introduction

XXX.XXX Evidence-Based Practices for Continuous

Improvement

XXX.XXX Cooperative Learning: Four Theoretical

Perspectives

XXX.XXX Cooperative Learning in Action

XXX.XXX Engaging Students through Research-Proven Instructional Practices: Action Research

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.

Note: This program is only offered as a cohort. 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 Internship in Earth/Space Science

Evidence-Based Teaching in the Health Professions

Adviser: Antoinette (Toni) Ungaretti

Contact: Carolyn Combs, 410-516-0375

The 18-credit Post-Master's Certificate in Evidence-Based Teaching in the Health Professions is a graduate-level certificate jointly offered through an association of the JHU schools of Education, Medicine, Nursing, Public Health, and Business. The program targets educators, potential educational leaders, and educational researchers in medical schools, nursing schools, schools of public health, and other health professions, who want a part-time learning experience in teaching and learning with direct application to their work environments. Themes of evidence-based practice, cultural competence, technology integration, and scholarship are integral to each of the six courses that comprise the certificate. Students completing the certificate will prepare a teaching portfolio through their coursework to advance their career and preparation for promotion.

The certificate can be taken as a stand-alone program or as the first component of the Master of Education in the Health Professions, with emphasis on preparing health professionals to teach effectively. The certificate will launch new cohorts every fall. While it is anticipated most participants will complete the program within two years, participants are free to complete the program (following the set sequence of courses) at their own pace. Applicants for the post-master's certificate are required to hold an advanced degree (master's or higher) in the health professions or in a related field.

Requirements (18 credits)

- 610.610 Foundation to Innovation: Adult Learning
- 880.629 Evidence-Based Teaching
- 880.631 Ensuring Learning through Assessment and Feedback
- 880.633 Curriculum Development
- 880.635 Instructional Strategies I
- 880.637 Instructional Strategies II

Mind, Brain, and Teaching

Adviser: Mariale Hardiman

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 develop-

ment and how emerging research in the brain sciences can inform educational practices and policies.

Note: This program is offered in both an online and face-to-face cohort format. For more information about when the cohorts begin and the application process, please refer to the School of Education website.

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

Online Teaching and Learning for Adults

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 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. The certificate can be completed in approximately 12 months.

Requirements (15 credits)

- 880.619 Foundations of Online Teaching and Learning
- 880.621 Facilitating E-Learning for Adults
- 880.623 Instructional Design with E-Learning Technologies
- 880.625 Online Education Administration and Evaluation
- 880.627 Capstone in Online Teaching and Learning for Adults

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: Eric Rice, 410-516-4528

Contact: Carolyn Combs, 410-516-0375

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.

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

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 accredited 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

ED.810.618 Methods of Teaching English to Speakers of Other Languages

See the Department of Teacher Preparation course descriptions listing.

ED.810.628 English Grammar and Second Language Acquisition for ESOL Teachers

See the Department of Teacher Preparation course descriptions listing.

ED.851.512 Politics of Education

Federal involvement in education has grown enormously in recent decades with calls for national standards and increasing reliance on standardized tests. While state legislatures and school boards traditionally provide funding and policy, mayors, parents, and advocates of charter schools are seeking to redefine the nature of local control. Education leaders should understand the politics of education; the swiftly changing balance of power; and how education politics is practiced between and within the levels of government and the public. Students will study and analyze current issues and case studies that focus on the politics of education. (3 credits)

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.851.603 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)

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)

ED.851.616 Issues in K-12 Education Policy

This course provides an introduction to and an overview of several key and rapidly expanding areas of educational policy research, teacher effectiveness, teacher labor markets and teacher policy. The goals of this course are to familiarize students with some of the most current research in these areas, and to encourage and support students to develop skills as critical consumers of empirical work and policy debates in educational policy. (3 credits)

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.851.648 Team Leadership

This course is designed for school leaders, including administrators, supervisors, and teachers, who want to improve their knowledge and ability to facilitate change in the classroom, school, or district. The course is based on the premise that educational leaders devote considerable time working in group situations. The course is based on research and theory in education and other fields related to individual, group, intergroup, and organizational development. Opportunities are provided for participants to explore and practice various strategies with special emphasis on how these relate to change in educational settings. (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/mission 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.855.803 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.855.804 Doctoral Seminar IV

This seminar offers an opportunity for students to learn and practice the skills needed for conducting a thorough review of the literature that may serve as the basis for dissertation research. Students will locate and read original sources on a topic of their choice, and will summarize and synthesize existing knowledge in order to identify promising questions or hypotheses that can guide further inquiry. (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.

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.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 computerized 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.883.715 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.883.717 Observational Research Methods II

Students gain skills necessary to design and conduct research involving direct observation and non-group designs. Participants learn the principles of within-subject comparison designs and applied behavior analysis. Students examine issues related to conducting research in educational settings and assessing and planning for generalization and maintenance. (3 credits)

Prerequisite(s): ED.883.716

ED.883.720 Advanced Statistical Methods in Education Research

This course covers advanced statistical methodologies and their use in educational applications. Coverage will include power analysis, analysis of nationally representative educational datasets, complex survey design, multi-level modeling and meta-analysis. Students will receive instruction in the intuition, methods, and implementation of the methodologies covered. The course is designed for advanced doctoral students who have completed a statistics course sequence in their home department. (3 credits)

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.883.849 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.

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.884.511 Processes and Acquisition of Reading for Young Children (PreK-Grade 3)

Students explore current theory and research about the acquisition of reading skills, through observation and analysis of all components of the reading process – cognitive and linguistic; developmental and structural; as well as scientifically based elements of reading identified in current national and state policy. For young children, this includes understanding the impact of language develop-

ment, prior knowledge and the influence of pre-school experiences, including parent literacy, opportunities for language growth in the community, and competing media. Diversity in reading acquisition (English language learners and children at varying levels of emerging development and experience) is also addressed. Assignments emphasize an understanding of the discrete skills involved in the process of language development, its integral link to the development of reading skills, and the role of research in fostering reading success. (3 credits)

ED.884.512 Diagnosis and Assessment of Reading for Young Children (PreK-Grade 3)

Students in this course will learn that the changeable nature of very young children precludes the firm determination of skill status – screening and assessment must be done frequently to determine the effect of development (sensory, cognitive, and physical) on the child as he or she enters the primary grades. Students will demonstrate proficient ability to select, administer, and interpret a variety of valid, reliable, researched reading and language assessments as a strategy for effective intervention. These assessments will include formal and informal measures. Formal tests at the state and local levels will be discussed, as well as the use of testing for the matching of students with appropriate instructional programs (recognizing special needs and English language learners). The emphasis of this course is on the preschool and primary levels. (3 credits)

ED.884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3)

This course examines the variables associated with the selection and use of appropriate materials for teaching reading to pre-school aged and primary level students. Participants will select and evaluate a variety of text and other materials along with appropriate strategies to meet students' instructional and independent reading levels. A variety of texts and other materials that support students' long term motivation to become strategic, fluent and independent readers will be selected and used in this course. Participants will learn to work collaboratively with parents and members of the school and surrounding community to promote daily reading of varied text in school and outside of school. This course will also give participants the opportunity to establish and maintain an organized print-rich classroom environment that develops interests, motivation, and positive attitudes about literacy. (3 credits)

ED.884.517 Instruction of Reading for Young Children (PreK-Grade 3)

Students explore current theory and research about the acquisition of reading skills, through observation and analysis of all components of the reading process – cognitive and linguistic; developmental and structural; as well as scientifically based elements of reading identified in current national and state policy. For young children, this

includes understanding the impact of language development, prior knowledge and the influence of pre-school experiences, including parent literacy, opportunities for language growth in the community, and competing media. Diversity in reading acquisition (English language learners and children at varying levels of emerging development and experience) is also addressed. Assignments emphasize an understanding of the discrete skills involved in the process of language development, its integral link to the development of reading skills, and the role of research in fostering reading success. (3 credits)

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. (3 credits)

Prerequisite(s): ED.884.604, ED.884.610, ED.884.615, ED.884.617, ED.884.642, ED.884.701, 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 I for Reading Certificate Students

The practicum for advanced reading education certificate students (884.810) is a capstone experience of students enrolled in reading certificates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I 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)

Notes: Candidates must complete at least 12 credit hours of designated Reading graduate level coursework in their JHU program of study before taking this course. Reading courses are designated beginning with "884."

ED.884.811 Supervised Clinical Practicum I for Masters in Reading Candidates

The first practicum (ED.884.811) is a midpoint program experience of Reading Specialist candidates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I 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)
Notes: Candidates must complete at least 12 credit hours of designated Reading graduate level coursework in their JHU program of study in order to take this course. Reading courses are designated beginning with "884."

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. (3 credits)

Prerequisite(s): ED.884.610, ED.884.810, 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. Note: Must have permission of academic adviser to register for this course. (3 credits)

ED.884.850 Clinical Practicum in Writing and Other Media

Reading and writing printed texts have been, by tradition, interconnected processes. In the Digital Age, other media, such as still and moving images and audio texts, increasingly coexist alongside printed texts. During this practicum experience, candidates examine current issues involving the communication shifts that are occurring in the 21st century. Using digital literacies, writing, and object-centered multimedia ideas and instructional approaches, candidates work with teachers and students in designing, producing, and using new and traditional literacies to best prepare themselves and others for advancing technologies and practices that are changing the ways that people communicate and network. (3 credits)

ED.885.501 The Gifted Learner

Students survey a historical overview of gifted education and examine research literature, intelligence theorists, and current practices used with gifted learners to gain perspective on the academic, social, and affective nature and manifestations of giftedness. Special needs populations are examined for unique characteristics and needs to further support the premise of a diverse gifted audience. Emphasis will be placed on gifted learning characteristics as they inform identification, planning, and support strategies. Participants explore the potential role they play in working with gifted youth, alternate placement opportunities, and the identification process through case studies. (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

ing 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.885.604 Social and Emotional Needs of the Gifted

Participants will examine the unique social and emotional needs of gifted and talented learners and their families. Primary emphasis will be on consultation, guidance, and counseling strategies for use with diverse gifted learners including those from special populations. (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 captology, 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. Participants 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 the immersion into specific data used in participants settings through an emphasis on the creation of new knowledge through exploration, discovery, and reflection through teams by analyzing and synthesizing information that can be taken back to classrooms and schools to collaboratively generate thoughtful action. Opportunities are provided for participants to

build collaborative conversations through norm-setting, team-building, outside sources, problems of practice, and exploring student work. They will also have the experience of using online and electronic tools that can assist in facilitating meaningful conversations about instruction and learning among their school's faculty and staff. (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 school-wide 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

This course explores how educators use online collaborative technology tools in the classroom and in professional development so that all learners achieve at higher levels. Online collaborative tools provide a new set of technologies that focus on the social collaborative aspect of the Internet. These tools include, but are not limited to: learning management systems, wikis, webinars, image repositories, document sharing, and bookmarking tools. The collaboration and interaction aspect of these tools provide novel opportunities for K-12 students to understand rigorous content, think critically, solve problems, collaborate, communicate effectively, and become responsible for their own learning. In addition, the infusion of online collaborative technologies into professional development allows educators the opportunity to utilize methods and strategies for effective collaboration beyond the walls of the schoolhouse. This class will introduce online collaborative tools and, together, participants will explore instructional implications, best practices, and learning activities and objectives that benefit students in the K-12 classroom setting and teachers in their professional development. (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)

DEPARTMENT OF TEACHER PREPARATION

Core and Elective Courses

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 II

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

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: Culturally Responsive Teaching

Candidates will explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. 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.810.610 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; may be taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

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 taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

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 taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

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 taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

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 taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

ED.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 use of the Internet to obtain curriculum resources. (3-6 credits; the 6 credits may be taken over more than one semester)

Notes: Open only to students admitted to Teacher Preparation programs

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 taken over two semesters)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.617 Instructional Planning for secondary English Language Arts

This course is designed specifically for secondary English Language Arts (ELA) teachers (grades 7-12). The course introduces teachers to the concept of “conceptual units of instruction.” It will provide the foundational knowledge about long term planning for an ELA course. Candidates will create an outline of a year-long instructional plan and develop one complete conceptual unit. (3 credits)

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 taken 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)

Notes: Open only to students admitted to Teacher Preparation programs

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)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.622 Special Topics in 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)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.623 Special Topics in 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)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.624 Special Topics in Secondary 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)

Notes: Open only to students admitted to Teacher Preparation programs

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)

Notes: Open only to students admitted to Teacher Preparation programs

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)

Notes: Open only to students admitted to Teacher Preparation programs

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 and 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: Open only to students admitted to Teacher Preparation programs. 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 registering for this course.

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. (3-6 credits; the 6 credits may be taken over more than one semester)

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)

Notes: Open only to students admitted to the Montgomery ProMAT or SIMAT program options

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)

Notes: Open only to students admitted to the Montgomery ProMAT or SIMAT program options.

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. (3 or 6 credits; the 6 credits may be taken over more than one semester)

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 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)

Notes: Open only to students admitted to the Montgomery ProMAT or SIMAT program options

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 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.810.646

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. (3-6 credits; the 6 credits may be taken over more than one semester)

Notes: Open only to students admitted to Teacher Preparation programs

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 advisors 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. (1 credit)

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 advisors 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. (1 credit)

ED.810.655 Novice Teacher/Teacher Candidate as Action Researcher

Students in the MAT Program experience the role of the teacher candidate as action researcher by planning and engaging in the delivery of a contextually specific instructional intervention, informed by the relevant professional knowledge base (research and best practices), designed to have a positive impact on the academic success of targeted learners in P-12 settings. Students' experiences in this course help prepare them to be analytical, reflective teachers with the skills to use evidence to inform instructional decisions. (3 credits)

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 advisor. (1-3 credits)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.663 Writing Across the Curriculum

This course is designed specifically for teachers of all subject areas who work with adolescents (grades 4-12). Candidates who participate in this course will learn how to design and incorporate meaningful writing assignments into their courses. Candidates will learn how writing is produced and shared in their disciplines in order to mirror some of these practices in their classrooms. Candidates will also learn how to use the writing process, writing to learn strategies and effective response techniques in order to improve the quality of their students' writing. (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.810.671 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)

Notes: Open only to students admitted to Teacher Preparation programs

ED.810.672 Parent Involvement in Early Childhood 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)

Notes: Open only to students admitted to Teacher Preparation programs

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)

Notes: Open only to students admitted to Teacher Preparation programs. FlexMAT students must have permission of Program Coordinator to register for this course

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. (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 and for those students who are familiar with Baltimore, but 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 your 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. (3 credits)

ED.810.679 Classroom Management for the Middle and High School

Students consider the practical ways of managing the classroom by examining organizational techniques, procedures and routines, and teaching strategies that help foster appropriate student behavior. Class members investigate management styles and discipline models to develop their own framework for effective classroom management. (2 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 communication, 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.810.691 FlexMAT Supervised Internship in Elementary Schools

Candidates enrolled in the Flexible Master of Arts in Teaching (FlexMAT) program spend a semester in an appropriate elementary school setting under the supervision of a university supervisor and either a mentor teacher or a supervising mentor teacher. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors and mentors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants plan and conduct lessons, reflect, and continue to develop their portfolios. (3 credits)

Notes: FlexMAT students in their final semester must register for this course and 810.692.

ED.810.692 FlexMAT Internship and Seminar in Elementary Schools

This seminar accompanies the school based internship for FlexMAT candidates and provides content and pedagogical support. The 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 and leads to the completion of the Digital Portfolio. Students meet with cohort advisors and other faculty to engage in activities and problem solving exercises related to their particular assignments. A support seminar meets monthly to enable students to discuss and reflect upon their experiences. General advising and other program related issues are also an integral part of this course. (3 credits)

Notes: FlexMAT interns in their final semester must register for this course and 810.691.

ED.810.693 FlexMAT Supervised Internship in Secondary Schools

Candidates enrolled in the Flexible Master of Arts in Teaching (FlexMAT) program spend a semester in an appropriate secondary school setting under the supervision of a university supervisor and either a mentor teacher or a supervising mentor teacher. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors and mentors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants plan and conduct lessons, reflect, and continue to develop their portfolios. (3 credits)

Notes: FlexMAT students in their final semester must register for this course and 810.694.

ED.810.694 FlexMAT Internship and Seminar in Secondary Schools

This seminar accompanies the school based internship for FlexMAT candidates and provides content and pedagogical support. The 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 and leads to the completion of the Digital Portfolio. Students meet with cohort advisors and other faculty to engage in activities and problem solving exercises related to their particular assignments. A support seminar meets monthly to enable students to discuss and reflect upon their experiences. General advising and other program related issues are also an integral part of this course. (3 credits)

Notes: FlexMAT interns in their final semester must register for this course and 810.693.

ED.810.695 FlexMAT Supervised Internship in ESOL

Candidates enrolled in the Flexible Master of Arts in Teaching (FlexMAT) program spend a semester in an appropriate ESOL school setting under the supervision of a university supervisor and either a mentor teacher or a supervising mentor teacher. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors and mentors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants plan and conduct lessons, reflect, and continue to develop their portfolios. (3 credits)

Notes: FlexMAT interns in their final semester must register for this course and 810.696.

ED.810.696 FlexMAT Internship and Seminar in ESOL

This seminar accompanies the school based internship for FlexMAT candidates and provides content and pedagogical support. The 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 and leads to the completion of the Digital Portfolio. Students meet with cohort advisors and other faculty to engage in activities and problem solving exercises related to their particular assignments. A support seminar meets monthly to enable students to discuss and reflect upon their experiences. General advising and other program related issues are also an integral part of this course. (3 credits)

Notes: FlexMAT interns in their final semester must register for this course and 810.691.

ED.810.697 FlexMAT Professional Seminar for Classroom Teachers

This seminar accompanies the school based internship for FlexMAT candidates who are currently teaching in an accredited school and who have received permission to count their teaching position as their internship. The 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 and leads to

the completion of the Digital Portfolio. Students meet to engage in activities and problem solving exercises related to their particular assignments. The seminar meets monthly to enable students to discuss and reflect upon their experiences. (3 credits)

Notes: Open to FlexMAT students only. FlexMAT interns in their final semester must register for this course and 810.691 if they are teaching in an elementary school or 810.693 if they are teaching in a secondary school.

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.874.528 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.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.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.884.511 Processes and Acquisition of Reading for Young Children (PreK-Grade 3)

See the Department of Teacher Development and Leadership course descriptions listing.

ED.884.512 Diagnosis and Assessment of Reading for Young Children (PreK-Grade 3)

See the Department of Teacher Development and Leadership course descriptions listing.

ED.884.515 Materials for Teaching Reading to Young Children (PreK-Grade 3)

See the Department of Teacher Development and Leadership course descriptions listing.

ED.884.517 Instruction of Reading for Young Children (PreK-Grade 3)

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.887.616 Fundamentals of Cognitive Development

See the Department of Interdisciplinary Studies in Education course descriptions listing.

ED.885.501 The Gifted Learner

See the Department of Teacher Development and Leadership course descriptions listing.

ED.893.508 Technology and the Science of Learning

See the Department of Teacher Development and Leadership course descriptions listing.

ED.893.932 Data-Driven Decision Making for Schools and Organizations

See the Department of Teacher Development and Leadership course descriptions listing.

DEPARTMENT OF COUNSELING & HUMAN SERVICES

Core and Elective Courses

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.860.570 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.860.584 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.860.614 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 assessment and counseling strategies that can be used by mental health professionals when working with victims of domestic violence. (1 credit)

Prerequisite(s): ED.861.507

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. (1-3 credits)

Prerequisite(s): ED.861.502

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.860.692 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.860.703 Using Family 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 in families often requires the development of personal strengths and access to external sources of sup-

port both for individual family members and for the family unit. 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. Specific attention will be given to family counseling activities to enhance resiliency in families. 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 individuals and families bounce back from challenges that inevitably occur across one's lifetime. (1 credit)

ED.860.705 Counseling Multiracial Couples and Families

The multiracial population is one of the fastest growing segments of the U.S. population, hence it is important that counselors become aware of and develop a greater knowledge and understanding of this population. This course examines the lives of contemporary interracial couples, multiracial individuals, and multiracial families; including cross-racial adoptive families. A multicultural counseling competency framework is applied to discussion and recommendations of counseling intervention with this population. (1 credit)

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 US 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.861.503, and ED.861.502

ED.860.709 Brief Approaches to Family Counseling: Applications of Rational Emotive Behavior Therapy

The goal of this course is rapid development of skill and competence when applying REBT in a brief format and with a focus on family-related problems. Students will review the salient principles and techniques of Rational Emotive Behavior Therapy (REBT), and apply REBT to a wide range of marital and family counseling concerns. Emphasis will be placed on accurate detection of irrational (evaluative and demanding) beliefs, and rapid intervention using a range of cognitive disputations and behavioral interventions. Participants will actively practice REBT interventions in a live format receiving immediate feedback and supervision. (1 credit)

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 these relate to clinical and relational issues in couples and families. (1 credit)

Prerequisite(s): ED.861.507, ED.861.609, ED.861.503, and ED.861.502

ED.860.711 Counseling Women and Young Children Living in Poverty

Poverty has profound implications for how women and children experience the world, impacting their social, psychological, emotional, and physical development. Low-income women are more likely to be socially isolated, depressed concerned about their ability to provide for their families, and highly stressed, while children growing up in poverty are at higher risk for academic and behavioral challenges, drug and alcohol abuse, teen pregnancy, and other negative behaviors. Both are more likely to experience community violence, abuse, and related mental health issues. Given these negative outcomes, it is important to better understand how poverty shapes the development of these women and children in order to provide them with effective clinical services. Through this highly interactive seminar, participants will develop a better understanding of how poverty influences the values and perspectives, coping strategies, and behaviors of women and young children navigating high-poverty environments. Special emphasis will be placed on counseling low-income women and children who have experienced trauma or other forms of maltreatment. Blending discussion, case studies, and skill-building activities, participants will learn strategies for providing support to these families that is consistent with the visions and values they have for their lives. (1 credit)

ED.860.777 Ethical, Legal and Professional Issues in Addictions Counseling

One of the hardest challenges facing all counselors today is how to determine the best, most appropriate and ethical/legal way of working with clients who present a myriad of complex problems. The problem is particularly acute when working with clients who present with substance abuse issues. Federal and state laws apply in some situations, but many issues with which counselors deal fall into a gray zone. This workshop will cover the codes of ethics of the American Counseling Association and related entities, the legal issues in addictions counseling, and special issues relating to counseling minors and working in schools. Participants will have an opportunity to apply this information as they work through real situations faced by counselors, develop a personal framework for practice, and learn how to manage the risks associated with addictions counseling. (1 credit)

ED.861.502 Counseling Theory and Practice

(Lab course) This course provides an overview of the major theories of counseling and therapy, such as cog-

nitive, 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 Foundations in School Counseling (formerly 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.861.619 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.861.713 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.863.527 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 Family Therapy: Theory and Technique (formerly Couple and Family Therapy)

(Lab Course) Students study the theory and practice of family therapy with an emphasis on models of family development and major approaches to intervention with families. Systemic models of family intervention are emphasized, as well as the study of other historically important and contemporary approaches to 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

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.863.610 Counseling Urban Families

Participants develop an understanding of ethnic/cultural and urban influences on family functioning and behaviors. Students explore contemporary marital and family counseling issues and consider intervention strategies appropriate for today's multicultural urban families. (3 credits)

Notes: This course is open only to students in the Urban School Counseling Cohort

Prerequisite(s): ED.861.507

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, COAs, 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.863.633 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.863.644 Couples Therapy

This course provides an overview of contemporary approaches for couple's therapy. The emphasis is placed on understanding the dynamics of couple relationships, com-

munication patterns, and the developmental challenges inherent to couple relationships. Models for effectively working with couples are considered through both didactic and experiential learning. (3 credits)

Prerequisite(s): ED.861.502

ED.863.663 Marriage and Family Therapy Assessment

This course focuses on issues pertaining to clinical assessment of couples and families. Assumptions and values underlying assessment approaches will be discussed. Specific assessment techniques will be examined, evaluated and administered. Ethical, legal and practical issues will be explored. Attention will be paid to theoretical underpinnings of measure as well as their psychometric properties. (3 credits)

Prerequisite(s): ED.863.603

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.863.681 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.863.721 Invitational Intervention: the ARISE Model and Continuum of Care

Fewer than 10% of substance abusers ever receive addiction treatment. In the US in 2006 only 3 million of the 21 million in need of treatment received any form of care. Nationwide, alcoholism and drug abuse costs an estimated \$343 billion and 65,000-99,000 lives annually. A primary reason for such low levels of treatment engagement is the myth that a person has to "hit bottom" before getting help and that concerned family members are powerless to change that. The work of many researchers, including Dr. Judith Landau, a specialist in addiction and other behavioral compulsions for 30+ years, proves the exact opposite: in fact, families are the most instrumental factor in addiction recovery. (3 credits)

ED.863.723 Narrative Therapy with Families

This hands-on course introduces students to poststructural thinking with specific applications to work with diverse families in multiple settings. An understanding of narrative ideas and practices will be the focus for effectively training clinicians to address contemporary issues presented by families and couples, including attention to issues of social justice. The instructor will utilize a variety of teaching methods: lecture/discussion, video examples, classroom exercises and practice. Readings will be sent to course participants beforehand to enrich classroom discussion and to allow a focus on the underlying epistemology that informs narrative thinking and as well to allow room for extensive clinical practice. Students will leave the course having not only an understanding of the theoretical ideas but also a sense of how to do narrative work. (3 credits)

ED.863.725 Family Counseling with Children and Adolescents: Practical Applications of Rational Emotive Behavior Therapy

In this course, students will learn how to apply the basic principles of rational emotive behavior therapy with children and adolescents within the context of the family system. Specifically, students will learn to identify irrational beliefs that contribute to family dysfunction, with an emphasis on a variety of innovative counseling interventions that will help the family function more effectively. A variety of teaching methods will be used, including power point presentations, small group discussion, demonstrations, role play, and skill practice. (3 credits)

ED.863.727 Counseling Children with Process Addictions

Process addiction generally refers to an addictive pattern with a process, action, or behavior, such as gambling or sexual addiction. This track will focus on counseling skills for successful work with clients negatively impacted by

process addictions. Three particular process addictions will be highlighted: sexual, gambling, and work addiction. Counseling skills examined in this seminar are derived from motivational interviewing models, solution-focused techniques, and person-centered theory with particular attention to addiction-specific techniques. Demonstration and exercises will allow each participant to practice therapeutic methods. Attention will be given to the unique challenges of process addictions facing the addiction counselor. (3 credits)

ED.863.729 Introduction to Gottman Method Therapy, “Bridging the Couple Chasm,” A Research Based Approach

Based on Dr. John Gottman’s 35+ years of compelling research with over 3,000 couples, this class introduces Gottman Method Therapy and the theory that has resulted from his significant body of research. Gottman’s groundbreaking research culminated in his ability to predict with greater than 90% accuracy which couples would divorce. Participants will learn of Gottman’s ongoing collaborative work with Dr. Julie Swartz Gottman, co-founder of The Gottman Relationship Institute. Gottman Method Therapy (GMT) is a practical, highly effective approach to guiding couples across the chasm that divides them. Looking to the clinician to “referee” chronic conflicts, “fix” their partners and rebuild burned bridges, couples enter the therapy office in a state of flux. They count on the therapist’s expertise to guide them. GMT provides attendees with a research-based roadmap for helping couples manage their conflicts, deepen their friendship, re-establish intimacy and share their life dreams. Myths and assumptions long held by clinicians about what is “dysfunctional” when a marriage is struggling, and what is “functional” when a marriage is going well are challenged. This model provides clinicians a blueprint for developing effective strategies to address the three central components of the Sound Relationship House theory: 1) The Friendship System, 2) The Conflict System and 3) The Meaning System. Students will explore GMT’s methods of assessment and treatment of couples. Attendees will be introduced to new relationship assessment questionnaires and clinical interventions. Scientifically-based and empirically verified tools to help couples break the cycle of criticism, defensiveness, contempt and stonewalling will be examined. Background information on Gottman Method Theory through case examples, films, small group exercises and demonstration of methods for diagnosis and treatment of couples from clinical practice will be provided. (3 credits)

ED.863.731 Counseling African American Families

Counseling African American Families is graduate level course for students who plan to work with African American women, men and children. The primary purpose of this course is to critically examine the historical and contemporary context of African American families so that clinicians, school counseling personnel and adminis-

trators can better serve and advocate for this diverse population. Topics such as child discipline, racial socialization of children, spirituality/religion, public policy (structural and institutional racism) will be examined. A framework for appreciating and defending the integrity of African American families will be provided. (3 credits)

ED.863.733 Lesbian, Gay, Bisexual, Transgender, and Queer-Affirmative Addictions Treatment

This course reviews the practical and theoretical concepts involved in providing affirmative addictions treatment with lesbian, gay, bisexual, transgender, and queer (LGBTQ) people and communities. Students will initially learn the history of pathologization of LGBTQ people and communities and learn how this history influences the development of addictive processes. In addition, students will learn about both the resilience and oppression experiences that complicate addiction treatment with this group and practical prevention and intervention strategies. This course will also discuss the ethical and legal mandates (and supporting research) that guide LGBTQ-affirmative counseling and may be incorporated into addiction treatment. The instructor will use experiential activities, small group learning, multimedia teaching, and community panels to illuminate the experiences of LGBTQ addictions treatment (3 credits)

ED.863.736 School Counseling Leadership and Consultation

This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent. Ultimately, the course will assist future school counselor leaders build effective stakeholder consultation teams that promote equitable services for all K-12 students. Note: The Context of School Counseling is a prerequisite for this course. (3 credits)

ED.863.737 Gestalt Therapy with Latino Clients

This course will present information about common Latino cultural values, and explore possible Gestalt interventions to use when working with Latino clients. According to the US Census Bureau 2008 report, the Latino population constitutes over 15% of the US population. This highly diverse group shares some common characteristics and struggles in their process of acculturation (Marin and Triandis, 1985). There also exist enough national variations amongst Latinos that must be understood in order to render culturally appropriate services (Santiago-Rivera, 2002). Such services must respect the values and traditions of the Latino client and also foster growth and change leading to optimal adjustment. Gestalt

therapy is based on the experiential ideal of “here and now,” and relationships with self, others and the world. The present oriented focus of Gestalt Therapy, as well as the framework of connections makes this therapeutic approach suitable for working with Latinos and respecting their cultural values. This course will present information about common Latino cultural values, and explore possible Gestalt interventions to use when working with Latino clients. (3 credits)

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

ED.863.808 Practicum in School Counseling

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); (b) a practicum course involving 100 hours of individual counseling and group counseling, as well as supervisory experience, in a school setting or clinical setting where children and/or adolescents are served. Supervision of this experience will be provided by the on-site supervisor and a school counseling program faculty member. Emphasis is given to the development of cultural competence, social/emotional issues of children and adolescents (e.g., depression, bullying) and school-related issues (e.g., crisis management). The course is taken near the end of a student's program of study just prior to the internship. (3 credits)

Notes: This practicum course is only open to students in the School Counseling Program.

ED.863.809 Clinical Community 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); (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 course work, including all counseling courses. (3 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 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. (3 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. (3 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 approved 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 students and advanced master's students. Students interested in this advanced internship must notify the departmental

Internship Coordinator by April 1 for a Fall field 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.863.870 Mental Health 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)

ED.863.875 Internship in Mental Health 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 Mental Health Counseling. Students must have completed a minimum of 54 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. (6 credits)

ED.871.501 Introduction to Children and Youth with Exceptionalities

See the Department of Special Education course descriptions listing.

DEPARTMENT OF SPECIAL EDUCATION

Core and Elective Courses

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 communication, 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.871.525 Writing Grant and Contract Proposals

Students in this course gain practical experience in writing grant and contract proposals for submission to state and federal agencies and to private organizations. Course topics include: (1) the purposes of federal grant and contract programs, (2) private and public sources of financial assistance for research and development activities, and (3) methods and procedures for writing technically sound proposals. Each student writes a complete grant or contract proposal during the semester. (3 credits)

ED.871.801 Research To Practice Seminar I: Orientation to Doctoral Study and Scholarship in Special Education

In this seminar, new doctoral candidates will become acquainted with the methods and tools necessary for engaging in scholarly activity. Topics include hypothesis development, literature searches, technical writing, and professional ethics. (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.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 pre-service 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-3 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 PreK-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.872.810 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.874.830 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 course work 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 course work, 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 course work 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, 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.877.553 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 certification and Non-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 induction internship gradually assume leadership responsibilities in their placement setting and are expected to demonstrate fluency of applied instructional and behavioral skills. Note: Praxis 1, a minimum of 12 credits of required courses, a minimum of one portfolio meeting, and advisor approval are required before completing the induction internship. (3 credits)

ED.877.811 Internship in Severe Disabilities: Culmination

Designed for severe disabilities program participants on the Maryland State 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. Note: Praxis II, the remaining required program coursework, a minimum of 2 portfolio meetings, and advisor approval are required before completing the culminating internship. (3 credits)

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 coursework; or (b) a comprehensive review of the literature focused on a topic that integrates the knowledge base acquired in 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 empha-

sizes 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 Class) 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 Class) 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 Class) 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

This 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.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.

DEPARTMENT OF INTERDISCIPLINARY STUDIES IN EDUCATION

Core and Elective Courses

AS.410.601 Biochemistry

This course explores the roles of essential biological molecules focusing on protein chemistry, while covering lipids and carbohydrates. It provides a systematic and methodical application of general and organic chemistry principles. Students examine the structure of proteins, their function, their binding to other molecules and the methodologies for the purification and characterization of proteins. Enzymes and their kinetics and mechanisms are covered in detail. Metabolic pathways are examined from thermodynamic and regulatory perspectives. This course provides the linkage between the inanimate world of chemistry and the living world of biology. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

AS.410.602 Molecular Biology

This course provides a comprehensive overview of the key concepts in molecular biology. Topics to be covered include nucleic acid structure and function, DNA replication, transcription, translation, chromosome structure and remodeling, and regulation of gene expression in prokaryotes and eukaryotes. Extended topics to be covered include methods in recombinant DNA technology, microarrays, and microRNA. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

Prerequisite(s): AS.410.601

AS.410.652 Cell Culture Techniques

This laboratory course illustrates the use of basic cell culture techniques for bioscience research and commercial applications. Students are introduced to cell cultivation methods, including proper use of a biological safety cabinet, sterile technique, cell enumeration and media preparation, primary cultures, cultivation of cell lines, detection of contamination, cryopreservation, transfection, and an introduction to bioassays. This course is designed for students with no prior knowledge or with limited knowledge of cell culture methods. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

Prerequisite(s): AS.410.601

AS.410.656 Recombinant DNA Laboratory

This laboratory course introduces students to methods for manipulating and analyzing nucleic acids. Students gain extensive hands-on experience with plasmid purification, restriction mapping, ligations, bacterial transformations, gel electrophoresis, as well as applications of the polymerase chain reaction. This course is not recommended for students with substantial experience in these methodologies. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

Prerequisite(s): AS.410.601, AS.410.602

AS.410.660 Immunological Techniques in Biotechnology

This laboratory course introduces students to methods for analyzing the immune system. Participants gain experience with various immunologic techniques used in research and biotechnology laboratories such as immunoassays, immunofluorescence, western blot analysis, SDS-PAGE, antibody purification (protein A), and cytokine assays. Additional topics for discussion include hybridoma technology, phage antibody libraries, therapeutic monoclonal antibodies, and flow cytometry. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program. Must have previously taken an immunology course at the undergraduate level or have academic adviser permission to register for this course.

Prerequisite(s): AS.410.601, AS.410.602

AS.410.710 Introduction to Biotechnology

This course is intended for students with limited biology background or who need an introduction to biotechnology. Topics to be covered include basic concepts in biology including genetics, molecular biology and cell biology followed by a survey of biotechnology including microbial, environmental, agricultural and pharmaceutical applications. In addition students will be introduced to basic laboratory methods used in biotechnology and ethical issues facing the biotechnologist. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

AS.410.XXX Forensic Science Laboratory

This course provides an overview of the principles of molecular biology and genetics as it applies to Forensic

Science, including DNA mapping, repeat DNA sequences (STRs, VNTR), statistics, Polymerase Chain Reaction, human identification through DNA technologies, population genetics, and an introduction to the DNA CODIS database. (4 credits)

Notes: This course is offered through the Krieger School of Arts and Sciences. For students in the School of Education, this course is restricted to candidate enrolled in the Graduate Certificate in Biotechnology Education program.

Prerequisite(s): AS.410.601, AS.410.602

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.871.525 Writing Grant and Contract Proposals

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

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

In this course, participants will explore, critique, and create lessons and activities that utilize all learners' intellectual, social, and emotional styles that make up their cultural ways of knowing and doing. Participants will be introduced to a variety of strategies and practices that link

home, school, and community experiences that nurture and foster students' strengths and accomplishments. This course will emphasize the creation of classroom environments that are affirming, respectful and intellectually rigorous. (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 on the local and 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 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. (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 make an impact on 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 with E-Learning Strategies

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 and ED.880.621

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 infrastructure, technical support, scalability, and sustainability. Using a self-evaluation and reflection process, participants will be able to implement empowerment evalua-

tion to measure success and foster program improvement. (3 credits)

Prerequisite(s): ED.880.619, ED.880.621, and ED.880.623

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 AND ED.880.621 AND ED.880.623 AND ED.880.625

ED.880.629 Evidence-Based Teaching

This course prepares participants for leadership in education through translation of the best available evidence and application of research into educational practice. Students will develop the skills and knowledge needed to review and synthesize the strength of evidence available, and recommend educational practice changes if indicated. Topics include: a review of the research process, research critique, rating and synthesizing the strength of evidence, decision-making for educational practice in the health professions, and research and research translation opportunities. Participants will add relevant content to their professional portfolio through this course. (3 credits)

ED.880.631 Ensuring Learning through Assessment and Feedback

This course prepares participants to demonstrate their ability to build an educational experience from the perspective of assessing student learning achievement. They will review the literature on assessment and examine the processes to align learning goals and objectives with corresponding learning experiences, assessments and scoring guides. In addition, they will examine the use of formative and summative feedback to monitor and evaluate learning. Moreover, they will explore approaches to providing feedback and will engage in scenarios to practice and evaluate its use. Finally, participants will critique and evaluate approaches to assessment and feedback in health profession settings. Artifacts from course activities will be posted in participants' professional portfolios. (3 credits)

ED.880.633 Curriculum Development

In this course participants will propose a curricular project in health professions education, which will be documented in their professional portfolio. They will learn and apply six steps to curriculum development: problem identification and general needs assessment, targeted needs

assessment, writing goals and specific measurable objectives, choosing educational strategies, implementation, and evaluation. Educational methods include readings, mini-lectures, interactive web modules, discussion groups, and application exercises. The course also addresses issues related to curriculum maintenance and enhancement and dissemination of curriculum-related work. (3 credits)

ED.880.635 Instructional Strategies I

In this course, participants will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and experiential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula, including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional portfolio. (3 credits)

ED.880.637 Instructional Strategies II

In this course the principles underlying the assessment and teaching of adult learners will be applied to classroom and clinical settings in both academic and practice environments. Selected learning style models and technology integration strategies will be examined. Emphasis is placed on the selection and application of practical teaching strategies to diverse learners. Specific teaching skills will be analyzed for their applicability to specific methodologies, settings and learners. Course related reflections and products will be posted in participants' professional portfolios. This course will include a summer residency component. (3 credits)

ED.880.639 Development and Evaluation of Health Professions Programs

In this course participants will demonstrate their ability to implement a systemic approach to program development and evaluation. They will review the literature on program effectiveness and examine the components that contribute to success. They will also approach program development from the perspective of its critical components – population characteristics, needs assessment, content, logistics, instructional formats, implementation, assessment, and evaluation using quantitative and qualitative methods. In addition, participants will incorporate a continuous

process of program improvement that includes closing the loop by analyzing information on student performance, stakeholders, trends, and funding to identify changes that will enhance the effectiveness of the program. Course products and reflections will be highlighted in a professional portfolio. (3 credits)

ED.880.641 Leading to Build and Manage Health Professions Educational Programs

This course will address major leadership theories. Participants will develop an understanding of their preferred leadership style through a variety of assessment instruments and create an individually tailored leadership development plan that will be placed in a professional portfolio. Participants will review the literature on the task and people dimensions of leadership in health professions education. As current and future leaders of health professions educational programs, centers, and schools, they will learn how to write program proposals, create budgets, apply accounting and finance principles for educational programs, develop a plan to market and sell their program concepts to leadership, manage projects, use decision-making and risk taking paradigms, and delegate and manage execution through accountability structures. They will also learn how to hire and staff health professions educational organizations, apply cultural competence in building diverse organizations, and use interpersonal skills to manage and improve performance, enhance team building and group dynamics, recognize and reward contributions, and resolve conflicts through effective communication, mediation and dispute resolution strategies. (3 credits)

ED.880.643 Leading to Mentor and Influence for Health Professions Educational Programs

In this course participants will learn how to be mentors and advocates for health professions educators and agents of influence and change within and outside their institutions. They will review the literature on faculty development and learn how to develop and mentor faculty who plan to build careers as health professions educators. They will learn how to provide effective feedback, support the career development of educators, evaluate educators' portfolios, and mentor faculty in teaching skills, educational scholarship and program building. Participants will develop an understanding of strategic planning processes, and will develop advocacy skills, including building internal and external relationships and influencing and negotiating for change. They will learn how to structure and chair committees, build trust, and manage meetings effectively. They will develop and apply an understanding of the principles and techniques of fundraising and development. They will practice presentations designed to influence both change and crises management among internal and external stakeholders, such as institutional leaders, legislative groups and the media. Participants will examine the concept of a moral compass as a founda-

tion for responding effectively to the ethical challenges of leadership and professionalism within the context of the health professions education environment. Knowledge, skills and dispositions gained and applied in this course will be captured as artifacts in participants' professional portfolios. (3 credits)

ED.880.645 Faculty Development

The focus of this course is on four components of faculty development: professional development, instructional development, leadership development, and organizational development. Participants will develop the knowledge and skills needed to address such specific areas of development as orientation of new faculty; presentation of educational sessions and programs to address teaching methods and educational technology; promotion of research and scholarship in education; and identification of resources needed to facilitate excellence in teaching. (3 credits)

ED.880.647 Professional Development Projects in Health Professions Education

This year-long 3-credit course is a requirement for candidates in the Master of Education in the Health Professions pursuing the Educational Leadership track. Participants apply principles learned in courses in curriculum development, teaching, assessment, and adult learning by designing, implementing, evaluating, and writing up a professional development project in health professions education leadership. Degree candidates work with an advisor with experience in professional development and adult learning toward the end of the post-master's certificate program or upon entering the Educational Leadership track. The advisor helps the candidate choose a meaningful and achievable project. Participants have the option of identifying an additional mentor at their home institution. Educational methods include regular meetings with advisors, periodic deadlines for achieving interval work, capturing reflections and artifacts in a professional portfolio, and an end of program oral abstract presentation and paper. Participants may use their professional development projects in application exercises during courses in teaching, assessment, and curriculum development methodology. (3 credits)

ED.880.649 Research Projects in Health Professions

This year-long 3-credit course is a requirement for candidates in the Master of Education in the Health Professions pursuing the Educational Research track. Participants apply principles learned in courses in research methodology by designing, implementing, presenting, and writing up a research project in health professions education. Degree candidates are assigned a Johns Hopkins mentor with experience in educational research toward the end of the post-master's certificate program or upon entering the Educational Research track. The mentor helps the candidate choose a meaningful and achievable project. Participants have the option of identifying an additional

mentor at their home institution. Educational methods include regular meetings with mentors, periodic deadlines for achieving interval work, capturing reflections and artifacts in a professional portfolio, and an end of program oral abstract presentation and paper. Participants may use their research projects in application exercises during courses in research methodology. (3 credits)

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.883.510 Understanding Educational Research

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 developing 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 Nino. 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.886.641 Bioscience Education

The goal of this course is to provide teachers with the requisite pedagogical knowledge and skills to effectively support student learning and achievement in bioscience. It will be delivered in a face-to-face format with an accompanying online community. Participants will engage in reflection on learning and teaching of bioscience and discuss implications for curriculum design and evaluation. Participants will be exposed to the literature on biology/bioscience education, student learning and achievement, and assessment. There will be a particular emphasis on infusing inquiry and technology in biology curriculum topics. They will develop, discuss, and share problem-based activities, ideas for integrating technology in their bioscience lessons, and specific assessment instruments with each other in this course. This course will run for three semesters alongside the content courses. Special assignments related to the content courses will be given to the participants to develop appropriate pedagogic applications for their instruction. An online community forum on ELC will be an integral part of the Bioscience Education course. The purpose of this forum is to support and engage the teachers in reflection and dialogue related to the educational applications of the topics covered in the content courses. (4 credits)

ED.886.811 Internship in Earth/Space Science

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 class-

rooms 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.

Note: Must have permission of academic adviser to register for this course. (3 credits)

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.887.615 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 a role as consumers of this emerging knowledge. Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching, including 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 introductory course surveys theoretical and empirical work in the study of cognitive development. A variety of methodological approaches are addressed, with a focus on cognitive processes related to learning. The course proceeds from behaviorist, cognitivist, and sociocultural perspectives of the early and mid- 20th century to recent and ongoing research in the neuro- and cognitive sciences. Topics include the development of language, motivation, and intelligence, as well as the acquisition of skills and concepts related to mathematics, reading, writing, and problem-solving. Implications for education are considered. (3 credits)

ED.887.617 Neurobiology of Learning Differences

This course is intended to prepare educators with information about how differences and disabilities in brain development impact the abilities of school aged children and adolescents to participate in instructional activities. Particular attention is given to autism spectrum disorder (ASD), specific learning disabilities (SLD), attention deficit disorder and attention deficit disorder with hyperactivity (ADD and ADHD), and psychiatric disorders that are found in the constellation of disabling conditions identified as emotional disturbance (ED). The course will include case studies of students with each disabling condition, with a focus on how the disability affects learning, the current status of imaging technologies, and the current uses of medications for assisting students in school settings. Students taking this course will review research and link information from lecture to the creation of an instructional unit demonstrating knowledge of how a disabling condition can be accommodated in school. (3 credits)

ED.887.618 Cognitive Processes of Literacy & Numeracy

This course is designed to offer students an opportunity to study, discuss and explore aspects of brain function that influences learning, remembering, and utilizing textual and numeric concepts. The inter-relationship of developmental factors, prior knowledge, instructional design and implementation, and assessment mandates will be investigated and discussed. Current research, differentiated strategies, technologies and the impact of disabilities will be included. (3 credits)

ED.887.619 Special Topics in Brain Sciences

Emotion, Memory, and Attention—this capstone course addresses specific topics in brain research and encourages the participants to apply research to inform instructional practices. (3 credits)

ED.XXX.XXX Research-Proven Instructional Practices: Introduction

With a growing emphasis as to what works in education, participants will review the key research in the evaluation of effective and replicable practices in education. Participants will evaluate the processes used for identifying research-proven educational programs and instructional methods. Using the well researched cooperative learning process as an example, participants will align various research-proven practices with the INTASC standards to see the correlation between instruction and teacher expectations. (3 credits)

ED.XXX.XXX Evidence-Based Practices for Continuous Improvement

Participants will explore and implement a research-proven continuous improvement process that utilizes various assessment tools and research-proven programs and practices to achieve greater academic outcomes. Concepts include:

school/classroom goals and targets, analysis of causes for concern, selection of leverage points for improvement, research-proven solutions aligned with identified needs, an appropriate achievement plans that includes professional development/ coaching, and formative measures for monitoring progress for students. (3 credits)

ED.XXX.XXX Cooperative Learning: Four Theoretical Perspectives

Participants will explore Slavin's four theoretical perspectives of cooperative learning: motivational, cognitive-elaboration, cognitive-developmental, and social cohesion, and their relationship to research-proven instructional practices. Each relationship (between the four theoretical perspectives and research-proven instructional practices) will be evaluated in accordance with students' equal opportunity for success, individual accountability within a team, and the recognition for progress achieved. (3 credits)

ED.XXX.XXX Cooperative Learning in Action

Participants will take their understanding of structured cooperative learning and apply it with integrity in their own classrooms. Utilizing their cohort as a professional

learning community to support their implementation of a research-proven approach to instruction, participants will evaluate the implementation and effectiveness of a structured cooperative learning approach, based on evidence that supports their transition from a teacher- to student-centered classroom and higher achievement demonstrated by their students. (3 credits)

ED.XXX.XXX Engaging Students through Research-Proven Instructional Practices: Action Research

Some of the most powerful and widely applicable research-proven instructional practices are cooperative learning practices that are highly effective in engaging and motivating students. When implemented correctly, such practices have been proven to increase student achievement in a wide range of content areas at all grade levels. Cooperative learning models will be explored to understand the variables that differentiate group work from true cooperative learning, including individual accountability and group rewards. The effectiveness of student teams to support learning through peer motivation, peer assessment, and re-teaching will be examined in depth. (3 credits)

GRADUATE EDUCATION FACULTY

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FULL-TIME FACULTY

Yolanda Abel, EdD
Assistant Professor
Department of Teacher Preparation

Chadia Abras, PhD
Instructor
Center for Technology in Education

Linda S. Adamson, EdD
Assistant Professor
Department of Teacher Preparation

Christine Alexander, EdS
Instructor
Center for Technology in Education

David W. Andrews, PhD
Professor & Dean
School of Education

Mary Ellen Beaty-O'Ferrall, PhD
Associate Professor
Department of Teacher Preparation

Linda Carling, MS
Instructor
Center for Technology in Education

Francesca Carpenter, MA
Instructor
Center for Technology in Education

Deborah Carran, PhD
Professor
Department of Teacher Development and Leadership

John Castellani, PhD
Associate Professor
Department of Teacher Development and Leadership

Bette Chambers, PhD
Professor
Center for Research and Reform in Education

Alan Cheung, PhD
Associate Professor
Center for Research and Reform in Education

Jennifer Cuddapah, EdD
Assistant Professor
Department of Teacher Preparation

Laurie U. deBettencourt, PhD
Professor & Chair
Departments of Special Education & (interim) Teacher Preparation

Tammy L. Devlin, MS
Instructor
Center for Technology in Education

Jeanne Dwyer, MS
Instructor
Center for Technology in Education

A. Jonathan Eakle, PhD
Associate Professor
Department of Teacher Development and Leadership

Kate Foley, MA
Instructor
Department of Teacher Preparation

Ileana A. Gonzalez, PhD
Instructor
Department of Counseling and Human Services

Veronique C. Gugliucciello, MS
Instructor
Department of Teacher Preparation

Mariale M. Hardiman, EdD
Assistant Professor, Assistant Dean & Chair
Department of Interdisciplinary Studies in Education

Wilbert D. Hawkins, EdD
Instructor
Department of Teacher Development and Leadership

Cheryl Holcomb-McCoy, PhD
Professor, Vice Dean & Chair
Department of Counseling and Human Services

Robin L. Hopkins, MS
Instructor
Center for Technology in Education

Francine Johnson, EdD
Instructor
Department of Teacher Preparation

Maureen M. Jones, MEd
Instructor
Center for Technology in Education

Cynthia Lake, MA
Instructor
Center for Research and Reform in Education

Nancy Madden, PhD
Professor
Center for Research and Reform in Education

K. Lynne Mainzer, EdD
Assistant Professor & Deputy Director
Center for Technology in Education

Tamara Marder, PhD
Instructor
Department of Special Education

Helena Mawdsley, PhD
Instructor
Center for Technology in Education

John D. McWay, PhD
Instructor
Department of Counseling and Human Services

Jacqueline A. Nunn, EdD
*Associate Dean for Educational Technology &
Director, Center for Technology in Education*

Tamara Otto, MA
Instructor
Center for Technology in Education

Laura Owen, MEd
Lecturer
Department of Counseling and Human Services

Edward Pajak, PhD
Professor & Chair
Department of Teacher Development and Leadership

Carolyn Parker, PhD
Assistant Professor
Department of Teacher Preparation

David C. Peloff, MS
Instructor
Center for Technology in Education

Eric P. Rice, PhD
Assistant Professor
Department of Interdisciplinary Studies in Education

Michael S. Rosenberg, PhD
Professor & Associate Dean
Department of Special Education

Steven M. Ross, PhD
Professor
Center for Research and Reform in Education

Karin Sandmel, PhD
Assistant Professor
Department of Special Education

Amy N. Sargent, PhD
Instructor
Center for Technology in Education

Robert Slavin, PhD
Professor & Director
Center for Research and Reform in Education

R. William Sowders, PhD
Assistant Professor
Department of Teacher Preparation

Anika Spratley, PhD
Assistant Professor
Department of Teacher Preparation

Marc L. Stein, PhD
Assistant Professor
Department of Teacher Development and Leadership

Susan C. Stein, MEd
Instructor
Center for Technology in Education

Christopher R. Swanson, MS
Instructor
Center for Technology in Education

Kristen Thompson, MS
Instructor
Center for Technology in Education

Dianne Tracey, MEd
Instructor
Center for Technology in Education

Linda A. Tsantis, EdD
Associate Professor
Department of Special Education

Antoinette (Toni) Ungaretti, PhD
Assistant Professor & Assistant Dean
Department of Interdisciplinary Studies in Education

Amy M. Wilson, MEd
Instructor
Department of Teacher Preparation

Anita Young, PhD
Assistant Professor
Department of Counseling and Human Services

JOINT APPOINTMENTS

Robert Balfanz, PhD

Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Robert Blum, MD, PhD, MPH

*Professor & William H. Gates Sr. Chair, Department of
Population, Family & Reproductive Health*

Bloomberg School of Public Health

Secondary Appointment—JHU School of Education

Catherine Bradshaw, PhD

Associate Professor & Associate Director,

*Johns Hopkins Center for the Prevention of Youth Violence;
Co-Director, Johns Hopkins Center for Prevention and
Early Intervention*

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

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Philip J. Leaf, PhD

*Professor & Director, Center for the Prevention of Youth
Violence*

Bloomberg School of Public Health

*Secondary Appointments—JHU School of Education,
JHU School of Medicine*

Nettie E. Legters, PhD

Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Mary Ellen B. Lewis, EdD

Assistant Professor

Director of Educational Projects

Kennedy Krieger Institute

Secondary Appointment—JHU School of Education

Charles J. Limb, MD

Associate Professor

Department of Otolaryngology—Head and Neck Surgery

JHU School of Medicine

*Secondary Appointments—JHU School of Education,
Peabody Institute of Music*

Douglas Mac Iver, PhD

Principal Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Martha A. Mac Iver, PhD

Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Michèle M. M. Mazzocco, PhD

Professor & Director of Math Skills Development Project

Kennedy Krieger Institute

*Secondary Appointments—JHU School of Education,
JHU School of Medicine*

James M. McPartland, PhD

Director/Principal Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

Steven B. Sheldon, PhD

Research Scientist

Center for Social Organization of Schools

Secondary Appointment—JHU School of Education

W. Stephen Wilson, PhD

Professor, Department of Mathematics

JHU Krieger School of Arts and Sciences

Secondary Appointment—JHU School of Education

DIVISION OF PUBLIC SAFETY LEADERSHIP (PSL)

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THE DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership's (PSL) 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. PSL defines public safety organizations as federal, state and local law enforcement, fire and emergency, military, intelligence analysis, medical services, public health, transit, private security, and occupational safety. Along with protecting life, property, and reducing and managing crime, leaders are asked to respond to increased 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 and intelligence analysis organizations necessitates innovative approaches to providing quality service. Today's public safety professionals must meet the challenges of increased scrutiny, a highly charged political environment, public demand for lasting change, shortage of qualified personnel, and leading in a constrained fiscal environment.

Programs

To respond to these and other challenges, PSL, in conjunction with public safety executives from around the country, established several interdisciplinary programs for public safety, military and intelligence analysis professionals. 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
- Master of Science in Management
- Master of Science in Intelligence Analysis

The curricula reflect leadership, business, and liberal arts, and differ from other programs offered to public safety professionals, since the focus is not criminal justice, fire science, EMS, or an intelligence trade craft program.

To strike a balance between academic instruction and extracurricular projects, 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, military officers, and others. Students 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.

PSL continuously pursues new avenues for research. PSL 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, immigration and customs enforcement.

Faculty

A renowned faculty teaches in the Division of Public Safety Leadership. The faculty includes full-time and adjunct professors from Johns Hopkins University, major organizations and other universities throughout the region. The faculty combines scholars, business leaders, and practitioners that 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 national 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, performance of federal agencies, technology, interoperability, accreditation, computer crime, and more.

Alumni

Since 1994, over 700 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 70 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.

BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP

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, the military, 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 (BS) in Management and Leadership may be eligible for admission into 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

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 the BS in Management and Leadership program 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 in the same sequence. 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 BS in Management and Leadership program is two years in length. While schedules may vary, typically classes meet two Fridays and two Saturdays each month, from 8:30 a.m. until 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

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts.

Requirements for Admission

Applicants to the BS in Management and Leadership program, for the cohort beginning in June 2012, must:

- Hold a high school degree or equivalent.
- Possess an associate of arts degree from a regionally or nationally 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 endorsed by their chief, CEO, or their designee.
- Meet entrance criteria established by the University.
- Submit an application; essay; resume; two letters of recommendation, one of which must be a letter of endorsement from the applicant's CEO or chief (or their designee); 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.)

**Note: The application fee is waived for all public safety professionals.*

Interested applicants may begin the application process online at <http://education.jhu.edu/soeapplicationpsl.html> 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.

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 academic adviser.

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 410-516-9900 prior to submitting an application.

Tuition

Undergraduate tuition for the academic year 2011-2012 is \$610 per credit hour. Books and fees are included in tuition costs. Financial assistance is available.

Undergraduate Honors

BS 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

The Master (MS) of Science in Management 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 the MS in Management program 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 in the same sequence. 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 MS in Management program is 18 months in length. While schedules may vary, typically classes meet two Fridays and two Saturdays each month, from 8:30 a.m. until 4:30 p.m.

Location of Classes

Classes are held the Columbia Center (6740 Alexander Bell Drive, Columbia, MD 21046), conveniently located along the I-95 corridor.

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 MS in Management program, for the cohort beginning in September 2012, must:

- Be endorsed by their chief, CEO, or their designee.
- Possess a bachelor's degree from a regionally or nationally 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 average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study).)
- Meet entrance criteria established by the University.
- Submit an application; essay; resume; two letters of recommendation, one of which must be a letter of endorsement from the applicant's CEO or chief (or their designee); 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.)

**Note: The application fee is waived for all public safety professionals.*

Interested applicants may begin the application process online at <http://education.jhu.edu/soeapplicationpsl.html> 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.

Note: Applicants seeking admission to the MS Management cohort beginning in September 2011 should consult with the PSL office regarding current admission requirements.

Tuition

Tuition for the academic year 2011–12 in the MS in Management program is \$810 per credit hour. Books and fees are included in the cost of tuition. Financial assistance is available.

ACCELERATED MASTER OF SCIENCE IN MANAGEMENT

The Master (MS) of Science in Management program is an intensive 11-month, 30-credit master's program is open only to individuals who have earned a Bachelor of Science (BS) in Management and Leadership from the Johns Hopkins University's Division of Public Safety Leadership.

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)

Admission

Students enrolled in the BS in Management and Leadership program may begin the application process during their final undergraduate semester. Interested applicants may begin the application process online at <http://education.jhu.edu/soeapplicationpsl.html> 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.

**Note: The application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2011–12 in the accelerated MS in Management program is \$920 per credit hour. Books and fees are included in the tuition costs. Financial assistance is available.

MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

The Division of Public Safety Leadership offers the Master of Science (MS) 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 the MS in Intelligence Analysis program 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 in the same sequence. 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 MS in Intelligence Analysis 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, for the cohort beginning in January 2012, 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 a regionally or nationally 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 average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study).)
- Meet entrance criteria established by the University.
- Submit an application, essay, resume, two letters of recommendation, 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.)

**Note: The application fee is waived for all public safety professionals.*

Interested applicants may begin the application process online at <http://education.jhu.edu/soeapplicationpsl.html> 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.

Tuition

Tuition for the academic year 2011-12 for the MS in Intelligence Analysis program is \$975 per credit hour. Books and fees are included in the tuition costs. Financial assistance is available.

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 9, 2011

BACHELOR OF SCIENCE IN MANAGEMENT

June 2012

MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

January 21, 2012

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, extroversion, 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. (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.700.309 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. (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. (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 is a weak substitute for organization-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 a 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. Avoiding sweeping generalities, political rhetoric, traditional hype, and breaking diversity issues into their finest components, 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. Our faculty expects 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 judge 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. (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 neighborhoods. 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. (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 employee 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 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 organization'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 organizations 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 or 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 organizations. Through readings, case studies, and simulations, students compare organizational behaviors—including internal communication, quality control, and marketing—to activities in their own organizations. Students employ proven and innovative approaches to assessing organizations and developing ways to accomplish defined goals and tasks. (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—pres-

ents 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 levels 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 or executive’s success in providing public service? Do organizations truly learn or do they simply copy or adopt invogue 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, military, 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 organizations 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. (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 organization, 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. (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 employing 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.710.604 Ethics Of Belief

Students discern concepts such as logic, epistemology, and ethics, and how the relationship between them influences decision-making. They develop and enhance skills necessary to conduct basic and complex analyses, routinely and in crisis situations. Through discussion, debate, readings, and research, students seek to answer several important questions. How are personal and organizational beliefs influenced by factors such as tradition and reputation, the Constitution of the United States, the oath of office, labor organizations, the media, and politics? To what degree should employees be held accountable for undesirable consequences of a thoughtful, logical decision? What is the difference between belief and knowledge and which prevails in drawing conclusions? This course takes leaders to new heights in understanding and challenging decision-making processes. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.606 Advanced Leadership Studies

Determining leadership style is an integral first step in bringing about valuable change and developing a greater understanding of organizational behavior. Administrators encounter change on a daily basis. These changes may be insignificant or they may be disruptive to employees and the customers they serve. This course explores procedures used by leaders to confront change and influence people and organizations. Participants will examine their own leadership techniques in areas such as facilitating transformation, interpersonal communication, conflict resolution, creative problem solving, and consensus building. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.609 Human Resource Management: People and Productivity

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, skill level, and more. There is no “one size fits all” human resources program. How sworn and civilian employees, contractual workers, and others are managed on a day-to-day basis can make or break an organization and an executive’s future. Through discussion and case studies, students apply fundamentals of human resource management to contemporary organizations, focusing on topics such as workforce diversity, interdivisional relationships, compensation and rewards systems, recruitment, selection, retention, regulatory compliance, and performance assessment. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.635 Leadership and Organizational Behavior

Managers respond to organizational behavior. Leaders understand it and, if needed, promote change to meet the needs of consumers and employees. This course examines how leaders influence organizational behavior, the inner workings of modern organizations, and the various systems—individual, group, and culture—that contribute to the successful operation of complex service agencies. Through readings, case studies, simulations, and discussion, students compare organizational behaviors—communication, quality control, and marketing—to those in their own agencies. Applying principles of quality leadership, students develop individualized approaches for assessing and changing organizational behavior within their own agencies. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.712 Project Management: Executive Perspectives

In any project, there is a need to effectively plan and manage the process. To be most efficient, this requires a variety of both technical and non-technical skills needed for proper project scoping, planning, execution, and completion. Topics covered include an overview of project management (PM), project planning, developing project MVGO (mission, vision, goal, objectives), using WBS, scheduling, control and evaluation, EVMS, and team management. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.714 Performance Management and Improvement Strategies

Successful leaders possess a detailed understanding of behavioral concepts and how they apply to performance in organizations. To observers, they seem to have an inherent knack for making units, divisions, and entire organizations function in an effective, efficient manner, with a strong focus on delivering a quality “end product”. Through discussion, case studies and agency-specific examples, students examine organizational standards and how employee competencies, interests, and accomplishments contribute to meeting these standards. Students use feedback, development plans, workplace design, and other tools to improve both organizational and individual performance. Students develop improvement strategies and apply them to their current function. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.718 Strategic Planning for Leaders

A strategic plan sets a steady course for an organization, allowing it to endure market fluctuation, changes in administration, shifts in consumer demand, and more. Through readings and discussion, students develop an individualized approach to strategic planning based

on experience in their own agencies. The course covers the benefits of strategic planning and the step-by-step approaches necessary to provide quality police service to the community. Students examine ways in which to involve and motivate employees to participate in the strategic planning process. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.719 Crisis Communication Management

The course is designed to enable organizations to identify, prevent, and manage potentially disruptive events so that they do not become major communications disasters. Students will develop an understanding of the components of internal and external communications as they apply to potential and actual crises. They will learn to anticipate potential crises and identify and work with those societal members who may also be involved in crisis resolution. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.730 Management: A New Paradigm

The walls, real or perceived, between functional areas are breaking down as firms realize the way to survive and prosper in the 21st century is to view the organization as an interacting and interdependent system. This new definition of structure and function is studied so students may better utilize managerial methods to get closer to the customer and, ultimately, respond faster to market changes. By doing so, companies can improve products and service, make better decisions, and more fully implement total quality processes. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.750 Case Studies in Management

In this course, students analyze and discuss case studies taken from the nation's leading businesses, industries, and public service organizations. Using the case study method, they identify common traits among effective leaders in public, private, and nonprofit organizations. Students develop an understanding of successful risk-taking, problem-solving strategies, and communication techniques employed by these leaders. (3 credits)

Notes: This course is only available to students enrolled in Division of Public Safety Leadership programs.

ED.710.820 Current Issues in Leadership (Capstone)

As a culminating course, students discuss the major issues that recurred throughout the Police Executive Leadership Program and the creative solutions they developed to deal with these issues. Students present their local and regional projects, as well as their responses, to a panel of distinguished current and former chiefs of police. Through open dialogue, students receive feedback from the independent

panel on ways in which they may apply their findings to better police service within the region. (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. (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. (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 The 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. (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 toler-

ance 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 threat, 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 heinous 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. (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 organization'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

FULL-TIME FACULTY

JOINT APPOINTMENTS

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DIVISION OF PUBLIC SAFETY LEADERSHIP FACULTY

FULL-TIME FACULTY

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Joan DeSimone, PhD

Instructor

Christopher Dreisbach, PhD

Assistant Professor

Christine Eith, PhD

Instructor

Sheldon F. Greenberg, PhD

Associate Professor & Associate Dean

Natalie Hannon, MA

Instructor

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

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Professor & Deputy Chair, Environmental Health Sciences;

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

Stephen Teret, JD, MPH

Professor & Associate Dean;

Director, Center for Law and the Public's Health

JHU Bloomberg School of Public Health

Secondary Appointment—JHU School of Education

Jon Vernick, JD, MPH

Associate Professor & Co-Director, The Johns Hopkins

Center for Gun Policy and Research;

Deputy Director, Johns Hopkins Center for Injury Research

and Policy

Secondary Appointment—JHU School of Education

Daniel Webster, ScD, MPH

Professor & Co-Director, Johns Hopkins Center for Gun

Policy and Research

JHU Bloomberg School of Public Health

Secondary Appointment—JHU School of Education

RESEARCH AND DEVELOPMENT CENTERS

CENTER FOR RESEARCH AND REFORM 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.

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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 conjunction with MSDE's Division of Early Childhood, CTE released *Healthy Beginnings*, a set of newly updated developmental guidelines for families and those who live or work with children from birth through three years of age. The guidelines describe what infants and young children are learning at specified ages, and how adults can support their development.
- 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.
- 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.

To learn more about the work of the Center for Technology in Education, please visit www.cte.jhu.edu.

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ADMINISTRATION

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Department of Teacher Development and Leadership

Doug Ward
Division of Public Safety 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 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:

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*Chairman, Retirement Living Television
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*Founder & Former CEO
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Tony Glowacki
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