

# JOHNS HOPKINS SCHOOL OF EDUCATION

## ACADEMIC CATALOG 2019-2020

The School of Education reserves the right to change without notice any programs, policies, requirements, or regulations published in the academic catalog. The catalog is not to be regarded as a contract. **The [School of Education's website](#) is the up-to-date and authoritative source of information for all student resources.**

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. In the event such changes become necessary, information will be posted on the School of Education web site.

# TABLE OF CONTENTS

	PAGE
INTRODUCTION	4
About Johns Hopkins University	4
About the School of Education	4
Accreditation	5
Mission	5
Vision	5
Dispositions	5
SCHOOL OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS	7
Educator Preparation Programs—Master’s Degrees	7
Educator Preparation Programs—Graduate Certificates	8
Doctoral Programs	9
Division of Public Safety Leadership Programs	9
State Authorization of Distance Education	10
Higher Education Agencies in Other States	10
Disclosures and Policies	10
ACADEMIC YEAR CALENDAR 2019-2020	12
ADMISSION, REGISTRATION, AND FINANCES	14
Admission	14
General Admission Policy	14
International Student Admission Policy	18
Graduate Special Students (Non-Degree)	20
Transfer of Graduate Credits	22
Changing Programs	22
Adding a Second Master’s Degree	23
Admission to Other Schools of the University	23
Advising	23
Registration	24
General Registration Policy	24
Adding a Course	25
Dropping a Course	25
Withdrawing from a Course	25
Auditing Courses	26
Wait Lists	26
Course Load	26
Leave of Absence	27
Withdrawal from a Program	28
Interdivisional Registration	28
Refunds	29
Immunization Law for New and Continuing Students under the Age of 26	31
Attendance/Participation	31
Examinations	31
Religious Holiday Observance	32
Graduation Requirements	32
Health Insurance for School of Education Students	32

Disability Services	33
Tuition and Fees	34
Student Accounts	36
Financial Aid	41
School of Education Scholarships	44
Veterans / G.I. Bill Assistance	48
ACADEMIC AND STUDENT POLICIES	51
Grading System and Academic Records	51
General Grading Policy	51
Grade Point Average	52
Failure (F) Grade	52
Withdrawal (W) Grade	52
Incomplete (I) Grade	52
Repeated Courses	53
Grade Appeals	53
Grade Reports, Transcripts, and Academic Record Requests	55
Retention of Records	56
Academic Standards	57
Undergraduate Students	57
Graduate Students	58
Doctoral Students	59
Graduation	61
Academic and Student Conduct Policies	62
Statement of Principles	62
Academic Misconduct Policy	63
Policies Governing Student Conduct	70
Student Grievance Policy	70
University Policies	72
GRADUATE EDUCATION PROGRAMS	74
Master's Degree Programs	74
Master of Arts in Teaching	74
Master of Science in Education	78
Master of Science in Special Education	90
Master of Science in Counseling	97
Master of Education in the Health Professions	104
Graduate Certificates	109
Post-Master's Certificates	117
DOCTORAL PROGRAMS	121
DIVISION OF PUBLIC SAFETY LEADERSHIP	126
2019-2020 COURSE DESCRIPTORS	132
RESEARCH AND DEVELOPMENT CENTERS	196
ADMINISTRATION	198

# INTRODUCTION

## About Johns Hopkins University

“What are we aiming at?” That’s the question our university’s first president, Daniel Coit Gilman, asked at his inauguration in 1876. What is this place all about, exactly? His answer:

“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.”

Gilman believed that teaching and research go hand in hand—that success in one depends on success in the other—and that a modern university must do both well. He also believed that sharing our knowledge and discoveries would help make the world a better place.

In 140 years, we haven’t strayed from that vision. This is still a destination for excellent, ambitious scholars and a world leader in teaching and research. Distinguished professors mentor students in the arts and music, humanities, social and natural sciences, engineering, international studies, education, business, and the health professions. Those same faculty members, along with their colleagues at the university’s Applied Physics Laboratory, have made us the nation’s leader in federal research and development funding every year since 1979.

That’s a fitting distinction for America’s first research university, a place that has revolutionized higher education in the U.S. and continues to bring knowledge and discoveries to the world.

## About the School of Education

Established in 2007, the Johns Hopkins School of Education is a national leader in education reform through research and teaching. Grounded in the Johns Hopkins tradition of research and innovation, the School of Education is ranked among the top colleges of education in the nation by U.S. News & World Report as well as and among the top recipients of funded research.

The School of Education offers a rigorous academic environment where candidates can pursue a wide variety of graduate degree and certificate programs, and become experts in elementary and secondary teaching, counseling, administration and supervision, special and gifted education, and education in the health professions. Our candidates represent a wide variety of academic and professional backgrounds, including recent college graduates, professionals from disciplines outside of education seeking a career change, and experienced administrators, counselors, and specialists who want to enhance their skills in the classroom and practice area.

Through an interdisciplinary approach with emphasis on the most challenged urban schools, our programs and applied research have measurably improved the quality of PK-12 education.

Our research and policy centers play an integral role in furthering the impact of that approach.

- The **Center for Research and Reform in Education** obtains, analyzes, and distributes the latest research to bring meaningful reform to under-performing public schools.
- The **Center for Safe and Healthy Schools** empowers schools, communities, and policymakers with the knowledge and tools to foster safe and healthy school climates.
- The **Center for Social Organization of Schools** conducts programmatic research, develops curricula, and provides schools with technical assistance to improve education.

- The **Center for Technology in Education** improves the quality of life of children and youth through teaching, research, and leadership in the use of technology.
- The **IDEALS Institute** works to build holistic systems to promote positive developmental outcomes in education, health, and social services for children and adults.
- The **Institute for Education Policy** convenes leaders from diverse viewpoints to share expertise in analyzing and disseminating solutions to our toughest educational issues.

From early childhood education to adult learning, the school addresses some of the most challenging problems facing education today through its graduate degree and certificate programs, research and development activities, external partnerships with school systems and education entrepreneurs, and collaborative connections to the broader Johns Hopkins research community.

### **Accreditation**

The Johns Hopkins University is accredited by the Middle States Commission on Higher Education ([www.msche.org](http://www.msche.org)).

All programs leading to professional licensure are approved by the Maryland State Department of Education (MSDE; [www.marylandpublicschools.org](http://www.marylandpublicschools.org)).

### **Mission**

The mission of the Johns Hopkins School of Education is to generate knowledge to inform policy and practice and educate society to address the most important challenges faced by individuals, schools, and communities.

### **Vision**

The Johns Hopkins School of Education is committed to advancing and disseminating knowledge to increase educational opportunity and transform lives.

### **Dispositions**

The following dispositions illustrate the school's continued commitment, as a member of Johns Hopkins University, to produce candidates who are aware and ethical in pursuing their chosen practice. All candidates who complete a certificate, master's degree, and/or doctorate in the School of Education will be:

#### **1. Research Centered**

##### **1.1 Committed to Inquiry and Innovation**

Candidates will a) be prepared to foster in others and engage in themselves the pursuit of life-long learning, continuous self-reflection, and research within their own practice or beyond; b) maintain fluency in scholarship in their field, professional knowledge, as well as in effective and ethical practices; c) evaluate and effectively implement appropriate new methods and tools; and d) incorporate appropriate knowledge-building technologies in their practice.

##### **1.2 Committed to Being a Reflective Practitioner**

Candidates will a) actively engage in critical, creative, and metacognitive thinking to support conceptual understanding; and b) engage in independent and interdependent problem solving and experiential approaches to learning.

## **2. Collaborative**

### **2.1 Committed to Creating Positive Climates**

Candidates will a) promote a climate in which learning is valued and ongoing; b) provide choices to enable all to share in and contribute to social and intellectual life; and c) uphold fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every member of the community.

### **2.2 Committed to Active Engagement**

Candidates will a) actively engage in a community of learners that develop relationships, programs, and projects with colleagues in PK-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional; and b) contribute professionally to the field at local, regional, state, and national levels.

## **3. Socially and Culturally Conscious:**

### **3.1 Committed to Fostering Social Justice**

Candidates will a) seek to understand their own privileges and/or prejudices; the stereotypes embedded in educational materials, rules/laws, and policies; and the cultural biases that exist in schools and other education-related or societal institutions; b) work toward a global society where equality is recognized as a basic human right; c) promote social and environmental responsibility; and d) empower themselves and others to identify opportunities for growth toward excellence and equity.

### **3.2 Committed to Developing Cross-Cultural Competence**

Candidates will a) promote respect for self, students, families, and cultures; b) demonstrate a belief that everyone can learn and value human diversity and equity in the learning environment; and c) examine their own biases and prejudices and develop necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose cultures differ from their own.

## **4. Ethical**

### **4.1 Committed to Acting Responsibly**

Candidates will a) act with integrity and be considerate, respectful, punctual, and appropriate in appearance, conduct, and in all interactions with students, families, mentors, and colleagues; and b) be creative and self-reliant in finding appropriate solutions to problems and managing dilemmas.

### **4.2 Committed to Acting with Integrity**

Candidates will a) conduct themselves in a professional manner; b) be honest and open to constructive feedback from others, manage situations of conflict and their own stress appropriately, and take responsibility for their own actions; and c) conduct research and practice efforts intended to discover what *is* rather than to prove what may be anticipated.

# SCHOOL OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

## Educator Preparation Programs—Master’s Degrees

Program		Number of Credits	Program Information on Page
<b>Master of Arts in Teaching (MAT)</b>			
<i>Concentrations</i>	Elementary Education (Grades 1–6)	39	74
	Secondary Education (Grades 7–12) ( <i>Note: The School of Education is not accepting applications or admitting new students into the MAT Secondary program for the 2019-20 academic year</i> )	39	74
<b>Master of Education</b>			
<i>Concentration</i>	Health Professions (Online)	33	104
<b>Master of Science in Counseling</b>			
<i>Concentrations</i>	Clinical Mental Health Counseling	60	97
	School Counseling (Flexible and Fellows Program Options)	48	100 & 102
<b>Master of Science in Education</b>			
International Teaching and Global Learning Cohort		33	89
<i>Concentrations</i>	Digital Age Learning and Educational Technology (Online)	36	78
	Educational Studies (Online Teach For America and TNTP Options)	30-39	80
	Educational Studies (Urban Teachers Option)	40-41	81
	Educational Studies (Individualized Interdisciplinary Program of Study Option)	33–39	84
	Educational Studies (Independent Schools Option)	33	85
<i>Concentrations</i>	Gifted Education	33	86
	School Administration and Supervision	39	88
<b>Master of Science in Special Education</b>			
<i>Concentrations (Certification Programs)</i>			
	Mild to Moderate Disabilities (Elementary/Middle & Secondary/Adult)	39	94
	Severe Disabilities (Emphasis in Autism Spectrum Disorders Option)	36	97

## Educator Preparation Programs—Graduate Certificates

<b>Subject Area/Theme</b>	<b>Program</b>	<b>Number of Credits</b>	<b>Program Information on Page</b>
<i>Counseling</i>	Clinical Mental Health Counseling	15	118
	Counseling (Certificate of Advanced Graduate Study [CAGS])	30	118
<i>School Leadership</i>	Educational Leadership for Independent Schools	15	109
	School Administration and Supervision (Online and Face-to-Face Options)	18	114
<i>Special Education</i>	Applied Behavior Analysis	24	117
	Education of Students with Autism and other Pervasive Developmental Disorders (Online)	18	109
<i>Technology for Educational Leaders</i>	Leadership in Technology Integration (Online)	15	111
<i>Other Specializations</i>	Evidence-Based Teaching in the Health Professions (Online)	18	119
	Gifted Education	18	110
	Mathematics & STEM Instructional Leader (Pre-K) (Online)	18	112
	Mind, Brain and Teaching (Online)	15	113
	Urban Education	18	116

## Doctoral Programs

<b>Program</b>	<b>Number of Credits</b>	<b>Program Information on Page</b>
Doctor of Education (EdD) (Online)	90	123
Doctor of Philosophy (PhD) in Education	90	121



**Division of Public Safety Leadership Programs**

*(Note: As of January 2018, the School of Education is no longer accepting applications or admitting new students into the Division of Public Safety Leadership's programs)*

<b>Program Concentrations</b>	<b>Number of Credits</b>	<b>Program Information on Page</b>
<b>Bachelor of Science</b>		
Organizational Leadership	60	128
<b>Master of Science</b>		
Intelligence Analysis	36	130
Organizational Leadership (Online and Face-to-Face Program Options)	36	129

## **State Authorization of Distance Education**

Johns Hopkins University has been approved by the Maryland Higher Education Commission to participate in the National Council for State Authorization Reciprocity Agreements effective February 22, 2016. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

## **Higher Education Agencies in Other States**

### *Contact Information for Student Complaint Processes*

Johns Hopkins University distance education students can contact the higher education agency in their state, the District of Columbia, and Puerto Rico with questions, comments, or complaints (see <https://provost.jhu.edu/education/accreditation-and-academic-compliance/higher-education-agencies-in-other-states/> for a list of state agencies with contact information). The information provided in this link should not be construed as informative of what agencies regulate Johns Hopkins University or in what states the university is licensed or required to be licensed. States, through the relevant agencies or offices of the Attorney General, will accept complaints regardless of whether an institution is required to be licensed in that state.

## **Disclosures and Policies**

### *NC-SARA*

The following disclosures and policies pertain to students who enroll in Johns Hopkins University distance education programs as a condition of participating in NC-SARA.

The Johns Hopkins University encourages the complainant to seek resolutions to the allegations/grievances within the university's processes. Complainants are to refer to their specific school in order to familiarize themselves with those policies and/or procedures. If a complainant has exhausted JHU grievance procedures and the grievance has not been resolved, the complainant has the right to file a complaint with the Maryland Higher Education Commission, the state portal agency for SARA. The portal agency is responsible for further consideration and resolution.

Maryland Higher Education Commission

6 North Liberty Street, 10th Floor

Baltimore, MD 21201

410-767-3300

<http://www.mhec.state.md.us>

### *Texas*

The following disclosure pertains to students who enroll in Johns Hopkins School of Education Master of Science in Education Urban Teachers collaboration program offered in Texas. After exhausting Johns Hopkins' grievance/complaint process, current, former, and prospective students may initiate a complaint with THECB by submitting the required forms along with evidence of their completion of their institution's complaint procedures. Complaints may be submitted using one of the following three options:

- Completing the online student complaint form and uploading the required supporting documentation in Portable Document Format (PDF). To access the online student complaint form, use the "Contact Us" link to submit an email with "Student Complaint Against a

Higher Education Institution” selected as the Contact Reason. After submitting your email, wait a few moments for the online student complaint form to be automatically presented for your use.

- Sending the required Student Complaint and Release Forms and supporting documentation as PDF attachments by email to [studentcomplaints@thech.state.tx.us](mailto:studentcomplaints@thech.state.tx.us).
- Mailing printed forms and documentation to:

Texas Higher Education Coordinating Board  
Office of General Counsel  
P.O. Box 12788  
Austin, Texas 78711-2788

Facsimile transmissions of student complaint forms are not accepted.

All submitted student complaint forms must include a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form and THECB Consent and Agreement Form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form.

Process: The first step in addressing a complaint is to follow Johns Hopkins’ complaint procedures. If Johns Hopkins is unable to resolve the matter after you have exhausted their complaint and appeal processes, you may file a complaint with this Agency.

## ACADEMIC YEAR CALENDAR 2019-2020

<b>Summer Semester 2019</b>	
April 1	Financial aid priority filing date for 2019 summer semester
March 26 – May 15	Registration period for 2019 summer semester
May 20	Summer I 2019 courses will be cancelled due to insufficient enrollment
May 21	Summer 2019 registration resumes at 7am
May 24	Initial summer 2019 tuition due date
May 30	Last day to submit graduation application for 2019 summer semester
May 30	2019 summer semester/summer session I begins
July 4	Fourth of July holiday; no classes held
July 11	Summer session I ends
July 11	Summer session II 2019 courses will be cancelled due to insufficient enrollment
July 15	Summer session II begins
August 24	2019 summer semester/summer session II ends
August 24	Date upon which any I (Incomplete) grade recorded in SIS for the 2019 spring semester is automatically replaced by an F grade on a student's academic transcript.
December 21	Date upon which any I (incomplete) grade recorded in SIS for the 2019 summer semester is automatically replaced by an F grade on a student's academic transcript
<b>Fall Semester 2019</b>	
June 1	Financial aid priority filing date for 2019 fall semester
June 25 - August 14	Registration period for 2019 fall semester
August 19	Fall 2019 courses will be cancelled due to insufficient enrollment
August 20	Fall 2019 registration resumes
August 23	Initial fall 2019 tuition due date
August 26	Last day to submit graduation application for 2019 fall semester
August 26	2019 fall semester classes begin
September 2	Labor Day holiday; no classes held
November 25 – December 1	Thanksgiving/fall break; no classes held
December 17-21	Final examination period for 16-week fall classes
December 21	Last day of 2019 fall semester
February 15	Scholarship deadline for full-time programs and new students
May 11	Date upon which any I (incomplete) grade recorded in SIS for the 2019 fall semester is automatically replaced by an F grade on a student's academic transcript
<b>Spring Semester 2020</b>	
October 30 – January 8	Registration period for 2020 spring semester
November 1	Financial aid priority filing date for 2020 spring semester
January 13	Spring 2020 courses will be cancelled due to insufficient enrollment
January 14	Spring 2020 registration resumes

January 17	Initial spring 2020 tuition due date
January 20	Martin Luther King, Jr., holiday; no classes held
January 21	Last day to submit graduation application for 2020 spring semester
January 21	2020 spring semester classes begin
March 15	Scholarship deadline for EdD students
April 1	Financial aid priority filing date for 2020 summer semester. Scholarship deadline for all programs, except EdD
May 5-11	Final examination period for 16-week spring classes
May 11	Last day of 2020 spring semester
May 21	University-wide Commencement
August 22	Date upon which any I (incomplete) grade recorded in SIS for the 2020 spring semester is automatically replaced by an F grade on a student's academic transcript

# ADMISSION, REGISTRATION AND FINANCES

## Admission

### General Admission Policy

Johns Hopkins University is committed to equal opportunity for its faculty, staff, and students. To that end, the University does not discriminate on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic. The University is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability, performance and merit without regard to personal factors that are irrelevant to the program involved.

Admission decisions are based on a holistic evaluation of the quality of the applicant's prior academic degrees and record, the essay/statement of purpose, letters of recommendation from professors or others familiar with the applicant's academic work, where required -performance in aptitude and achievement tests, relevant work experience, preparation in the proposed field of study, the appropriateness of the applicant's goals to the graduate program, and for some programs the compatibility of the applicant's research interests with those of the program faculty and the School.

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To be admitted to a School of Education degree or certificate program, students must apply using the online application system. At minimum, the application requirements will include:

- A completed online application form and payment of \$80 application fee (unless otherwise waived).
- An essay/statement of purpose (instructions and length will vary by program).
- A CV or résumé.
- Signed letters of recommendation (number determined by individual program).
- Official transcripts from all post-secondary institutions attended.

*Note: In order to graduate and receive a diploma for completion of a degree or certificate program, students must first have applied to and been admitted into that same program(s) prior to applying to graduate.*

### *Official Transcripts*

Official transcript(s) from prior undergraduate and graduate (if applicable) institutions are required.

- An official transcript is defined as a transcript received directly from the issuing institution (whether on paper and still in the envelope or a certified electronic copy) that is properly signed/authenticated.
- Official transcripts from all post-secondary institutions are required, not only from the institutions that conferred the degree(s). Transcripts must reflect all coursework taken from every post-secondary institution attended, even if you transferred, withdrew, did not graduate, or the coursework appears on other transcripts.
- College seniors in their final academic year should submit current official transcripts from all previous colleges or universities attended directly after completing the online application, followed by a final official transcript showing the award of the baccalaureate degree prior to matriculation at the School of Education.

Official records of undergraduate and, where applicable, graduate transcripts must be mailed or delivered through the issuing institution's electronic transcript delivery service to the Office of Admissions, while other application materials—the essay, CV/ résumé, and signed letters of recommendation should be uploaded into the online admission application form.

Mailing address:

Johns Hopkins School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046-2100

The Office of Admissions will not accept documentation such as grade reports, student advising reports, screenshots of student accounts, or any other document not released by the Registrar as a substitute for an official, authenticated transcript.

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. A course-by-course evaluation is required for all post-secondary credentials (undergraduate and graduate, if applicable) for academic coursework completed outside of the United States and Canada (see International Student Admission Policy).

*Note: This does not pertain to students from the United States and Canadian spending a semester or year abroad, often referred to as “study abroad.”*

#### *Supplemental Materials*

Applicants should consult the Admissions Requirements and Deadlines section of the SOE website to determine specific admission criteria, suitability of prior qualifications, or certification requirements for individual programs. Examples of supplemental materials include:

- Third letter of recommendation: A third letter of recommendation can also be included on the recommendation section of the online application.
- Academic writing sample: If required, this should also be uploaded with the online application.
- Standardized admissions tests: If required, all test scores must be official scores sent directly from the test service or administrator directly to the Office of Admissions and must be received by the stated applicant deadlines.

For the GRE, TOEFL, or other tests administered by Educational Testing Services (ETS), the assigned institution code for the School of Education is as follows:

- GRE Institution code 5470
- TOEFL Institution code 8585

The School of Education's other testing provider institution codes include:

- CLEP Institution Code 3928
- Praxis Institution Code 5332
- SAT Institution Code 3926

### *Falsification & Accuracy of Application Materials*

The School of Education reserves the right to rescind any offer of admission if any discrepancies are found between uploaded and official academic records and test scores, or if altered or forged records are submitted. All official transcripts from previous institutions (whether a degree has been earned or not) are required to be listed on the online application form and submitted in an official format to the Office of Admissions. Additionally, if any essay, personal statement, or other supplemental materials contains plagiarized information, the School of Education will rescind any admission offer. If this information is discovered after matriculation at the institution, disciplinary action may be taken up to and including dismissal from the School.

### *Admissions Application Deadlines & Priority Consideration*

Applicants should consult the Admission Deadlines & Requirements section of the website to determine specific deadlines for the submission of an application. Where listed, rolling admission means that completed applications are reviewed on an ongoing basis up until the program start date, not after a set deadline. Applications will be accepted until the posted deadline or until programs reach capacity. If a program reaches full capacity, a notice will be posted on the admissions and individual program pages. Applicants applying for federal financial aid or scholarship consideration are recommended to submit a completed application by April 1.

### *Admissions Review Process & Timeframe for Notification of Decision*

The Office of Admissions receives and processes all applications for admission to School of Education programs and works closely with applicants and the programs areas to verify the status of an application. Each program determines its own process for reviewing completed applications. The length of the application review process and timeframe for receiving an admission decision varies from program to program. Some programs review and make recommendations on a rolling basis; others meet regularly to review applications and make decisions based on a set schedule. Because there is no one standard process programs use to review applications and establish timeframes, the Office of Admissions cannot provide a specific timeframe between submission and receipt of decision for applicants.

Admission to the School of Education is determined at the program level. Admission decisions are made after a full review of the materials in the completed application. Programs consider grade point average and, for some programs, standardized test scores. The application review process also takes into consideration professional experience and other distinctive characteristics of individual learners. Qualified applicants may also be contacted to schedule a personal or group admission interview. Students who are found to have provided fraudulent or incomplete information during the admission process may be disqualified or have any offer of admission rescinded.

### *Admission Decision Notification & Offers of Admission*

Applicants offered admission can expect to receive notification of their decision by email. Applicants will be required to accept, decline, or defer the offer of admission using the School's application system. The School of Education offers admission with the expectation that students will enroll in courses in the semester for which they are admitted, unless a deferral is granted (see below).



### *Deferrals & Reapplication for Admission*

Requests for deferred admission will be considered by a program only after an offer of admission has been made and accepted. If a deferral is granted, the applicant may not apply to any other School of Education program. A student who requests and is approved to defer admission is considered under an obligation to enroll and attend the academic program the following year. Admitted students may request to defer admission into a program for up to two semesters or one year from the semester for which they were admitted.

The following SOE programs do not offer admission deferral:

- Doctor of Education Online (EdD)
- Doctor of Philosophy in Education (PhD)
- MS Educational Studies/TFA-TNTP
- MS Educational Studies/Urban Teachers
- MS Education/International Teaching and Global Learning cohort
- Graduate Special Students/Non-Degree-Seeking

To request a deferral of admission, complete the Deferral Request Form located on the SOE Admissions website. Admitted students cannot defer admission once they have registered for a course in the School of Education. Financial aid and tuition support (e.g., awards) are not automatically deferred. Please contact the Financial Aid Office before requesting a deferral.

*Note: Newly admitted students who have registered [matriculated] for a course who subsequently wish to withdraw from the course(s) they have enrolled in and re-enroll in the program at a later date should contact the Office of the Registrar—see also Withdrawing from a Course.*

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

### *Admissions Policy*

In addition to the above application requirements, applicants must:

- For Master's and graduate certificate programs, applicants for admission must present official transcript evidence of receipt of a four-year baccalaureate degree (or its equivalent) from an accredited institution of higher education.
- For doctoral programs, applicants must present official transcript evidence of receipt of a four-year bachelor's degree (or its equivalent) and a master's degree of appropriate length from an accredited institution of higher education.
- The regulations of SOE's admissions policy stipulate that a bachelor's degree or higher-level degree must be from an institution of acceptable standing and comparable to a degree from Johns Hopkins University, both in distribution of academic subject matter and in scholarship achievement.
- JHU SOE has the authority to determine whether another institution is of comparable or acceptable standing; in general, national regional accreditation for U.S. institutions and authorization by a national higher education authority for international institutions are considered acceptable.
- For both undergraduate and graduate degrees, the applicant must have earned a minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress).

*Note: In exceptional circumstances, the School of Education may consider admitting an applicant whose GPA falls below a 3.0 GPA, provided they demonstrate other qualities that suggest they have the ability to succeed in a given academic program.*

## **International Student Admission Policy**

### *Demonstration of English Language Proficiency*

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, international applicants must submit official TOEFL (Test of English as a Foreign Language) or IELTS Academic (International English Language Testing System) scores if English is not their native language. The minimum TOEFL requirement is 600 (paper-based) or 100 (Internet-based). The minimum IELTS requirement is an overall band score of 7.0 (with no individual score below 6.0). Tests must be taken within two years from the intended term of entry. In addition, applicants to certain graduate degree programs may be required to provide additional evidence of English proficiency, including:

- An in-person or telephone interview (for example, via Skype).
- A writing sample certified to be the applicant's own work.
- A writing examination administered by the School of Education.

The program the applicant is applying to will determine and request the additional evidence of English proficiency required for admission. The program may grant a waiver from the TOEFL/IELTS requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program. An applicant may file a TOEFL/IELTS waiver request form when submitting his/her application to the Office of Admissions. The waiver form is located in the online application form, <https://education.jhu.edu/admission>.

The English language proficiency requirement may be requested to be waived if the applicant meets at least one of these criteria:

- is a citizen or permanent resident of the United States, or a citizen of the United Kingdom, Ireland, Australia, New Zealand, or Canada (except Quebec). Applicants who are citizens of India, Pakistan, the Philippines, Hong Kong, Singapore, etc. are not exempt from the requirement.
- at the time you are enrolled in the School of Education, you will have studied in full-time status for at least two academic years **within** the last five years in the United States, the United Kingdom, Ireland, Australia, or New Zealand, or with English language instruction in Canada.
- Even if English was the language of instruction at your school, if you did not study in one of these countries you are not exempt from the requirement. You must submit a transcript that shows you attended college in one of the **approved locations**, and that your academic program was at least **two years** in length.

### *International Credential Evaluation*

Applicants who hold qualifying degrees or have earned credits from non-U.S. institutions must have their academic records evaluated by an accredited independent credential evaluation agency

before they can be considered for admission to a degree program. Applicants should make arrangements with an authorized credential evaluation agency for an evaluation of their academic credentials, an assessment of the overall grade point average, and a course-by-course evaluation (including course titles, grades and credit hours, where applicable), U.S. degree equivalency, and a date of degree conferral. 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 School of Education  
Office of Admissions  
6740 Alexander Bell Drive, Suite 180  
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 sample list of recognized credential evaluation agencies:

World Education Services, Inc.  
Website: [www.wes.org](http://www.wes.org)

Educational Credential Evaluators  
Website: [www.ece.org](http://www.ece.org)

#### *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 1) conditional acceptance to a degree program, 2) a fully online program, or 3) any certificate programs. The application and other required admission documents must be received by the Office of Admissions on or before the posted application deadline. If applications and other required documents are not received by the Office of Admissions on or before the deadline, the application will be made inactive and voided. F-1 students are required to show proof that they can afford all tuition and expenses for the academic year in order to receive their I-20 status.

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 Office of International Services (OIS, <http://ois.jhu.edu/>) at 667-208-7001 or [ois@jhu.edu](mailto:ois@jhu.edu) to request a certificate of eligibility (Form I-20). The I-20 is not automatically sent with the admission letter. 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 USCIS.

Upon arrival at Johns Hopkins, international students on an F-1 visa are required to visit the OIS 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 OIS staff member in order for the student to re-enter the country. It is imperative to schedule an appointment with the OIS 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.

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. 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 OIS. 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](http://www.uscis.gov) for additional information, or contact OIS at 667-208-7001 or [ois@jhu.edu](mailto:ois@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.*

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

#### *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.

#### **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 should speak with the Office of Admissions (1-877-548-7631) before applying.

*Note: Certain degree programs courses are not available for students enrolled as Graduate Special students. Applicants are encouraged to confirm their eligibility and availability of their desired courses prior to applying for Non-Degree status. The Doctor of Education and Doctor of Philosophy degree programs do not permit Graduate Degree Special students to enroll in doctoral-level courses. Prospective Graduate Special student (Non-Degree) applicants should speak with the Office of Admissions (1-877-548-7631) before applying and review the information located on the Admissions website.*

#### *Restrictions for Graduate, Non-Degree Status Students:*

- Students enrolled in the Graduate Special Student [Non-Degree Program status] are not eligible for Federal Financial Aid and do not qualify as matriculated or enrolled in an academic program to qualify for loan deferment/ forbearance programs.
- Students enrolled in the Graduate Special Student [Non-Degree Program status] are not eligible to use their Veteran's benefits.
- Students enrolled in the Graduate Special Student [Non-Degree Program status] are not eligible to participate in the JHU Student Health Insurance Program.
- Students that have been previously academically dismissed or dismissed for student conduct violations from any SOE program may not reapply under Graduate Special Student [Non-Degree Program status].
- Grad Special student non-degree admission does not guarantee admission as a degree student.
- Candidate may not submit both a degree application and non-degree application for the same entry term.
- Per federal regulations, international applicants seeking an immigrant study visa are not eligible for admission under the Graduate Special Student Program status.

### *Requirements*

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 four-year bachelor's or its equivalent and a graduate 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 for programs still in progress). Applicants wishing to register for courses above the .500-level must receive the approval from the academic area of emphasis to which the course belongs. Some courses are restricted to degree-seeking students only. Graduate Special Student (Non-Degree) applicants must submit:

- An application online.
- \$25 application fee.
- Official transcripts from all accredited post-secondary institutions attended.

Graduate Special Student (Non-Degree) applicants will receive an admission decision via email.

### *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 program must submit a new application and all required supporting materials (see General Admission Policy). Prior admission as a Graduate Special Student (Non-Degree) does not guarantee subsequent admission to a School of Education degree or certificate program. Any application of credits earned as a Graduate Special Student (Non-Degree) toward a degree or certificate is subject to approval by the program to which the applicant is seeking admission. 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 toward a School of Education degree or certificate program.

### *School of Education Alumni Seeking to Enroll 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 alumni may enroll in further courses by completing the online application. Official transcripts submitted as part of a previous application may be applied to the new application. If the applicant has attended other schools after completion of a School of Education degree program, official transcripts will be required as part of a new application.

## **Transfer of Graduate Credits**

The maximum number of graduate credits earned at another 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. For doctoral programs, the maximum number of transferable graduate credits allowed is 36 credits for the EdD program (42 credits in select cases) and 12 credits for the PhD program. Graduate-level credits that were earned as part of a bachelor's degree program cannot be transferred into an SOE graduate program.

In most cases, for graduate certificate or master's programs, the School of Education will normally only accept transfer credits for courses taken no more than five years prior to a student's acceptance into the program. 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 certificate or degree program rests: 1) (for applicants) with the respective program, or 2) (for enrolled students) with the faculty adviser or major adviser (for doctoral students), 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 the Vice Dean for Academic Affairs (or designee). Approval is granted only in exceptional cases.

## **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 after submitted an initial application must submit a request in writing to the Office of Admissions at [soe.admissions@jhu.edu](mailto:soe.admissions@jhu.edu). The Office of Admissions will determine if a new application is required.

### *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 within the same program area must request the change to be approved by the Faculty Program Lead or Department Chair. If an admitted student wishes to change to another degree or certificate program outside the program area in which the original offer of admission was granted, s/he must contact the Office of Admissions for further instructions. A change of program may require submission of a new application form



and additional admissions materials not required as part of the original application (for example, a writing sample may now be required).

Admitted students seeking to change programs are not automatically admitted to a new program; their requests must be approved by the appropriate person(s) and the decision communicated directly to the student. Financial aid recipients must notify the Financial Aid Office when changing a degree or certificate program.

### **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 an online application. Application requirements (excluding transcripts and fees) such as the essay, CV/résumé, and signed letters of recommendation can be uploaded electronically to the admissions application. *Note: Students may not enroll in (or apply for admission to enroll in) two master's programs concurrently.*

### **Reapplication and Readmission Policy**

If you meet any of the following criteria, you must apply for readmission to the School of Education:

- If you have not registered or been enrolled for three or more consecutive semesters (one full academic year).
- If you officially withdrew from the School.
- Applicants to the JHU School and applicants who declined a previous offer of admission must submit a new application. The application fee is required.

NOTE: Former School of Education students who were dismissed for academic or disciplinary reasons are not eligible to re-apply or to be considered for readmission to any SOE degree program or non-degree status.

### **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. Documents submitted to the School of Education as part of the application process are not transferable to other schools of the University and remain on file within the School of Education for one year.

### **Advising**

By consulting with their faculty adviser throughout their academic program, students can ensure conformity to program curricula and regulations, select coursework to meet professional goals, and stay on track for timely completion of their academic program. (*Note: For many procedural questions—regarding registration, for example—students should consult with an academic program coordinator rather than their faculty adviser.*) Faculty advisers are assigned to each degree-seeking student upon admission to a program. Advising may be done in person, by phone, or by email.

When to seek advising:

- Prospective students are encouraged to speak with the academic program coordinator or the faculty contact designated for each academic program before applying.
- Newly admitted students are expected to speak with their faculty adviser to set up a program of study before registering for their first class.
- Graduate Special Students (Non-Degree) students should contact the Office of Admissions (1-877-548-7631) before applying. (*Note: Graduate Special Students (Non-Degree) students wishing to register for courses above the .500-level must receive the approval from the academic area of emphasis to which the course belongs.*)
- Matriculated students who have not registered for a course in more than a year should consult with their faculty adviser (or division adviser for PSL students) or contact the Office of the Registrar before attempting to register for additional classes. In some circumstances, students may need to reapply for admission into the program before they are eligible to re-enroll in courses.
- When planning courses, students should schedule appointments with their faculty adviser before registering for advanced-level graduate coursework.
- Students on academic probation or suspension are required to meet with their faculty adviser (or division director for PSL students) before re-registration.

## Registration

### General Registration Policy

Only students who have been admitted to a program (or as a Graduate Special Student) may 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 canceled 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 the class.

Registration begins several months before each semester (see [Academic Calendar](#)). Students who have been admitted to a program may register for courses online using the School of Education's SIS Self-Service website. 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). *For the most up-to-date listing of the School of Education's course offerings, please visit <https://sis.jhu.edu/classes/>.*

When students initially register for courses each semester, they will be charged tuition fees and a non-refundable \$175 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).

Registrations are processed as they are received. If a selected course is full, a student may be placed in an alternate course or on a waitlist (if applicable). Additional information regarding registration may be found in the online course schedule, <https://sis.jhu.edu/classes/>.

***Note: Students should use their student JHED ID number 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), 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., short courses) any time 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 SIS Self-Service website or by submitting the facsimile Add/Drop Form (downloadable from the School of Education’s website at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) in person, by email, by fax at 410-516-9817, or by mail to the Johns Hopkins School of Education, Office of the Registrar, 6740 Alexander Bell Drive, Suite 180, 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 must be submitted in person or mailed to the Office of the Registrar, emailed to [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu), or faxed 410-516-9817.)

### **Dropping a Course**

Students may drop a course without financial penalty up to the first day of class using the SIS Self-Service website, or by submitting the facsimile Add/Drop Form (downloadable at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) in person, by fax at 410-516-9817, or by mail to the Johns Hopkins School of Education, Office of the Registrar, 6740 Alexander Bell Drive, Suite 180, Columbia, MD 21046-2100. **Please note that the registration fee is non-refundable.**

Students who wish to drop a course after a course has begun should follow the procedures outlined under the Withdrawing from a Course policy below.

*Note: Students dropping to less than half-time status will have their federal aid canceled and will be responsible for any debit balance created.*

*Note: Students who stop attending class at any time without submitting an official Add/Drop form to the Office of the Registrar will receive an F (Failure) grade for the course(s).*

### **Withdrawing from a Course**

Once classes begin, students may withdraw from a course, but, depending on when the Add/Drop form is received by the Office of the Registrar, will be charged a pro-rated amount of tuition and may also receive a notation of "W" on their transcript (see the [Withdrawal/Audit Calendar](#)).

Students may not withdraw from courses online using the SIS Self-Service website. Notice to the

instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. To withdraw from a course, students must submit the facsimile Add/Drop Form (downloadable at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) in person, by fax to 410-516-9817, by email to [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu), or by mail to the Johns Hopkins School of Education, Office of the Registrar, 6740 Alexander Bell Drive, Suite 180, Columbia, MD 21046-2100. 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 alternate format courses.

Students who 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 Office of International Services at 410-516-1013 before withdrawing from a course.

### **Auditing Courses**

Students who register as auditors pay full course tuition. Regular class 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 (dropping the class for credit and adding the same class for audit) must submit an official Add/Drop Form (downloadable at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) 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.

### **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 may opt via the SIS Self-Service website to be placed on a wait list. Students may wait list for only one section of a particular course. Students should not contact the instructor to request approval to register for a closed course. Wait listing for a course is not an official registration and students may not participate in a course unless officially registered for it.

If an opening occurs in a course prior to its first class meeting, the Office of the Registrar will contact students (via their JHU email address only) in the order in which they were placed on the wait list. Students will be given until the close of business (5:00 pm) of the next business day to respond to the email notification. If no reply is received by the Office of the Registrar by the deadline, the student will be removed from the wait list and the next student on the wait list will be offered the open space.

## **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 a faculty adviser before registering for three or more courses.

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.

## **Leave of Absence**

A student may be placed on a leave of absence for personal or other reasons (e.g. health, family obligations, military service, etc.) The approval of the Vice Dean for Academic Affairs (or designee) is required before a leave of absence is granted for a specific period, not to exceed one year. A request for a leave of absence is not automatically granted—decisions will be made on a case-by-case basis.

A student seeking to be placed on a leave of absence, extend a leave of absence, or be reinstated following a leave of absence must submit the request in writing (using either the Leave of Absence Request form or Approval for Reinstatement Following a Leave of Absence form), along with any supporting materials, to his/her faculty adviser.. The faculty adviser shall forward the request form, indicating his/her recommendation, to the Vice Dean for Academic Affairs (or designee), who will make the final decision whether or not to approve the request and notify the Office of the Registrar of the decision.

The Office of the Registrar in turn will notify the student and the appropriate parties indicated on the request form, including, if the request is approved, the Financial Aid and Student Accounts offices and (if applicable) the Office of International Services. For students in receipt of federal financial aid, the Financial Aid Office will recalculate the eligibility for federal Title IV student financial assistance for the student (if applicable). Federal aid recipients who are considering going on a leave of absence should consult with the Financial Aid Office in advance to discuss the financial aid implications.

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. Students placed on a leave of absence are still required to meet all tuition/fee and financial aid obligations.

A leave of absence pre-supposes no registration during the period of leave granted. Students placed on a leave of absence are not permitted to register for or attend classes, use school/university services, or maintain employment with a student status while their leave is in effect.

The maximum time allowed for each period of leave granted shall be one year. A student whose initial leave of absence period is about to expire has the option to request a leave of absence extension, subject to the approval of the Vice Dean (or designee). Except in exceptional circumstances, the maximum time allowed for students to be placed on consecutive leaves of absence shall not exceed two years. [*Note: Students in the EdD program will be granted a*

*maximum of two leaves of absence, irrespective of the length of each period of leave and whether cumulatively the total period of leave falls below the two-year limit.] Students who fail to matriculate or obtain approval for an extension following the expiration of a leave of absence will be administratively withdrawn from the program by the Office of the Registrar.*

Students must submit the request to be placed on a leave of absence (or extend a leave of absence) at least two weeks prior to the start of the semester in which the leave of absence will take effect. Students cannot be placed on a leave of absence during a semester in which they have matriculated and the course(s) they are enrolled in have already started.

Students who are unable to complete the current semester in which they are enrolled must drop/withdraw from all courses in accordance with the School of Education's Dropping/Withdrawing from a Course policy and Withdrawal/Audit Calendar. *[Note: Students who withdraw from courses after the semester has begun will not be placed on an official leave of absence for that semester; the leave of absence status will not take effect until the following semester.]* If the deadline has passed to withdraw from courses in which the student is currently enrolled, the student will need to file a General Petition Form to appeal to be withdrawn from those courses. *[Note: Appeals to withdraw from courses after the deadline has passed will only be granted in exceptional circumstances, such as a family emergency.]* The same documentation used to support the leave of absence request should be submitted to the Office of the Registrar as part of this general petition.

*Note: Federal aid recipients who withdraw from all coursework will have their federal aid canceled and will be responsible for any debit balance created.*

*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 faculty adviser. If a student decides to withdraw from a program, s/he must complete the Withdrawal Form and submit it the Office of the Registrar. Depending on the date of the withdrawal (see [Withdrawal/Audit Calendar](#)), the student may be responsible for all coursework, tuition, and fees for the current semester, if enrolled in courses. In cases where students withdraw from a program after the deadline to receive a WD notation on their transcript (see Withdrawal/Audit Calendar for deadlines), students will still receive a final grade for those courses they are enrolled in for the current semester.

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

*Note: Students who wish to switch programs rather than withdraw 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 at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) 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:

Johns Hopkins School of Education  
Office of the Registrar  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046-2100

The SOE student's faculty 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. SOE part-time 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.

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 faculty adviser and the SOE Vice Dean for Academic Affairs (or designee). School of Education students have priority in registering for School of Education courses. All interdivisional students must abide by School of Education policies, procedures, and deadlines. All published prerequisites for the course must be met prior to enrollment.

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

## **Refunds**

Students who officially drop or withdraw from a course will receive tuition refunds based on the school's Refund Schedule. Refunds apply only to the tuition portion of a student's charges and are calculated from the date the drop occurs (if done online before the course has begun) or the date that the Office of the Registrar receives an official Add/Drop Form (after the course has begun). Students will not receive refunds for registration and other non-tuition fees. Refunds 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. Students who drop to less than half-time prior to the start of the semester, will have their federal aid canceled, even portions which may have been refunded to them for living expenses, and will receive a bill from the School for the balance due.

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

*Exceptions to the Refund Policy*

Students may receive an exception to the refund policy for extraordinary circumstances beyond their control, such as medical problems, a death in their immediate family, or going on active duty, provided that the request is made within 30 calendar days of the end of the term in which the course was taken and that the circumstances can be documented. Maximum refunds under such circumstances will usually be equal to one refund level higher than the student received. All petitions, including supporting documentation, should be submitted in writing to:

Johns Hopkins School of Education  
Office of the Registrar  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046-2100

REFUND SCHEDULE					
Face-to-Face Courses					
	100%	80%	70%	50%	0%
15 or more class sessions	Until the start of classes	From 1st class meeting and prior to 3rd class meeting	From 3rd class meeting and prior to 4th class meeting	From 4th class meeting and prior to 7th class meeting	From 7th class meeting and beyond
10-14 class sessions	Until the start of classes	From 1st class meeting and prior to 2nd class meeting	From 2nd class meeting and prior to 3rd class meeting	From 3rd class meeting and prior to 5th class meeting	From 5th class meeting and beyond
4-9 class sessions	Until the start of classes		From 1st class meeting and prior to 2nd class meeting.	From 2nd class meeting and prior to 3rd class meeting	From 3rd class meeting and beyond
January Intersession	Until the start of classes	From 1st class meeting and prior to 2nd class meeting	From 2nd class meeting to prior to 3rd class meeting	From 3rd class meeting and prior to 5th class meeting	From 5th class meeting and beyond
Short courses (2-3 class sessions)	Until the start of classes				From the 1st class meeting and beyond

Online Courses					
	100%	80%	70%	50%	0%
15-week courses	Prior to the class start date	From 1st week of class to prior to 3rd week of class	From 3rd week of class to prior to 4th week of class	From 4th week of class to prior to 7th week of class	Once 7th week of class begins, there is no refund
10-14 week courses	Prior to the class start date	From 1st week of class to prior to 2nd week of class	From 2nd week of class to prior to 3rd week of class	From 3rd week of class to prior to 5th week of class	Once 5th week of class begins, there is no refund
4-9 week classes	Prior to the class start date		From 1st week of class to prior to 2nd week of class	From 2nd week of class to prior to 3rd week of class	Once 3rd week of class begins, there is no refund
January Intersession	Prior to the class start date		Through the first 5 calendar days of class.	From the 6th to the 8th calendar day of the class	After the 8th calendar date of the class.

### 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 at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) 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.

### Attendance/Participation

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. In such cases, the instructor will clearly communicate attendance/participation expectations and how this is weighted in terms of grading (for example, the penalty, if any, for an unauthorized absence from class) in the course syllabus. Students who expect to miss several class sessions for personal, professional, religious, or other reasons should with their faculty adviser 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 should meet with their faculty adviser to consider alternative courses prior to registration.

### **Graduation Requirements**

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

Bachelor's, master's and certificate students must maintain a cumulative grade point average of at least 3.0 (on a 4.0 scale) to retain eligibility for financial aid and to receive approval for graduation. Doctoral students must maintain a cumulative grade point average of at least 3.25 (on a 4.0 scale) to receive approval for graduation.

Unless indicated otherwise, students enrolled in bachelor's, master's or certificate programs have a maximum of five years to complete their degree. With the exception of transfer credits, all credits applied toward a degree or certificate must have been earned within five years prior to the point a student becomes eligible to graduate. Any request for an exemption to this policy—for example, extending the time period allowed to complete a degree/certificate—must be submitted in writing by the student to and approved by the Vice Dean for Academic Affairs (or designee). Prior to submitting a formal written request to the Vice Dean (or designee) for an exemption, students are encouraged to discuss matters first with their faculty adviser.

*Note: School of Education records are sealed thirty (30) days after the conferral of a degree. After this date, no changes will be made to a student's academic record. Therefore, it is imperative that students verify all information on their academic record and request any corrections be made before this date.*

### **Health Insurance for School of Education Students**

The School of Education offers full- and part-time certificate and degree-seeking students health, dental and vision insurance coverage. It is university policy that all full-time students maintain adequate health insurance coverage to provide protection against unexpected accidents and illnesses. All students enrolled in full-time programs and currently without health insurance coverage should enroll in the Johns Hopkins University Student Health Benefit plan. (*Note: Full-time students with pre-existing health insurance coverage can choose not to enroll in the university plan.*) International Students with an F-1 or J-1 Visa status are required to purchase the university plan and will be automatically enrolled.

The university plan is administered by [Wellfleet](#), which has contracted with Cigna's network of providers. The annual coverage period is August 15, 2019 to August 14, 2020. **Please note that this is an annual plan with only one enrollment period.** (*Note: Students admitted into the Master of Science in Education/Urban Teachers collaboration program have a different*



*enrollment deadline and coverage period from other SOE students.)*

Students can enroll in the plan via the SIS Self-Service website <https://sis.jhu.edu/sswf/> (look for the “Personal Info” tab and then select “Student Insurance Benefits”). Coverage will automatically renew for the spring once a student enrolls in spring semester courses. Students are billed for the premium on their SIS student account and are subject to the payment guidelines of the Office of Student Accounts unless other payment arrangements have been made. Coverage for eligible dependents is available at an additional cost.

#### *Plan Details*

For more detailed information about the Johns Hopkins University Student Health Benefit plan, please visit <http://education.jhu.edu/student-resources/office-of-the-registrar/tuition-costs-and-benefits-information/health-insurance-information/> or [https://benefits.jhu.edu/health-and-life/student\\_health/overview.cfm](https://benefits.jhu.edu/health-and-life/student_health/overview.cfm) on the JHU benefits site.

To locate the nearest hospital or health care provider who is part of the Cigna PPO Network, visit the Cigna website at <http://www.cigna.com/> or contact Wellfleet (877) 657-5044 or visit its website at <http://www.wellfleetstudent.com>.

For information regarding the new vision plan, visit [https://benefits.jhu.edu/health-and-life/student\\_health/vision\\_plan.cfm](https://benefits.jhu.edu/health-and-life/student_health/vision_plan.cfm); for information regarding the new dental plan, visit [https://benefits.jhu.edu/health-and-life/student\\_health/dental\\_plan.cfm](https://benefits.jhu.edu/health-and-life/student_health/dental_plan.cfm). Additional resources and cost of coverage information can be found on the JHU benefits website at [https://benefits.jhu.edu/health-and-life/student\\_health/resources\\_cost.cfm](https://benefits.jhu.edu/health-and-life/student_health/resources_cost.cfm) or by contacting [JHUStudentBenefits@jhu.edu](mailto:JHUStudentBenefits@jhu.edu).

It is the student’s responsibility to be an informed consumer, know how the plan works, benefits, providers, payment responsibility, etc. Please note that Wellfleet is the insurer, while Cigna is the provider. All plan questions should be directed to Wellfleet not Cigna. For more detailed information about the insurance plan or if your academic program does not begin in the fall, visit Wellfleet at <http://www.wellfleetstudent.com> or call (877) 657-5044 directly. You may also contact the Office of the Registrar at [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu) or 410-516-9816.

#### *ID Cards*

A copy of your Wellfleet Insurance ID card will be available to print through SIS at the start of the plan period.

#### *If Your Current Non-JHU Insurance Coverage Is Ending*

Currently enrolled students whose existing non-JHU health insurance coverage is ending can enroll in the Johns Hopkins University Student Health Benefit plan due to a qualifying life event before the published enrollment date by submitting a copy of the termination letter from their current insurance carrier to [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu). New coverage is available beginning the 15th of each month and continues until the next regular enrollment date.

## **Disability Services**

The Student Disability Services (SDS) 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 Student

Disability Services Office by contacting [soe.disabilityservices@jhu.edu](mailto:soe.disabilityservices@jhu.edu) or 410-516-9734. Recent documentation from a credentialed professional must be provided—all information remains confidential. The SDS 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 on requesting accommodations, please also visit <https://education.jhu.edu/student-resources/disability-services/>

## **Tuition and Fees**

Prior to the first day of the summer, fall, and spring semesters, students may select from a number of payment options (See additional information under Student Accounts section). Please

also refer to the SOE website: <https://education.jhu.edu/student-resources/office-of-the-registrar/registration-and-enrollment/>.

### **Academic Year 2019-2020 Tuition**

#### *Graduate and Doctoral Programs in Education*

##### ***Doctoral Programs***

- Online Doctor of Education (EdD) program: \$1,458 per credit
  - Full-time Doctor of Philosophy (PhD) program: \$43,923 per academic year
- Note: Students in the full-time PhD program who take courses over the summer semester pay \$1,458 per credit for PhD doctoral level courses.*

##### ***Master's & Certificate Programs in Education and Counseling***

- Part-time and full-time Graduate courses (face-to-face/lecture): \$793 per credit for all locations/programs, except for those programs noted below
  - Online courses/programs: \$840 per credit
- Note: In addition, a \$15 per credit technology fee will be assessed*
- Full-time Master of Science in Counseling with a concentration in School Counseling (Fellows Program): \$840 per credit
  - Online Master of Education in the Health Professions (MEHP)/Post-Master's Certificate in Evidence-Based Teaching in the Health Professions programs: \$1,230 per credit
- Note: Courses in the MEHP and Post-Master's Certificate in Evidence-Based Teaching in the Health Professions programs are \$1,230 per credit, with the exception of Johns Hopkins University and Johns Hopkins Hospital and Health System employees, who pay \$700 per credit.*
- Master of Science in Education (International Teaching and Global Learning): \$45,000 per academic year
  - Master of Science in Education/Urban Teachers collaboration program: \$40,000 for two-year program (\$20,000 per year)

##### ***Public Safety Leadership Programs***

- Bachelor of Science in Organizational Leadership: \$690 per credit
- Master of Science in Organizational Leadership (face-to-face option): \$1,010 per credit
- Online Master of Science in Organizational Leadership: \$900 per credit
- Master of Science in Intelligence Analysis: \$1,260 per credit

### *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 EdD students and must be paid prior to beginning coursework.

### *Registration Fee*

A \$175 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 \$175.

### *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 Electronic Billing).

### *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 by Johns Hopkins University.

### *Laboratory Fees*

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

### *Graduation Fees*

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

### *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**

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

### **Initial Payment Due Dates (Monthly e-bills sent thereafter)**

**Summer 2019:** Friday, May 24, 2019

**Fall 2019:** Friday, August 23, 2019

**Spring 2020:** Friday, January 17, 2020

## **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 check or credit card at one of the campus locations
- Enroll in the monthly payment plan
- Pay with an employer contract/third party payer
- Take advantage of JHU's tuition remission for university employees (JHU tuition remission covers tuition costs only)
- Pay via electronic billing
- Pay via wire transfer

Students with approved financial aid should elect to be electronically billed for any charges not covered by their award. A late payment fee of \$100 will be assessed if payment is not received by the specified due date. 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, 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 SIS 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 login to SIS Self Service using their Johns Hopkins Enterprise Directory (JHED) ID and password. Students

wishing to view their account activity, monthly billing statements, or make a payment online should login to their SIS self-service account.

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:

Johns Hopkins School of Education  
Student Accounts Office  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046-2100

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 credit card, or check at these locations:

- Columbia Center (6740 Alexander Bell Drive, Columbia, MD, 21046) – first floor information desk
- 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 Student Accounts Office in Columbia to be processed at a later date. Payment Authorization Forms can be found at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>.

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

2019 – 2020 MONTHLY PAYMENT PLAN JHU SCHOOL OF EDUCATION				
Semester	Payment Plan Enrollment Start Date	Payment Plan Enrollment End Date	First Payment Due	Payment Plan Options
<b>Summer 2019</b>	March 26, 2019	June 1, 2019	June 1, 2019	<b>THREE</b> installments due the 1 <sup>st</sup> of each month. First payment due June 1; remaining balance due on the 1 <sup>st</sup> of July and August.
<b>Fall 2019</b>	June 25, 2019	Sept 1, 2019	Sept 1, 2019	<b>FOUR</b> installments due the 1 <sup>st</sup> of each month. First payment due Sept.1; remaining balance due on the 1 <sup>st</sup> of Oct, Nov, and Dec.
<b>Spring 2020</b>	Oct 30, 2019	Feb 1, 2020	Feb 1, 2020	<b>FOUR</b> installments due the 1 <sup>st</sup> of each month. First payment due Feb.1; remaining balance due on the 1 <sup>st</sup> of March, April, and May.
<b>Annual Plan for Full-time Programs only</b>	March 26, 2019	N/A	June 1, 2019	<b>TEN</b> installments due the 1 <sup>st</sup> of each month. First payment due June 1; remaining payments due on the 1 <sup>st</sup> of July, Aug, Sept, Oct, Nov, Dec, Jan, Feb, and March.
<i>Note: Contact Nelnet/Tuition Management Systems (TMS) at 1-800-722-4867 or <a href="https://jhuseoe.afford.com/">https://jhuseoe.afford.com/</a> for more information.</i>				

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

- Contact Nelnet/Tuition Management Systems (TMS) by phone at 1-800-722-4867 or visit the website at <https://jhuseoe.afford.com/>.
- Identify yourself as a Johns Hopkins School of Education student when contacting Nelnet/TMS.
- Know your Hopkins ID before calling. This can be found on the SIS Self Service home page.
- Know the amount of tuition and fees to be budgeted with the monthly 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 \$60 each semester to join the payment plan (summer, fall, and spring).
- Students in full-time programs pay a nominal enrollment fee of \$95 at the beginning of each academic year to join the annual plan.

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/Third Party Payer*

Students with third party payers—outside organizations sponsoring some or all of their tuition and fees—are required to submit documentation and complete a brief acknowledgement section in SIS Self-Service. For detailed instructions and information, see <http://jhu.edu/thirdpartypayer>. This website includes information on how to upload the required documentation, along with FAQs. Listed below is the contact information for the JHU Third Party Payer team:

Third Party Payer Team  
Johns Hopkins University  
Garland Hall, B33  
3400 N. Charles Street  
Baltimore, MD 21218

**Phone:** 410-516-0949

**Email:** [TPPTeam@jhu.edu](mailto:TPPTeam@jhu.edu)

Please note:

- If your contract does not cover the entire cost of tuition and fees, you are required to pay the remaining balance by the billing due date.
- Students can choose to receive an electronic bill or enroll in the monthly payment plan to cover any tuition and/or associated fees that are not paid by their contract.
- 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 apply for financial aid, enroll in the monthly payment plan, or choose to be electronically billed.)
- AmeriCorps Education Awards are excluded from this new process at the present time.

### *Johns Hopkins Tuition 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 Student Accounts Office. The application(s) can be faxed to 410-516-9721 or mailed to:

Johns Hopkins School of Education  
Student Accounts Office  
6740 Alexander Bell Drive, Suite 180  
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.
- **No remission applications will be accepted after December 15th for courses taken during the current calendar year.**

### *Electronic Billing*

Students selecting this option are required to have a current Johns Hopkins email address and a valid Johns Hopkins Enterprise Directory (JHED) ID and password.

Notification of outstanding tuition balances will be sent electronically to a student's JHU email account. Billing statements are emailed the second Thursday 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 logging into their SIS self-service account.

### *Wire Transfer Payment Options*

International students may choose to wire payment information directly to Johns Hopkins University or use Western Union. Information for both options is provided below:

#### ***International Wire Transfers - Western Union for International Payments***

Johns Hopkins University has contracted with Western Union Business Solutions to assist with processing wire payments from international students. This payment option allows you to pay the university your student account balance in the currency of your choice and provides a simple and secure method for initiating payments electronically. We encourage all international students to choose this cost effective and efficient method of payment to the Johns Hopkins University.

Login to your SIS Self-Service account. Go to the billing tab and select the Summary option. The "Pay by International Wire Transfer" link is one of your payment options.

#### ***Direct Wire Payments to the University***

If you are a student or sponsor who would like to wire tuition payments directly to the University, please note the following:

Johns Hopkins University  
M&T Bank  
One M & T Plaza  
Buffalo, NY 14203  
Transit/ Routing /ABA #: 022000046  
Account Number: 970370230  
Swift Code: MANTUS33INT  
CHIPS ABA Number: 0555  
Type of Account: Depository Checking Account

Please be sure to include your Hopkins ID number or other identifying information with the wire transfer. After the wire transfer is completed, please notify the Student Accounts Office via email ([soe.studentaccounts@jhu.edu](mailto:soe.studentaccounts@jhu.edu)) of your payment amount and date of remittance. If you have additional questions about wire transfers, please contact the Student Accounts Office at 410-516-



9722.

## **Financial Aid**

### **Types of Aid**

The School of Education offers financial support that includes federal grants and low-interest loans, state grants and scholarships, and school-based scholarships. 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, and maintain satisfactory academic progress.

### **Eligibility**

Financial aid is available only for courses that are required of the program and for which students will receive credit toward completion of their degree. Courses that are being 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. Students admitted in mid-term will become eligible for aid for the next semester.

Other minimum requirements to receive aid are:

- Students must be U.S. citizens or eligible non-citizens.
- Students must have registered with the Selective Service between the ages of 18 and 26 (if male).
- Students must not owe refunds on federal grants or be in default on federal educational loans.
- Students must have a valid social security number.
- Students must be fully admitted before the first day of classes for the semester in which they receive aid.
- Students must maintain at least half-time enrollment each semester they are receiving aid.

Alternative private educational loans can be used by students who are enrolled less than half-time and 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 may require a cosigner who is a US citizen.

The academic year consists of the summer, fall, and spring semesters. Half-time enrollment for undergraduate students is at least 6 credits per semester. Half-time enrollment for graduate students is at least 4.5 credits per semester.

Deferment of student loan repayment is available for students enrolled at least half-time and in a degree-seeking program. The Office of the Registrar reports student enrollment information to the National Student Clearinghouse which, in turn, will supply verification of enrollment to most lending agencies. Students who only need one or two courses to graduate and enroll less-than half-time will go into their grace period as of the date they cease attending at least half-time. Deferment may also be available for other reasons, such as for service as a volunteer under the Peace Corps Act or the Domestic Volunteer Service Act of 1973. More information on loan deferment requests can be found online at <http://education.jhu.edu/student-resources/office-of-the-registrar/transcripts-and-records/loan-deferment-requests/>.

To be considered for financial aid, a student must file the Free Application for Federal Student Aid (FAFSA) using the school code E00475 and complete the School of Education (SOE)

Planned Enrollment Form. More information on the financial aid application process can be found online at <https://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/apply-financial-aid-academic-year-2019-2020/>. Students need to reapply for aid each year by completing the next academic year's Renewal FAFSA and SOE Planned Enrollment Form. School-based scholarship applicants also must complete the School-Based Scholarship Application on an annual basis.

Students must demonstrate financial need as calculated by the federal methodology to be considered eligible for all need-based aid, including government-subsidized direct loans. In addition to other documentation, students selected for federal verification will also have to provide signed copies of their prior-year federal IRS Tax Transcript and those of parents or spouses, where applicable, including all schedules filed and W-2 forms. Students also have the option of importing their IRS Tax Transcript by using the IRS Data Retrieval Tool (DRT) through FAFSA.

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 the IRS code. Federal regulations require that the school report suspected cases of fraud or misrepresentation to the appropriate federal, state, and local authorities. Gift aid (scholarships and grants) combined with employer-paid tuition support 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.

Most financial aid available is in the form of federal student loans. For information on the types of financial aid available, please visit <http://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/>. 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 upper-classman 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.

## **Deadlines**

The priority filing dates to apply for financial aid are April 1 for the summer semester; June 1 for the fall semester; and November 1 for the spring semester. The deadline to submit the School-Based Scholarship Application is April 1 for all programs, but subject to change. Students can apply for financial aid at any time during the academic year (prior to the end of classes), however the application process can take time, and only those who apply by the priority filing date can be assured that their financial aid awards will be ready for the start of classes. Maryland residents who wish to be considered for Maryland state scholarships must complete a FAFSA prior to March 1.

Financial aid awards begin to disburse to student billing accounts on the first day of the semester for students whose financial aid files are completed and awarded. When aid from all sources exceeds the tuition and fees charged by the School of Education, the Student Accounts Office will process a refund of any credit balance remaining on the student's account. In order to receive a refund, students must enroll with BankMobile. (*Note: Information regarding BankMobile will be sent to a student's Johns Hopkins email account.*) 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.

### **Satisfactory Academic Compliance**

Students must maintain satisfactory academic progress to continue to be eligible for financial aid. Academic progress is reviewed at the end of each semester, regardless of whether you are using federal aid.

When there is an initial loss of aid eligibility due to noncompliance with satisfactory academic progress policy, the student is given a “Warning” semester. If there is another semester of non-compliance, the student will be deemed ineligible to receive aid. If there are extenuating circumstances that have impacted the student’s ability to be academically successful, s/he may appeal in writing to the Director of the Financial Aid Office. The appeal should include evidence substantiating the reason for failing to achieve academic progress. The appeal statement should also identify what measures the student has taken or will take to rectify the situation. In cases where it is not mathematically possible for the student to achieve academic compliance in one semester, they should submit an academic plan with their appeal. The letter of appeal will be reviewed and faculty advisors and/or deans may be consulted when necessary. The student will be notified of the decision in writing. All decisions are final. Full details on satisfactory academic progress requirements for financial aid recipients may be found at <http://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/academic-progress/>.

In compliance with the Higher Education Opportunity Act of 2008, 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.

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

Johns Hopkins School of Education  
Financial Aid Office  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046-2100  
410-516-9808  
[soe.finaid@jhu.edu](mailto:soe.finaid@jhu.edu)

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

## **Scholarships, Grants, and Awards**

Undergraduate students with high financial need may qualify for a Federal Pell grant. Eligibility for the Federal Pell Grant is based on your financial need, cost of attendance, and enrollment status. Graduate students enrolling in teacher preparation programs in critical shortage areas can be considered for the Federal TEACH Grant by filing the FAFSA and completing the School of Education's TEACH Grant Application, available on our website at

<http://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/financial-aid-forms/>.

Residents of Maryland can be considered for state scholarships by completing the FAFSA by March 1 of each year. For more information regarding Maryland State aid and scholarship applications, contact the State Office of Student Financial Assistance at 410-767-3301 or 1-800-974-0203 or visit the Maryland Higher Education Commission (MHEC) website at

[www.mhec.state.md.us](http://www.mhec.state.md.us).

A limited number of school-based scholarships are available each year and are restricted to domestic students. Selection is based primarily on financial need, but scholastic merit is also considered. The deadline to submit the School-Based Scholarship Application is April 1 and the form is available online at <http://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/financial-aid-forms/>. To be considered for a school-based scholarship, students must also submit the Free Application for Federal Student Aid (FAFSA). All scholarship award decisions are final, authority resting with the scholarship committee of the School of Education.

## **Using Federal Financial Aid to Purchase Books/Supplies**

If your financial aid file is complete (all documents and outstanding requirements were submitted on or before our published deadlines) and you are entitled to a refund of excess federal student aid funds, it is our customer service goal that you receive your refund in time to buy required books and supplies during the first week of a term. We encourage students to have a back-up plan to use personal funds for expenses at the start of the semester, as we cannot guarantee that aid will be available as we work with many other agencies when processing all aid.

Students enrolled in modules and/or courses that do not begin within seven days of the start of the term may not receive their aid until they actually begin class. To ensure timely receipt of your refund, be sure to choose the method to receive your refund as soon as possible.

## **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.

Please 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 JHU's Benefits Office at 410-516-2000.

## **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 graduate students in the School of Education.

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

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

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

Established in 1995 with a gift from Michael Bloomberg, ENGR '64 and former chairman of the JHU Board of Trustees. The Bloomberg Scholars Program provides scholarship support to the School of Education. The competitive awards are made to support outstanding adult part-time students in master's programs.

### ***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 graduate students in gifted and learning disabled 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 the 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, the scholarship supports 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 C. 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 D. and Saralynn B. Glass Endowed Counseling Scholarship Fund***

Established in 2011 with a generous gift from Dr. Sheldon D. Glass and Mrs. Saralynn B. Glass to provide scholarship funds for full-time students enrolled in the Counseling Fellows Program who demonstrate financial need.

***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 Grant for Special Education***

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.

***Chester L. and Mary Ruth Kiser Scholarship***

Established with a legacy gift in 2017, the Chester L. and Mary Ruth Kiser Scholarship Fund supports students in the School Administration and Supervision program.

***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.

***Middendorf Endowed Scholarship***

Established in 2017 by the Middendorf Foundation in recognition of the 10th anniversary of the School of Education as a standalone school, the Middendorf Endowed Scholarship provides financial assistance to graduate 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 provides financial assistance to graduate 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.

***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 undergraduate 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.

### ***Eva Orrick Bandell Wilson Memorial Scholarship***

Established in 1967 by 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 Master of Arts in Teaching (MAT) program.

## **Veterans/G.I. Bill Assistance**

Johns Hopkins is approved by the Maryland Higher Education Commission for training veterans, service members, eligible spouses and dependents under provisions of the various federal laws pertaining to veterans' educational benefits. Information about veterans' educational benefits is available at <http://www.benefits.va.gov/gibill/> or call 1-888-442-4551.

Johns Hopkins is approved by the Maryland Higher Education Commission for the training of veterans, service members, eligible spouses and dependents under the provisions of the various federal laws pertaining to veterans' educational benefits. Johns Hopkins University also complies with Federal Law Section 103 (effective Aug. 1, 2019) which ensures that Johns Hopkins University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that an eligible individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

## **Initial Enrollment**

Students eligible for VA education benefits must first apply and be admitted to one of the schools within the University. In order to receive educational benefits from the U.S. Department of Veterans Affairs (VA), students must apply for benefits using the VONAPP application. The VA will review the application. If eligible for education benefits, the VA will send a Certificate of Eligibility Letter to the student.

Eligible dependents of veterans should refer to <http://www.benefits.va.gov/gibill> to obtain the



correct application form depending on the service member's dates of service.

*Note: If you have used VA education benefits previously at another university, you must complete the VA 22-1995 Form (Change of Program or Place of Training) through VONAPP (Veterans Online Application).*

Students eligible for Post 9/11, Chapter 33 benefits register in the same manner as non-veteran students. A tuition payment is made by the VA directly to the university. The amount of payment is governed by the student's eligibility established by the VA. The annual tuition cap for private schools is set by the VA. The student is responsible for the remaining tuition.

Students eligible for VA education benefits (excluding Post 9/11, Chapter 31 and 33) register and pay their university bills in the same manner as non-veteran students. Reimbursement is made to the student by the VA on a monthly basis. The amount of reimbursement is governed by the student's rate of pursuit calculated by the number of courses taken during a semester.

In all of the above cases, veterans' educational benefit payments may 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](mailto:soe.registration@jhu.edu).

Copies of application, DD-214 and the Certificate of Eligibility Letter must be submitted to the School Certifying Official via email at [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu) or faxed to 410-516-9817. If preferred, forms can be mailed to:

Veteran's Certification Officer  
Johns Hopkins School of Education  
Office of the Registrar  
6740 Alexander Bell Drive, Suite 110  
Columbia, Maryland 21046

### **Continuing JHU Student Enrollment**

Students must request certification each semester after they register if they want to use veteran benefits for tuition and fees, including the graduation fee. Students receiving veteran's benefits must pursue a program of courses that lead to the exact objective (a specific degree or certificate) indicated on the original VA application. Any change in program requires submission of a Request for Change of Program (VA Form 22-1995).

Veterans are certified on a per semester basis. Failure to submit a request each semester will result in a presumption that benefits are not being sought for that term. An email request can be sent to [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu).

*Note: Students utilizing VA education benefits must let the Certifying Official know immediately of any change in their status or program that might affect the amount of their payment from the VA.*

Third Party Payment: In SIS Self-Service, all students are asked to use the Billing tab, select Third Party Billing and choose U.S. Department of Veterans Affairs. Read the Student Acknowledgement Section and check the box to acknowledge and sign then submit. This informs JHU that a third party will be submitting payment on behalf of the veteran.

**Standards of Progress**

Continuation of VA payments is dependent on the student meeting the academic standards established by the university for all students. The student also must meet any standards of progress that are or may be established by VA regulations.

**Yellow Ribbon**

Johns Hopkins University is proud to participate in the Yellow Ribbon Program, which allows institutions of higher learning to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the amount payable to private institution in an academic year. Yellow Ribbon is applied to eligible veterans on a first-come, first-served basis.

**Tuition Assistance**

If utilizing tuition assistance, please email TA Authorization Form to SOE's Office of the Registrar at [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu).

**Other Student Services**

For the latest information on career services, student and alumni relations, and campus locations, visit the School of Education's website.

# ACADEMIC AND STUDENT POLICIES

## 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
P	Pass
NP	No Pass (for non-credit courses only)
MR	No grade reported as yet by the instructor, not a failing grade
W	Official withdrawal (not assigned by instructor)
X	Grade not yet submitted by instructor

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

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

**School of Education records are sealed thirty (30) days after the conferral of a degree. After this date, no changes will be made to a student’s academic record.**

*Note: Some programs may have additional grading requirements. For further details, please refer to the 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, for credit-bearing courses, Fail (F) grades awarded on the basis of Pass (P)/Fail (F) grading system will count toward a student’s GPA.*

## **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.

## **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, 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 (W) Grade**

The “W” (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 School of Education’s website at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) in person, by fax at 410-516-9817, or by mail to the Johns Hopkins School of Education, Office of the Registrar, 6740 Alexander Bell Drive, Suite 180, 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 timeframe, as set by the instructor. In the event that the work is not completed within the agreed timeframe, and no grade is reported by the final day of classes of the subsequent semester (summer, fall, or spring), a grade of “F” automatically replaces the “I” on the student’s

academic transcript. The Academic Year Calendar details the last date each semester by which any “I” grades recorded in SIS are automatically replaced by “F” grades.

## **Repeated Courses**

### *Graduate Students*

A graduate (master's or certificate) 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 Candidate Improvement Plan—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:

- Only one course with a grade of C+, C, or C- will count toward a graduate (non-doctoral) degree program. Graduate students do not receive credit toward their degree or certificate for courses in which subsequent C+, C, or C- grades are earned.
- The number of F grades used to determine academic disciplinary actions includes repeated course grades (see policy on Unsatisfactory Academic Standing).
- Graduate (master's or certificate) students must achieve a minimum cumulative grade point average of 3.0 (on a 4.0 scale) 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 may be eligible to receive federal financial aid (Title IV funds) if it is the first time that s/he is repeating the course.*

## **Grade Appeals**

Grades are awarded for an individual student's academic work during each semester based on that individual's mastery of the course content. Grades are determined by faculty through the exercise of their considered academic judgment, and the School of Education's administration will not override an instructor's considered academic judgment when it comes to grade award decisions. Mere disagreement or dissatisfaction with an instructor's evaluation of a student's academic work is not sufficient basis for a grade appeal. Nor may a student appeal an instructor's decision not to grade an assignment that was submitted past the specified submission deadline or if the work was submitted after the instructor has inputted the final course grade in SIS. Students who wish to appeal a grade must follow the steps in the order outlined below.

At each review level, consideration of a grade appeal is limited to an evaluation of whether or not the grade awarded was determined in accordance with the policies/standards outlined in the

course syllabus. A course instructor's failure to follow the policies/standards outlined in the course syllabus—for example, a grade calculation error—may be considered evidence that the final course grade was not so determined.

A student who disagrees with the award of a grade on a particular assignment or with the final course grade must discuss the matter with the course instructor as the first step of the appeals process. If the matter remains unresolved following this initial discussion with the course instructor, the student is encouraged to ask his/her faculty adviser (or division director in the case of PSL students) to assist as a mediator to resolve the dispute.

*Note: In the event that the course instructor is also the student's faculty adviser, an alternative mediator, such as the program lead, should be identified.*

Where final course grades are concerned, if the matter still cannot be resolved, the student may appeal the course instructor's decision to the Vice Dean for Academic Affairs (or designee). Only final course grades may be appealed to the Vice Dean's level—students may not appeal grades for individual assignments to the Vice Dean's level.

Any appeal to the Vice Dean must be submitted in writing within thirty (30) calendar days after the final course grade has been posted in SIS using SOE's Course Grade Appeal Form (downloadable from the School of Education's website at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>). When submitting an appeal, the student must provide a thorough rationale for the basis of the appeal, detail the steps that have been taken thus far to resolve the issue, and include supporting materials as evidence. The following materials should be included (where applicable) along with the appeal form: copy of the course syllabus; disputed assignment(s) in question; and correspondence between the student, the instructor, and adviser.

The grade appeal form and supporting materials can be mailed with a postmark no later than thirty (30) calendar days after the final course grade has been posted in SIS to the Johns Hopkins School of Education, Office of Student Affairs, 6740 Alexander Bell Drive, Columbia, MD 21046 or emailed to [soe.students@jhu.edu](mailto:soe.students@jhu.edu).

The Office of Student Affairs (OSA) will review the documents to determine whether the appeal falls within the parameters established above and that it includes appropriate supporting materials. The OSA may contact the student, instructor, or adviser for additional materials or clarifications.

If the OSA is not satisfied that the appropriate conditions have been met, it will send a letter informing the student of this finding and will notify the Vice Dean of Academic Affairs of this action. A decision by the OSA to reject an appeal on this basis may not be appealed.

If the OSA is satisfied that the appropriate conditions have been met, it shall forward the grade appeal form and supporting materials to the Vice Dean of Academic Affairs (or designee), who will appoint a faculty hearing committee to review the case. The hearing committee must consist of at least three faculty members drawn from the Student Affairs Committee, plus a representative from the OSA. Following review of the body of evidence, the committee will render a decision within thirty (30) days of receiving the appeal. The OSA will submit a written letter outlining the hearing committee's decision to the Vice Dean of Academic Affairs (or

designee).

The Vice Dean of Academic Affairs (or designee) will deliver the hearing committee's judgement in writing to the student, the instructor, faculty adviser, and the program lead within seven (7) days of receiving the hearing committee's decision. A copy of the letter will be placed in the student record maintained by the Office of the Registrar.

A student may, as a final action, appeal the hearing committee's decision in writing to the Dean of the School of Education within seven (7) days of receiving the decision. In such cases, the Dean (or his/her designee) will determine if the case warrants further consideration. Review of grade appeals at the Dean's level will focus solely on procedural considerations, assuring that internal appeal processes have been followed in accordance with stated policies. At the discretion of the Dean (or designee), a new hearing committee may be appointed to review the case and make a recommendation to the Dean (or designee). Any decision rendered by the Dean (or designee) is final and cannot be appealed further.

For appeals that reach 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 by the Dean (or designee) concerning a final course grade appeal will be communicated to the instructor, the student's faculty adviser, and program lead, and placed in the student record maintained by the Office of the Registrar.

*Note: School of Education records are sealed thirty (30) days after the conferral of a degree. After this date, no changes will be made to a student's academic record.*

## **Grade Reports, Transcripts, and Academic Record Requests**

### *Grade Reports*

Currently enrolled students can access their semester grades and review and update their address information via the SIS Self-Service website. Students who have questions about this service should contact the Office of the Registrar at 410-516-9816 or [soe.registration@jhu.edu](mailto:soe.registration@jhu.edu).

***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 School of Education's website (<https://education.jhu.edu/student-resources/office-of-the-registrar/transcripts-and-records/>) 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 may be submitted under the provisions of the Family Educational Rights and Privacy Act of 1974 ([FERPA](#)), as amended.

Requests must be submitted in writing with an original signature to the Johns Hopkins School of Education, Office of the Registrar, 6740 Alexander Bell Drive, Suite 180, 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*

- Current students may print an enrollment verification certificate through [SIS](#) or submit a [Request for Verification Services Form](#) to the Office of the Registrar.
- Alumni may request an enrollment or degree verification letter by submitting a [Request for Verification Services Form](#) to the Office of the Registrar
- Third-party companies may request enrollment or degree verifications through the [National Student Clearinghouse](#).

For more information or assistance, contact the Office of the Registrar at 410-516-9816,

### *Loan Deferment Requests*

Loan deferment is certification of enrollment and is processed by the Office of the Registrar. 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).

During the second week 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 Office of the Registrar will be forwarded to the Clearinghouse for processing weekly. Students may call the Clearinghouse at 703-742-4200 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 equates to a minimum of 4.5 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 <https://www.jhu.edu/assets/uploads/2017/01/ferpa.pdf>.

### *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 two years.
- Records for students who are admitted to a program but do not register for courses are retained for a period of two years.
- Records for students who are admitted to a program, enroll, but do not complete the program and do not graduate are retained for five years after the last term of enrollment.
- Records for students who are admitted to a program and graduate from that program are retained for five years from the date of graduation.

Transcript records are archived permanently in the Office of the Registrar. 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. **However, School of Education records are sealed thirty (30) days after the conferral of a degree. After this date, no changes will be made to a student's academic 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.

The School of Education reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. Students who have been dismissed for any reason are permanently barred from matriculating in another credit-bearing or non-credit course or program in the School of Education.

## Undergraduate Students

### *Good Academic Standing*

To remain in good academic standing, undergraduate students in Public Safety Leadership (PSL) programs in the School of Education must maintain at least a C average (2.0 on a 4.0 scale) throughout their enrollment. In addition, undergraduate students must achieve a minimum cumulative grade point average of 2.0 (on a 4.0 scale) to receive approval for graduation.

### *Unsatisfactory Academic Standing*

An undergraduate student's academic standing is considered unsatisfactory if his/her cumulative grade point average falls below 2.0 (on a 4.0 scale).

### *Academic Probation and Suspension*

In the event that a student's grade point average falls below 2.0 (on a 4.0 scale), the following actions are taken:

- The student is placed on academic probation for a time period equivalent to 24 credit hours. 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.
- As part of the terms of academic probation, the student will be placed on a Candidate Improvement Plan that outlines the specific requirements/goals (in addition to regaining a cumulative grade point average of 2.0) that the student must meet within a designated timeframe in order to be reinstated to good academic standing.

To be removed from academic probation, the student must 1) meet the all requirements/goals laid out in the Candidate Improvement Plan, and 2) raise his/her cumulative grade point average above 2.0 (on a 4.0 scale) within 24 credits of being placed on academic probation.

### *Academic Dismissal*

A student will be automatically dismissed in the event that s/he fails to meet the requirements/goals laid out in the Candidate Improvement Plan within the designated timeframe and any others conditions set for reinstatement to good academic standing while on academic probation. Dismissal decisions based on academic performance are final and cannot be appealed. While a student cannot appeal the School's decision to dismiss him/her, a student may appeal the award of the original grade(s) that led to the dismissal (see Grade Appeals policy). Students who have been dismissed for any reason are permanently barred from matriculating in another credit-bearing or non-credit course or program in the School of Education.

## **Graduate Students**

### *Good Academic Standing*

To remain in good academic standing, School of Education graduate students (master's, 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 (master's and certificate) must achieve a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to receive approval for graduation.

### *Unsatisfactory Academic Standing*

A graduate (master's or certificate) student's academic standing is considered unsatisfactory if any of the following outcomes occur:

- The student earns a grade of F for a credit-bearing course. No grade of F in a credit-bearing course may be counted toward a degree or certificate program. [*Note: In the Urban Teachers collaboration program a student who earns an F grade will be automatically dismissed from the program. Please refer to the program handbook for more information.*]
- The student's cumulative grade point average falls below 3.0 (on a 4.0 point scale).

- The student fails to meet other academic expectations as defined by individual programs—for example, performing unsatisfactorily during an internship placement.

*Note: No more than one credit-bearing course in which the grade of C+, C, or C- is earned may be counted toward the degree or certificate.*

### *Academic Probation*

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.
- As part of the terms of academic probation, the student will be placed on a Candidate Improvement Plan that outlines the specific requirements/goals that the student must meet within a designated timeframe in order to be reinstated to good academic standing (e.g. regaining a cumulative grade point average of 3.0).
- Any courses taken during the probationary period must be approved by the student's faculty adviser. If the student originally received an F 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 F grade was earned in a course that is not required, the student may take another course that meets with faculty adviser approval.

The student will be released from probation once s/he has met the following conditions (where applicable): the student has 1) met the all requirements/goals laid out in the Candidate Improvement Plan, 2) completed any required repeated or substitute (for elective) course(s) with a satisfactory grade, 3) regained a cumulative grade point average of 3.0 (on a 4.0 point scale), as required for good academic standing, and 4) met all other conditions of probation set by his/her faculty adviser or the program.

### *Academic Dismissal*

Students will be automatically dismissed from their academic program in the event that any of the following occur:

- The student fails to meet the requirements/goals laid out in the Candidate Improvement Plan within the designated timeframe and any other conditions set for reinstatement to good academic standing while on academic probation.
- The student earns two or more F grades cumulatively over the course of her/his entire program of study.

Dismissal decisions based on academic performance are final and cannot be appealed. While a student cannot appeal the School's decision to dismiss him/her, a student may appeal the award of the original grade(s) that led to the dismissal (see Grade Appeals policy). Students who have been dismissed for any reason are permanently barred from matriculating in another credit-bearing or non-credit course or program in the School of Education.

## **Doctoral Students (EdD and PhD)**

### *Good Academic Standing*

To remain in good academic standing, School of Education doctoral students must maintain a

3.25 grade point average (on a 4.0 scale) throughout their enrollment. In addition, doctoral students must achieve a minimum cumulative grade point average of 3.25 (on a 4.0 scale) to receive approval for graduation.

#### *Unsatisfactory Academic Standing*

A doctoral 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 towards a doctoral degree program, and a student may be dismissed from the program.
- The student earns a grade of C+ or lower in any course. No grade of C+ or lower may be counted toward a doctoral degree program. Students receiving a C+ or lower will be required to retake the course (if it is a required course) or take an alternate course (if it was an elective course).
- The student's cumulative grade point average falls below 3.25 (on a 4.0 point scale).
- The student fails to make adequate progress towards the doctoral dissertation. The doctoral committee will consider progress based on expectations set by the program, discussions with the adviser, and input from the student.
- The student fails to meet other academic expectations as defined by individual programs.

#### *Academic Probation*

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

- The student is placed on academic probation for a time period equivalent to 12 credit hours. 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.
- As part of the terms of academic probation, the student will be placed on a Candidate Improvement Plan that outlines the specific requirements/goals (in addition to regaining a cumulative grade point average of 3.25) that the student must meet within a designated timeframe in order to be reinstated to good academic standing.
- Any courses taken during the probationary period must be approved by the student's faculty 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 faculty adviser approval.

The student will be released from probation once s/he has met the following conditions (where applicable): the student has 1) met the all requirements/goals laid out in the Candidate Improvement Plan, 2) regained a cumulative grade point average of 3.25 (on a 4.0 point scale), as required for good academic standing, and 3) met all other conditions of probation set by his/her faculty adviser or the program director.

#### *Academic Dismissal*

Students will be automatically dismissed from their academic program, irrespective of his/her cumulative grade point average at the time, in the event that any of the following occur:

- Fails to meet the requirements/goals laid out in the Candidate Improvement Plan and any others conditions set for reinstatement to good academic standing within 12 credit hours of

being placed on academic probation.

- Earns a subsequent grade of C+ or below while on academic probation or having subsequently been reinstated to good standing following academic probation.
- Earns two or more F grades in the same semester or cumulatively over the course of his/her entire program of study.
- Earns two or more C grades (C+, C, or C-) in the same semester or cumulatively over the course of his/her entire program of study.
- Earns an F grade and one C grade (C+, C, or C-) in the same semester or cumulatively over the course of his/her entire program of study.
- Fails to successfully pass comprehensive exams after two attempts.

Dismissal decisions based on grades are final and cannot be appealed. While a student cannot appeal the School's decision to dismiss him/her, a student may appeal the award of the original grade(s) (see Grade Appeals policy). Students who have been dismissed for any reason are permanently barred from matriculating in another credit-bearing or non-credit course or program in the School of Education.

## Graduation

A student who expects to receive a degree or certificate must submit an Application for Graduation Form and graduation fee of \$175. If earning both a certificate and a degree in the same academic year, only one graduation fee of \$175 needs to be paid. In order to graduate and receive a diploma for completion of a degree or certificate program, students must first have applied to and been admitted into that same program(s) prior to applying to graduate.

Students who are planning to graduate by May 2020 must apply for graduation by the designated deadlines using the online graduation application form, which is available through SIS Self-Service. Students should use their JHED ID username and password to access the online 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://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/> and at all campus locations. **Students must complete separate applications for each degree and/or certificate they expect to receive.** Students who have submitted the Application for Graduation will receive a confirmation email from SIS. Their names are placed on the tentative graduation list for the semester in which they anticipate completing their degree/certificate requirements.

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. *(Note: School of Education records are sealed thirty (30) days after the conferral of a degree. After this date, no changes will be made to a student's academic record. Therefore, it is imperative that students verify all information on their academic record and request any corrections be made before records are sealed.)*

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 and were approved to graduate by the designated deadlines for the 2019-20 academic year. (See the application deadlines at the end of this section.)

All graduates will receive their diplomas by mail approximately 4-6 weeks after their degree conferral date. 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:

<i>Semester</i>	<i>Application Deadline</i>
Summer	May 30, 2019 (conferral date August 23, 2019 )
Fall	August 26, 2019 (conferral date December 30, 2019)
Spring	January 21, 2020 (conferral date May 21, 2020)

*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 School of Education's 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 intended to enhance free exchange of ideas in an academic setting and are to be construed with that interest in mind. They 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 School of Education 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 School of Education also reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. Students who have been dismissed for any reason are permanently barred from matriculating in another credit-bearing or non-credit course or program in the School of Education.

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

## **Academic Misconduct Policy**

### *Scope*

The Johns Hopkins School of Education (“SOE”) places the highest value on intellectual integrity and personal trust within our community. All SOE 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. Instructors are required to investigate any suspicion of academic misconduct.

### *Non-Academic Misconduct*

All issues of non-academic student misconduct are subject to the University-wide Student Conduct Code (<http://studentaffairs.jhu.edu/policies/student-code/>).

### *Research Misconduct*

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, reviewing or reporting research. For a complete definition, refer to The Johns Hopkins University Research Integrity Policy ([https://www.jhu.edu/assets/uploads/2017/08/university\\_research\\_integrity\\_policy.pdf](https://www.jhu.edu/assets/uploads/2017/08/university_research_integrity_policy.pdf)). The Policy applies to all University faculty, staff, trainees and students engaged in the proposing, performing, reviewing or reporting of research, regardless of funding source. Allegations of research misconduct regarding a student must be referred to the Research Integrity Officer for assessment under that Policy and must also be reported to the Vice Dean of Academic Affairs.

### *Interdivisional Enrollments*

SOE students may enroll in courses in one or more other University divisions or schools. SOE students are subject to this policy not only when enrolled in SOE courses, but also when enrolled in courses in other University divisions or schools. Academic misconduct in the context of those “outside” courses will be subject to and resolved under this policy.

### *Policy Violations*

Academic misconduct is prohibited by this policy. Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are meant to be available, and helping another individual to gain an unfair academic advantage. Nonexclusive



examples of academic misconduct are listed below.

### ***Cheating***

The following are nonexclusive examples of cheating:

- fraud, deceit, or dishonesty in an academic assignment, text or examination;
- use or consultation of unauthorized materials (e.g., notes, books, etc.) on assignments, tests or examinations;
- unauthorized discussion of a test or examination during its administration (including face-to-face and online examinations in either synchronous or asynchronous formats);
- copying content on an assignment, test or examination from another individual;
- obtaining a test or examination or the answers to a test or examination before administration of the test or examination;
- studying from an old test or examination whose circulation is prohibited by the faculty member;
- use or consultation of unauthorized electronic devices or software (e.g., calculators, cellular phones, computers, tablets, etc.) in connection with assignments, tests or examinations;
- use of paper writing services or paper databases;
- unauthorized collaboration with another individual on assignments, tests or examinations;
- submission of an assignment, test or examination for a regrade after modifying the original content submitted;
- permitting another individual to contribute to or complete an assignment, or to contribute to or take a test or examination on the student's behalf;
- tampering with, disabling or damaging equipment for testing or evaluation; or
- unauthorized submission of the same or substantially similar work, assignment, test or examination to fulfill the requirements of more than one course or different requirements within the same course, including for courses that a student repeats.

### ***Plagiarism***

The following are nonexclusive examples of plagiarism:

- use of material produced by another person without acknowledging its source;
- submission of the same or substantially similar work of another person (e.g., an author, a classmate, etc.);
- use of the results of another individual's work (e.g., another individual's paper, examination, homework, computer code, lab report, etc.) while representing it as your own;
- improper documentation or acknowledgment of quotations, words, ideas, or paraphrased passages taken from published or unpublished sources;
- wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment; or
- paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

### ***Forgery/Falsification/Lying***

The following are nonexclusive examples of forgery, falsification and lying:

- falsification or invention of data or information for an assignment, test or examination, or



- in an experiment;
- citation of nonexistent sources or creation of false information in an assignment;
- attributing to a source ideas or information that is not included in the source;
- forgery of university or other official documents (e.g., letters, transcripts, etc.);
- impersonating a faculty member;
- request for special consideration from faculty members or university officials based upon false information or deception;
- fabrication of a reason (e.g., medical emergency, etc.) for needing an extension on or for missing an assignment, test or examination;
- claiming falsely to have completed and/or turned in an assignment, test or examination;
- falsely reporting an academic ethics violation by another student;
- failing to identify yourself honestly in the context of an academic obligation; or
- providing false or misleading information to an instructor or any other University official.

### ***Facilitating Academic Dishonesty***

The following are nonexclusive examples of facilitating academic dishonesty:

- intentionally or knowingly aiding another student to commit an academic ethics violation;
- allowing another student to copy from one's own assignment, test, or examination;
- making available copies of course materials whose circulation is prohibited (e.g., old assignments, texts or examinations, etc.);
- completing an assignment or taking a test or examination for another student; or
- sharing paper mill/answer bank websites or information with other students.

### ***Unfair Competition***

The following are nonexclusive examples of unfair competition:

- intentionally damaging the academic efforts of another student;
- stealing another student's academic materials (e.g., books, notes, assignments, etc.); or
- denying another student needed University resources (e.g., hiding library materials, stealing lab equipment, etc.).

### ***Investigations Allegations of Academic Misconduct***

If a student is suspected of academic misconduct, the course instructor must investigate the matter. Instructors should document the potential evidence and all communication with the student concerning the possible infraction. If, after speaking with the student and any potential witnesses, the instructor believes that academic misconduct has occurred, the instructor must contact SOE's Office of the Registrar (copying the Office of Student Affairs) to determine whether the offense is a first-time offense, or a second or subsequent offense. Before making a final decision in a case, instructors should also consult with the faculty member in charge of the student's program and the student's faculty adviser. If the instructor ultimately determines that academic misconduct has occurred, the instructor must complete SOE's Academic Misconduct Form, providing a brief description of the infraction and the action(s) to be taken. These actions could include either imposing a penalty on the student (subject to the conditions noted below in section 5) or recommending that the case be referred to the hearing process (as outlined in section 6 below).

### ***First-time Offenses***

For a first-time offense that the instructor does not consider to be egregious—i.e. not worthy of

a penalty harsher than the award of an F grade for the entire course—the instructor shall determine the penalty at his/her discretion. Depending on the severity of the charge, the instructor may choose to 1) reduce the number of points or the grade level awarded for an individual assignment, 2) allow the student to resubmit an assignment, but set a limit on the possible number of points or the grade that the student may earn, 3) award zero points/an F grade for the assignment without granting the student an opportunity to resubmit, 4) award an F grade for the entire course, or 5) impose another type of penalty as s/he deems appropriate (provided that the penalty imposed is not greater than the award of an F grade for the entire course). If the instructor decides to impose another type of penalty (under option #5), the penalty should be determined in consultation with the faculty member in charge of the student's program.

If the student accepts the charge and penalty imposed by the instructor, s/he will sign the consent statement on the Academic Misconduct Form. A student who signs the consent statement admitting the infraction and accepting the penalty imposed cannot subsequently appeal.

If the student disagrees with the academic misconduct charge and/or the penalty proposed by the instructor, s/he must sign the acknowledgement statement on the Academic Misconduct Form, instead of the consent statement, acknowledging that s/he is aware of the instructor's decision. In such cases, the student may appeal the decision to the Vice Dean for Academic Affairs (or designee) (see section 5 below for further details).

Once both parties have signed the form, it will be placed in the student's record (which the Office of the Registrar maintains), with a copy sent to the student's adviser, faculty member in charge of the student's program, Office of Student Affairs, and Vice Dean for Academic Affairs. The process for handling non-egregious first-time offenses should be completed within 30 days of the instructor's identifying the alleged academic misconduct.

For a first-time offense that the instructor considers to be an egregious case of academic misconduct, where a sanction greater than awarding an F grade for the entire course should be considered, as well as for all second or subsequent offenses, the instructor must refer the case directly to the Office of Student Affairs for a hearing process for resolution (see section 6 below for further details).

#### *Hearing Process for Second/Subsequent Offenses, Egregious First-time Offenses, and Student Appeals*

The following cases shall be referred to the hearing process outlined below:

1. For a second or subsequent offense.
2. For a first-time offense that the instructor considers an egregious case of academic misconduct and where the instructor believes that a penalty greater than the award of an F grade should be considered.
3. For a first-time offense where the student has submitted an appeal to the Vice Dean for Academic Affairs (or designee) disputing the academic misconduct charge and/or the penalty proposed by the instructor.

For options 1 and 2 above—i.e. for a second or subsequent offense, or for a particularly egregious first-time case of alleged academic misconduct where the instructor believes that a

sanction greater than awarding an F grade for the entire course should be considered—the instructor shall promptly notify SOE’s Office of Student Affairs, submitting the completed Academic Misconduct Form outlining the alleged violation(s), and additionally detailing in writing any available evidence, including potential witnesses, and other pertinent details of the case.

For option 3 above—i.e. where a student disagrees with the instructor’s decision and/or the penalty proposed by the instructor—any appeal to the Vice Dean for Academic Affairs (or designee) must be submitted by the student in the form of a letter to the Office of Student Affairs (who will vet the appeal on the Vice Dean’s (or designee’s) behalf). In submitting an appeal, the student must provide a thorough rationale for the basis of the appeal and include supporting materials as evidence. Such materials would typically consist of the disputed work in question, the signed Academic Misconduct Form, and any correspondence (such as email communications) between the student and the instructor and (where applicable) other persons involved in the case (e.g. communications with the faculty adviser and/or faculty member in charge of the student’s program). The appeal form and supporting materials must be received by SOE’s Office of Student Affairs within seven working days of the date that the initial Academic Misconduct Form is signed by the instructor and student. The appeal letter and supporting materials should be mailed to the following address—Johns Hopkins School of Education, Office of Student Affairs, 6740 Alexander Bell Drive, Columbia, MD 21046—or emailed to [soe.students@jhu.edu](mailto:soe.students@jhu.edu). (The term “academic misconduct appeal” should be referenced in the email subject link.)

For all the options outlined above, SOE’s Office of Student Affairs will be assigned to the case and gather information regarding the alleged academic misconduct. This gathering of information may include without limitation 1) meetings with or requests for statements or additional supporting materials from the instructor, student, faculty adviser/faculty member in charge of the student’s program, and/or witnesses, 2) review of any related information and supporting materials, and 3) (for student appeals) a determination that the appeal to the Vice Dean for Academic Affairs (or designee) was submitted within the seven-day appeal window.

Following this initial review, the Office of Student Affairs will forward the case and any supporting materials to the Vice Dean for Academic Affairs (or designee) with a recommendation as to whether the case should proceed or be dismissed. The Vice Dean (or designee) may dismiss a case for a lack of sufficient information, because the appeal was not submitted within the seven-day deadline established by this policy, or if the alleged conduct does not fall within conduct prohibited by this policy. Absent these circumstances, the Vice Dean (or designee) will appoint a hearing panel to resolve the case.

### ***Panel Hearings***

The hearing panel is composed of faculty and staff appointed for annual terms by the Vice Dean for Academic Affairs (or designee) to hear alleged violations of this policy. The hearing panel must comprise at least three faculty members drawn from the Student Affairs Committee and one representative from the Office of Student Affairs. The hearing panel shall convene within 21 days of its appointment by the Vice Dean (or designee) to consider the case.

The panel is charged with determining based on a preponderance of the evidence whether a student’s actions constitute a violation of this policy and, if so, recommending (an) appropriate sanction(s). The panel shall make its determination of responsibility and recommended

sanctions by majority vote, except that unanimity is required for a sanction of expulsion. The hearing is a closed proceeding, meaning that no one other than the panel members, and necessary University personnel, may be present.

The student accused of academic misconduct, and any other participants (e.g. the instructor or witnesses) called to the hearing, will be present in the hearing room only when making a statement or being questioned by the panel. Participants may attend the panel hearing remotely (e.g. via telephone or Skype), if unable to attend in person.

### ***Witnesses***

The hearing panel may request the presence of any witness with relevant information about a case. The student and/or instructor may request that witnesses with relevant information speak on their behalf. Absent exceptional circumstances, the student/instructor should inform the hearing panel in writing at least three days in advance of any hearing of the names of the witnesses and to what they will attest. The hearing panel may determine whether and the extent to which witnesses will be permitted to participate or questioned in any meeting or hearing, including whether their testimony is relevant.

### ***Decision***

Within 14 days of the hearing panel meeting, the representative from the Office of Student Affairs on the hearing panel will notify the Vice Dean of Academic Affairs (or designee) in writing outlining the hearing panel's findings, determination of responsibility, and any recommended sanctions (if applicable). The Vice Dean (or designee) will notify the student in writing of his/her judgement in relation to both the final determination of responsibility and the sanction (if any) to be imposed, copying the instructor, student's faculty adviser, faculty member in charge of the student's program, and the hearing panel within 14 days of receiving the recommendation from the hearing panel. A copy of the letter will also be placed in the student record maintained by the Office of the Registrar.

### ***Applicable Procedures***

In connection with the resolution of alleged policy violations, the student accused of academic misconduct shall:

- be notified in writing by the Office of Student Affairs of the allegations in advance of any hearing;
- be notified in writing by the Office of Student Affairs of the charges, and the date, time and location of the hearing, and identities of the hearing panel members in advance of the hearing;
- have the opportunity to review in advance of any hearing any information to be considered by any faculty member, administrator or panel consistent with the Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") and to protect other confidential information;
- be notified in writing by the Vice Dean of Academic Affairs (or designee) of the outcome of any hearing, namely the findings, determination of responsibility, and any sanctions; and
- be notified in writing of the outcome of any subsequent appeal to the Dean.

A student accused of academic misconduct may raise the potential conflict of any University personnel participating in the resolution process. The student may also decline to participate in the resolution process. The University may however continue the process without the student's

participation.

Communications under this policy will primarily be conducted with students through their official University email address, and students are expected check their official University email on a regular basis.

#### *Evidentiary Standard*

A “preponderance of the evidence” standard will be used to determine responsibility for alleged violations of this policy. A “preponderance of the evidence” standard is an evidentiary standard that means “more likely than not.” This standard is met if the proposition is more likely to be true than not true.

#### *Appeals to the Dean*

A student may appeal the hearing panel’s finding of responsibility and/or sanction(s). The student must file any appeal within seven working days of the date of the notice of outcome on one or more of the following grounds:

- procedural error that could have materially affected the determination of responsibility or sanction(s);
- new information that was not available at the time of the hearing and that could reasonably have affected the determination of responsibility or sanction(s); and
- excessiveness of the sanction(s).

Any appeal must be filed in writing with the SOE Dean (or designee). An appeal will involve a review of the file and as determined necessary, gathering of information from relevant university personnel or panelists; the appeal does not involve another hearing. On review of the appeal, the Dean (or designee) may:

- enter a revised determination of responsibility and/or revise sanction(s);
- remand the matter to the original hearing panel to reconsider the determination of responsibility and/or sanction(s); or
- establish a new hearing panel to consider the case.

The Dean (or designee) will deliver his/her final decision, with the reasons therefor, in writing to the student within 14 days of receiving the student appeal, simultaneously copying the instructor, the student’s faculty adviser, faculty member in charge of the student’s program, and hearing panel. A copy of the letter will also be placed in the student record maintained by the Office of the Registrar. The decision of the Dean (or designee) is final. No further appeals are permitted.

#### *Sanctions*

The following factors may be considered in the sanctioning process:

- the specific academic misconduct at issue;
- the respondent’s academic misconduct history; and
- other appropriate factors.

This section lists some of the sanctions that may be imposed upon students for violations of this policy. SOE reserves the right, in its discretion, to impose more stringent or different

sanctions and corrective measures depending on the facts and circumstances of a particular case. Sanctions and corrective measures for academic misconduct under policy are generally cumulative in nature.

Possible sanctions and corrective measures against students, include without limitation one or more of the following listed below.

### ***Academic Sanctions***

Examples of academic sanctions include but are not limited to the following: retaking of the examination, paper or exercise involved; score of zero on the examination, paper or exercise involved; lowering of the course grade; loss of any SOE scholarship for a specific duration or permanently; and failure in the course, including transcript notation of the sanction and/or academic misconduct violation.

### ***Formal Warning***

The student is notified in writing that his or her actions constitute a violation of this policy, and may be subject to other actions (e.g., re-taking an examination or failure in a course).

### ***Probation***

The student is notified that further violations of this policy within the stated period of time will result in the student being considered for immediate suspension or other appropriate disciplinary action. If at the end of the specified time period no further violations have occurred, the student is removed from probationary status.

### ***Suspension***

The student is notified that the student is separated from the University for a specified period of time. The student must leave campus and vacate campus residence halls, if applicable, within the time prescribed and is prohibited from University property and events. The conferring of an academic degree may be deferred for the duration of the suspension. A student must receive written permission from the University prior to re-enrollment or re-application. Academic work completed at another institution while on suspension will not be recognized for credit transfer.

### ***Expulsion***

Expulsion means the permanent removal of the student from the University. Expulsion includes a forfeiture of all rights and degrees not actually conferred at the time of the expulsion, permanent notation of the expulsion on the student's University records and academic transcript, withdrawal from all courses according to divisional policies, and the forfeiture of tuition and fees. Any student expelled from the University is prohibited from University property and events and future reapplication to the University.

### ***Records***

A case file concerning a student will be retained by the Office of the Registrar for seven years from date that the student graduates or otherwise leaves the university.

## **Policies Governing Student Conduct**

All issues of non-academic student misconduct are subject to the University-wide Student Conduct Code (<https://studentaffairs.jhu.edu/policies-guidelines/student-code>).



# Student Grievance Policy

## *Introduction*

When at all possible, complaints and disputes should be resolved through informal discussion by the parties involved or office against whom the student has a complaint or dispute. Students should first discuss the matter with the individual(s) or office(s) directly involved. In some cases, the student may wish to involve a third party (e.g., the student's adviser or another faculty member) or the School of Education's Office of Student Affairs (OSA) to help resolve the matter informally. If no satisfactory informal resolution results, students may submit a formal grievance to OSA, as outlined below. The formal grievance procedure should only be pursued after every effort has been made to settle disputes informally.

The following points provide clarification as to what may not be considered under this grievance procedure.

- **Discrimination and Harassment.** Complaints alleging discrimination or harassment on the basis of race, color, gender, sex, religion, age, sexual orientation, pregnancy, national origin, ethnicity, disability, marital status, or veteran status should be referred to the University's Office of Institutional Equity (OIE): <http://oie.jhu.edu/discrimination-and-harassment/>.
- **Disability.** OIE is responsible for the investigation and resolution of disability-related discrimination complaints received from faculty, staff, and students at Johns Hopkins University. For more information about filing an ADA or disability-related grievance, visit: <http://oie.jhu.edu/ada-compliance/>.
- **Sexual Misconduct.** Complaints alleging sexual harassment, sexual assault, or other sexual misconduct will be investigated by OIE: <http://oie.jhu.edu/sexual-misconduct/index.html>.
- **Grade Disputes.** Disputes involving grades are handled following the processes laid out in the School of Education's grade appeals policy.
- **Student Academic Conduct.** Disputes involving academic conduct are handled pursuant to the School of Education's academic misconduct policy.
- **Student Non-Academic Conduct.** Disputes involving student conduct of a non-academic nature are governed by the University's student conduct code: <https://studentaffairs.jhu.edu/policies-guidelines/student-code>.

## *Procedures for Filing a Formal Grievance*

If no satisfactory informal resolution of a dispute occurs, and if the type of grievance is not covered by a specific policy above, students may submit a formal grievance to OSA by completing the Student Grievance Complaint Form (downloadable from the School of Education's website at <http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/>) with a written statement documenting and describing the reason for the complaint, its consequences, any informal efforts at resolution made to date, and any supporting documents (where applicable). The Grievance Complaint Form and supporting materials should be submitted to the Johns Hopkins School of Education, Office of Student Affairs, 6740 Alexander Bell Drive, Columbia, MD 21046 or emailed to [soe.students@jhu.edu](mailto:soe.students@jhu.edu).

## *Review by the Office of Student Affairs*

Upon receiving a completed Student Grievance Complaint Form, OSA will acknowledge receipt of the complaint in writing within seven (7) days. The Student Grievance Complaint Form will be reviewed to determine whether the grievance should be addressed under this grievance policy or another policy or procedure (e.g., through OIE for a harassment/discrimination complaint,

following the School of Education's grade appeals policy for a grade dispute, etc.). If it is determined that the complaint falls under a different policy, OSA will refer the student to the appropriate policy and procedures, and, where applicable, will notify the appropriate University or School official or office (for example, notifying OIE when sexual misconduct is alleged).

If the complaint does fall within this grievance policy, OSA will inform the Vice Dean of Academic Affairs (or designee) of the complaint. The Vice Dean of Academic Affairs (or designee) may choose to address the matter directly or refer the grievance to the Student Affairs Committee for review.

#### *Review by the Student Affairs Committee*

When a formal complaint is forwarded to the Student Affairs Committee, an appointed subcommittee of the Student Affairs Committee will convene to review the grievance form, written statement, and supporting documents. The Student Affairs subcommittee reserves the right to pose questions to the parties involved as needed during its review.

The merits of the grievance will be evaluated within the context of University and School policy. The Student Affairs subcommittee's recommendation will be reached by a majority vote and sent to the Vice Dean of Academic Affairs (or designee).

#### *Vice Dean of Academic Affairs (or Designee) Decision*

The Vice Dean of Academic Affairs (or designee) will review the subcommittee's recommendation and make a final decision to be delivered in writing to the parties involved. A copy of the letter will be placed in the student record maintained by the Registrar's Office.

#### *Appeal to the Dean*

A student may, as a final action, appeal the judgement of the Vice Dean of Academic Affairs (or designee) in writing to the Dean of the School of Education. In such cases, the Dean (or his/her designee) will determine whether the case warrants further consideration. At the discretion of the Dean, a new hearing committee may be appointed to review the case and make a recommendation. The Dean (or designee) will deliver a response in writing to the parties involved. Any decision rendered by the Dean (or designee) is final and no further channels are available to pursue an appeal within Johns Hopkins University.

#### *Complaint to the Maryland Higher Education Commission*

If a complainant has exhausted the university's grievance procedures and the grievance has not been resolved to a complainant's satisfaction, the complainant has the right to file a complaint with the Maryland Higher Education Commission (<http://www.mhec.state.md.us>; 6 North Liberty Street, 10th Floor, Baltimore, MD 2120).

## **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 <https://www.jhu.edu/university-policies/>.

- University Statement on Equal Opportunity – <http://oie.jhu.edu/discrimination-and-harassment/equal-opportunity-statement.html>
- Statement on Diversity & Inclusion – [http://web.jhu.edu/dlc/resources/statements\\_diversity\\_inclusion/](http://web.jhu.edu/dlc/resources/statements_diversity_inclusion/)



Principles for Ensuring Equity, Civility and Respect for All –

[https://www.jhu.edu/assets/uploads/2014/09/equity\\_civility\\_respect.pdf](https://www.jhu.edu/assets/uploads/2014/09/equity_civility_respect.pdf)

- Sexual Misconduct Policy and Procedures –  
<http://sexualassault.jhu.edu/policies-laws/>
- Anti-Harassment Policy –  
<http://oie.jhu.edu/discrimination-and-harassment/general-anti-harassment-policy.html>
- Procedures on Discrimination and Harassment –  
<http://oie.jhu.edu/discrimination-and-harassment/harassment-and-discrimination-complaint-procedures/>
- Policy Addressing Campus Violence –  
[https://www.jhu.edu/assets/uploads/2014/09/campus\\_violence.pdf](https://www.jhu.edu/assets/uploads/2014/09/campus_violence.pdf)
- Policy on the Safety of Children in University Programs –  
[https://www.jhu.edu/assets/uploads/2014/09/child\\_safety.pdf](https://www.jhu.edu/assets/uploads/2014/09/child_safety.pdf)
- Policy on Alcohol Abuse and Drug-Free Workplace –  
<http://hrnt.jhu.edu/pol-man/appendices/sectionE.cfm>
- Policy on Maintaining a Drug-Free Environment –  
[http://hopkinsworklife.org/\\_template\\_assets/documents/employee\\_assistance/Drug-free%20in%20single%20pages%202016-17.pdf](http://hopkinsworklife.org/_template_assets/documents/employee_assistance/Drug-free%20in%20single%20pages%202016-17.pdf)
- University Policy on Family Educational Rights and Privacy (FERPA) –  
<https://www.jhu.edu/assets/uploads/2017/01/ferpa.pdf>
- Policy on Student Social Security Number Protection and Use –  
[http://www.jhu.edu/news\\_info/policy/ssnuse.html](http://www.jhu.edu/news_info/policy/ssnuse.html)
- Photography and Film Rights Policy –  
[http://www.jhu.edu/news\\_info/policy/photography.html](http://www.jhu.edu/news_info/policy/photography.html)
- Campus Security Policy and Campus Crime Statistics Act (Clery Act) –  
<http://security.jhu.edu/compliance-and-crime-statistics/index.html>
- Research Integrity Policy –  
[https://www.jhu.edu/assets/uploads/2017/08/university\\_research\\_integrity\\_policy.pdf](https://www.jhu.edu/assets/uploads/2017/08/university_research_integrity_policy.pdf)

# GRADUATE EDUCATION PROGRAMS

## Master's Degree Programs

### Master of Arts in Teaching

*(Note: The School of Education is not accepting applications or admitting new students into the MAT Secondary program for the 2019-20 academic year)*

The Johns Hopkins Master of Arts in Teaching (MAT) program prepares candidates for initial certification in Maryland as Elementary and Secondary teachers. *[For the latest information on the School's teacher certification offerings, prospective applicants should refer to the School of Education's website.]* The MAT 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 two program options for completing 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 accelerated Master of Arts in Teaching is a 12-month/3-semester program (starting in the summer semester and ending the following spring semester) that includes a full school-year internship.
- The flexible Master of Arts in Teaching program option is designed for individuals transitioning into teaching. Candidates in the part-time program option must complete all program requirements within five years. ***NOTE: This option is not accepting applications or admitting new students for the 2019-2020 academic year.***
- The Baltimore Education Fellows Program is a full-time 12-month program option open only to recent graduates of the Johns Hopkins University Krieger School of Arts and Sciences. This option follows the accelerated MAT option described above.

### Program Goals

The goals for the MAT program are to develop exemplary professional educators for today's and tomorrow's classrooms who:

- Effectively integrate contemporary, research-based theory and practice.
- Demonstrate an understanding of how planning, instructional delivery, and assessment work together to enhance classroom teaching.
- Have a positive impact on student achievement in elementary and secondary classrooms.
- Serve as model reflective teachers who use data to inform practice in school-based settings.
- Demonstrate high ethical standards and become an integral part of the school community.

### Learning Outcomes

Graduates of this program are exemplary teachers who:

- Incorporate knowledge of standards and standards-based instructional approaches to the design and the implementation of teaching.
- Apply evidence-based strategies and methodologies to teach in a variety of settings, employing a constructivist approach.
- Know how to use the assessment of learner needs in order to differentiate instruction to

- impact student learning.
- Know how to design, implement, and evaluate lesson planning and transform the planning into classroom practice.
- Provide interdisciplinary learning experiences where appropriate.
- Incorporate their knowledge of standards and standards-based instructional approaches to the design and the implementation of teaching.
- Effectively integrate technology into instruction.
- Function as reflective practitioners.
- Demonstrate a commitment to diversity in teaching.
- Maintain respectful and collaborative relationships with families and communities that support schools and students' growth and learning.

### ***Program Requirements***

Students work with a faculty adviser to complete a program of study that fulfills the requirements for certification as a teacher in Maryland. The MAT requires a minimum of 39 credits of coursework, field placements, and internship experiences. Students may be required to complete additional content-area coursework depending on undergraduate preparation. The coursework includes the internship experiences in school settings.

The nationally recognized Interstate Teacher Assessment and Support Consortium (InTASC) Standards guide the MAT program. Students demonstrate their competencies through a digital portfolio guided by faculty and teacher mentors and internships.

To be eligible for Maryland State teacher certification, students must complete the MAT program requirements (including the successful completion of a digital portfolio, successful completion of field placements and internship experiences, and earn a GPA of at least 3.0 for all coursework) and pass all Praxis examinations required by the state.

*Note: Praxis is a professional assessment test for beginning teachers. Praxis requirements vary by certification area; information about Praxis examinations may be accessed from the Maryland State Department of Education website.*

### ***Coursework (all courses are three credits unless otherwise indicated)***

#### ***Elementary Education***

#### ***Number of Credits Required: 39***

810.606	Human Development and Learning
810.607	Culturally Responsive Teaching
810.602	Curriculum, Instruction, and Assessment in School Settings
884.501	Advanced Processes and Acquisition of Reading
884.502	Diagnosis/Assessment for Reading Instruction
884.505	Materials for Teaching Reading
884.507	Instruction for Reading
810.603	Methods of Teaching in the Elementary School: Part I
810.604	Methods of Teaching in the Elementary School: Part II
810.679	Classroom Management
887.615	Explorations in Mind, Brain, and Teaching
887.617	Neurobiology of Learning Differences
810.641	MAT Clinical Practice for Elementary Candidates: Part I

810.642	MAT Clinical Practice for Elementary Candidates: Part II
810.640	Supervised Internship and Seminar in the Elementary Schools (5-6 credits)
<i>Secondary Education</i>	
<i>Number of Credits Required: 39</i>	
810.606	Human Development and Learning
810.607	Culturally Responsive Teaching
810.602	Curriculum, Instruction, and Assessment in School Settings
884.508	Methods of Teaching Reading in the Secondary Content Area: Part I
884.510	Methods of Teaching Reading in the Secondary Content Area: Part II
810.62X	Special Topics in Secondary Education
810.61X	Methods of Teaching in the Secondary School: (subject specific)
810.679	Classroom Management
887.615	Explorations in Mind, Brain, and Teaching
887.617	Neurobiology of Learning Differences
851.512	Politics of Education
	Elective*
810.646	MAT Clinical Practice for Secondary Candidates: Part I (accelerated program option only)
810.647	MAT Clinical Practice for Secondary Candidates: Part II (accelerated program option only)
810.645	Supervised Internship and Seminar in the Secondary Schools (5-6 credits)

\*Candidates in the secondary program choose one elective.

### ***Admission***

Applicants to the MAT program must:

- Possess a bachelor's or graduate degree (or equivalent) from an accredited college or university in the area of intended certification (generally, a major or 36 related credits.)
- Have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress).
- Complete the online application form and submit (along with the application fee) a CV/résumé, an essay that convinces reviewers that the applicant has a commitment to becoming a teacher who believes in positive educational change, letters of recommendation, and official transcripts from all post-secondary institutions attended.
- Achieve passing scores on one of the following tests: Praxis I/Core, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at [http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing\\_info/praxis1.aspx](http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx) to view current state requirements.)

If found eligible for admission, applicants will be invited for an interview, during which the applicant's prior coursework will be reviewed to determine whether the applicant meets the State's content threshold for certification. Candidates who do not meet the State's requirements will be required to fulfill any additional undergraduate content requirements before completing the program.

In addition, all students entering the program are required to complete a criminal disclosure statement and undergo state and federal criminal background checks that reveals no history of

criminal activity. (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.

### ***Certification***

Teacher candidates may pursue certification in one of four areas of concentration:

- Elementary Education (grades 1-6).
- Secondary Education (grades 7-12). Content areas for secondary education certification include English and social studies.

The MAT program at Johns Hopkins University leads to teacher certification in the State of Maryland, which reciprocates with many other states.

### ***Accelerated Master of Arts in Teaching***

The accelerated Master of Arts in Teaching program option allows candidates to complete a nationally accredited MAT degree while engaged in a full-time supervised teaching internship. All accelerated MAT candidates are responsible for full tuition, registration fees, and books for all 39 credits. Financial aid is available for those who qualify.

The accelerated MAT is designed for individuals who are interested in being initially certified to teach in elementary school classrooms, grades 1-6, or in secondary classrooms in English or social studies, grades 7-12. Candidates begin the program by taking classes in the summer. During fall and spring semesters, candidates complete full-time supervised internships while taking classes in the evening, two to three nights per week. Candidates graduate in May and are eligible for Maryland certification.

### ***Accelerated MAT Framework***

- Candidates complete the program in 12 months (3 semesters).
- Candidates are placed in a supervised internship in a Professional Development School (PDS) during the program.
- In lieu of a master's thesis, candidates submit and present a digital portfolio aligned to the InTASC standards.
- Candidates meet certification requirements through successful completion of all MAT program requirements, including the field experiences, supervised internships, Praxis examinations, digital portfolio, 39 course credits, and any additional course requirements..

### ***Flexible Master of Arts in Teaching***

***(Note: The School of Education is not accepting applications or admitting new students into the flexible MAT programs for the 2019-20 academic year)***

The flexible MAT 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 Elementary (grades 1–6) or Secondary (grades 7–12) Education in the disciplines of English, four sciences (biology, chemistry, earth/space science, and physics), and social studies.

The flexible program option is designed for those who need to continue to work full-time or those who have other full-time obligations. Candidates can begin the program in any semester (spring, summer, and fall). The flexible option allows candidates to progress through the program at their own pace, but candidates must complete all program requirements within five years. Candidates are not obligated to take a specific number of courses per semester, but are recommended to take not more than three per semester. 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

The curriculum integrates the theory and practice of teaching through a full-semester, supervised internship in a school setting. Courses are usually held in the evening. 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](mailto:soe.finaid@jhu.edu).

### ***Flexible MAT Framework***

- Candidates have a maximum of five years to complete all degree requirements.
- Candidates are placed in a Professional Development School (PDS) for a 100-day, full semester supervised internship as the final step in the program. (Students in the flexible MAT program option must have passed the content knowledge portion of Praxis II to be scheduled for their internship class.)
- 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/Core (or state approved alternative) and II Exams, content courses, electronic portfolio, and 39 course credits.

### ***Baltimore Fellows Education Program***

The Baltimore Fellows Education is an accelerated program option that begins each summer and runs for 12 months. The coursework is the same as that listed above for the accelerated and flexible MAT options. Candidates must be recent graduates of the Johns Hopkins University Krieger School of Arts and Sciences who want to make a difference in the classroom and are interested in urban education reform. Successful applicants will receive a scholarship that provides for full-tuition support. Candidates will be placed in internships exclusively with Baltimore City Public Schools, providing an immersion experience in an urban setting. For more information on this program, please visit <http://education.jhu.edu/academics/masters-programs/master-of-arts-in-teaching/full-time-master-of-arts-in-teaching-baltimore-education-fellows/>.

## **Master of Science in Education**

### ***Digital Age Learning and Educational Technology (Online)***

The program in Digital Age Learning and Educational Technology (DALET) at the School of Education is a fully online, 36-credit Master of Science (MS) in Education concentration. Through its 12 courses and capstone project, DALET prepares educators and other professionals in the field of educational technology to conceptualize, design, implement, and evaluate innovative and effective applications of technologies for learning in K–12, out-of-school, higher education, corporate, and entrepreneurial environments. The program also offers a 15-credit (5-course) Leadership in Technology Integration professional certificate.

The program is aligned with the International Society for Technology in Education (ISTE) Standards for Educators. The program's knowledge base is informed by empirical evidence from cognitive science and the learning sciences, as well as by existing and emerging methods for effective technology integration and effective leadership, including policy, practice, research, theory, and culturally responsive education. The program's coursework involves project-based learning, discussions, and peer collaboration. Candidates gain competencies in instructional design and instructional leadership, as well as facility with instructional and assistive technologies, systems change, research and evaluation, data driven decision-making, and Universal Design for Learning.

### ***Program Goals***

The goals of the program are to:

- Cultivate proactive leadership skills for developing a shared vision for educational technology among all education stakeholders.
- Create systemic plans aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.
- Develop robust and reliable access to current and emerging technologies and digital resources, with equity for all stakeholders.
- Engage in planning and assessment centered on the needs and abilities of students.
- Develop and review policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning.
- Integrate content standards and related digital curriculum resources that are aligned with and support digital age learning and work.
- Design online and blended learning environments that facilitate digital learning and support communities of inquiry.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Lead their organization in the effective use of technology for digital learning.
- Establish leadership skills for supporting data driven decision-making.
- Develop skills for advanced technologies—including online and blended learning, mobile learning, multimedia-based instruction, tools for instructional management and assessment, and the integration of technology in Universal Design for Learning (UDL).
- Engage in technology integration—applying evidence from cognitive science and the learning sciences, digital-age skills, and a constructivist approach 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.
- Build leadership skills through mentoring, consulting, professional development, and systems change.

### ***Program Plan***

*Number of Credits Required: 36*

*Foundational Introductory Course (3 credits)*

893.508      Technology and the Science of Learning

*Core Courses (15 credits)*

810.607	Culturally Responsive Teaching
893.550	Emerging Issues in Digital Age Learning
893.601	Evaluation and Research of Technology Interventions & Programs
893.850	Advanced Applications in Digital Age Learning
893.701	Advanced Seminar in Digital Age Learning

*Required Courses (18 credits)*

880.623	Instructional Design for Online Learning
893.645	Designing and Delivering Online and Blended Learning Environments
893.628	Gaming and Simulations for Learning
893.545	Integrating Media into Standards-Based Curriculum
893.632	Data-Driven Decision-Making
893.634	Technology Leadership for School Improvement

*Electives (3 credits)*

An electives may consist of an independent study or courses from other programs or certificates subject to faculty advisor approval.

*Educational Studies (Online Teach For America and TNTP Options)*

The School of Education's partnership programs with Teach For America (TFA) and TNTP are specially designed to support the development of TFA corps members and alumni and TNTP alumni as they work to increase student learning in their classrooms through strategic and comprehensive coursework, professional development, and reflection. Participants in these partnership programs 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.

**Program Goals**

The goals for the program are to develop transformational educators who:

- Track and monitor student progress in an ongoing manner to ensure students make dramatic academic gains.
- Consistently integrate and apply their skills in planning, instructional delivery, and assessment to enhance student learning.
- Impact their classrooms, schools and communities as content experts by providing excellent education to their students and serving as student advocates.
- Advocate for diversity and inspire their students to strengthen their own advocacy skills, in order to develop a deep understanding of themselves as people and learners, and use their learnings to access future opportunities for growth and development.
- Engage various stakeholders in a student's life to provide holistic, personalized support
- Become reflective practitioners who have the ability to differentiate, modify, and analyze their own instruction and are able to foster a reflective disposition for continuous learning and improvement.

**Admission**

Applicants to the program must:



- Meet all schoolwide admissions criteria
- Be full-time teachers
- Be in good standing with their respective alternative certification partner (TFA or TNTP)

### ***Program Requirements***

*Number of Credits Required: 39 or 30 (excluding 9 waived credits)*

#### *Waived Credits (9 Credits)*

Granted upon proof of successful completion of summer training program through TFA or TNTP.

#### *Required Courses (21 Credits)*

813.601	Seminar in Transformational Leadership I
813.602	Seminar in Transformational Leadership II
813.603	Seminar in Transformational Leadership III
813.604	Seminar in Transformational Leadership IV
813.611	Classroom Management I
813.612	Classroom Management II
813.621/631/641	Effective Practice in Teaching and Learning I (for General Educators/Special Educators/ESOL Educators)
813.622/632/642	Effective Practice in Teaching and Learning II (for General Educators/Special Educators/ESOL Educators)
813.681/682	Teaching for Transformation I (Secondary Content Methods/Elementary Math and Science Content)
813.683/684	Teaching for Transformation II (Secondary Content Methods/Elementary Social Studies & Language Arts)

#### *Elective Courses (9 Credits)*

Depending on their program of study, and subject to the approval of their faculty adviser, candidates will take 9 credits of elective courses.

#### *Capstone Project*

In addition to the above coursework, candidates are required to develop a portfolio. The portfolio is completed in two sequential non-credit courses, taken in the candidate's final two semesters:

813.664	Portfolio Development, Part 1: Teacher Growth
813.665	Portfolio Development, Part 2: Student Growth

#### *Educational Studies (Urban Teachers Option)*

The Urban Teachers program at the Johns Hopkins School of Education prepares new teachers to succeed through a rigorous clinical training model, with the goal of improving student outcomes in high-need schools and training candidates to become highly effective teachers. This four-year collaborative program includes a 14-month residency working in urban schools prior to becoming a lead teacher; 40-41 credits of graduate coursework (depending on the program of study) leading to the award of a Master of Science in Education degree, which is completed in two years and is clinically based, allowing for teachers to practice their skills immediately in the classroom; and three years of coaching and mentoring to assist in developing outstanding

practice once in the field.

Those interested in the Johns Hopkins School of Education Urban Teachers collaborative program must go through a two-stage application process: 1) applicants must first apply and be admitted into Urban Teachers; and 2) once accepted into Urban Teachers, candidates must then apply for admission to the Johns Hopkins School of Education's master's degree.

### ***Elementary and Special Education Program Plan***

*Number of Credits Required: 40*

*Summer Semester I (8 credits)*

- 811.603 Special Education: Promises and Challenges I (Elementary)
- 811.623 Classroom Management I (Elementary)
- 811.670 Race, Culture, and Equity in Urban Education
- 811.671 Reading, Writing, and Language Development
- 811.672 Numbers, Operations, and Algebraic Reasoning

*Fall Semester I (10 credits)*

- 811.604 Special Education: Promises & Challenges II (Elementary)
- 811.608 Classroom Management II
- 811.612 Introduction to Assessment and Tiered Instruction
- 811.625 Emergent Literacy
- 811.673 Counting & Cardinality
- 811.674 Small Group Math Practicum (Elementary)

*Spring Semester I (9 credits)*

- 811.615 Formal Assessment and Designing Individualized Education Programs
- 811.616 Understanding and Managing Behavior
- 811.628 Intermediate Literacy
- 811.632 Small Group Literacy Practicum (Elementary)
- 811.675 Geometry for Elementary Grades

*Summer Semester II (3 credits)*

- 811.617 Specialized Instructional Techniques
- 811.676 Measurement and Data

*Fall Semester II (5 credits)*

- 811.618 Clinical Residency I
- 811.630 Supporting Writer's Development
- 811.665 Trauma Training Seminar

*Spring Semester II (5 credits)*

- 811.631 Elementary STEM Methods
- 881.667 Social Studies Inquiry: Content Area Reading and Writing

### ***Secondary Mathematics and Special Education Program Plan***

*Number of Credits Required: 41*

*Summer Semester I (9 credits)*

- 811.611 Special Education and Inclusion: Promises and Challenges
- 811.650 Secondary Math Immersion

- 811.660 Foundations in Secondary Education: Introduction to Teaching and Learning
- 811.661 Secondary Classroom Management Seminar I

*Fall Semester I (11 credits)*

- 811.608 Classroom Management II
- 811.612 Introduction to Assessment and Tiered Instruction
- 811.651 Proportional Reasoning
- 811.653 Math Methods I
- 884.508 Literacy in the Content Areas Part I

*Spring Semester I (9 credits)*

- 811.614 Small Group Practicum
- 811.615 Formal Assessment and Designing Individualized Education Programs
- 811.616 Understanding and Managing Behavior
- 811.654 Geometrical Thinking
- 811.655 Math Methods II

*Summer Semester II (2 credits)*

- 811.617 Specialized Instructional Techniques

*Fall Semester II (5 credits)*

- 811.652 Algebraic Thinking
- 811.656 Practices, Concepts, and Core Ideas in Secondary Science

*Spring Semester II (5 credits)*

- 811.618 Clinical Residency I
- 884.510 Literacy in the Content Areas Part 2

***Secondary English Language Arts and Special Education Program Plan***

*Number of Credits Required: 41*

*Summer Semester I (9 credits)*

- 811.611 Special Education and Inclusion: Promises and Challenges
- 811.640 Secondary ELA Immersion and Discourse
- 811.660 Foundations in Secondary Education: Introduction to Teaching and Learning
- 811.661 Secondary Classroom Management Seminar I

*Fall Semester I (11 credits)*

- 811.608 Classroom Management II
- 811.612 Introduction to Assessment and Tiered Instruction
- 811.614 Small Group Practicum
- 811.644 Genre Study I: Argument and Informational Texts
- 884.508 Literacy in the Content Areas Part I

*Spring Semester I (9 credits)*

- 811.615 Formal Assessment and Designing Individualized Education Programs
- 811.616 Understanding and Managing Behavior
- 811.641 Language Acquisition
- 811.646 Genre II: Poetry, Drama, and the Novel

*Summer Semester II (2 credits)*

811.617 Specialized Instructional Techniques

*Fall Semester II (5 credits)*

811.642 Reading Diagnosis and Intervention

811.643 Writing in the Secondary Classroom

*Spring Semester II (5 credits)*

811.618 Clinical Residency I

884.510 Literacy in the Content Areas Part 2

*Educational Studies (Individualized Interdisciplinary Program of Study Option)*

This Master of Science (MS) in Education with a concentration in Educational Studies (MS Ed Studies) interdisciplinary program option offers a unique way to earn a master's degree while pursuing one or two areas of specialization—and the JHU School of Education is the only school in Maryland that offers such a degree. The 33–39 credit program is an individualized, interdisciplinary advanced master's degree in an area not covered by other master's degrees offered by the School of Education, allowing students to create a program of study that reflects their area(s) of specialization and personal career goals. This program option is intended for teachers, administrators, and other educational professionals who already possess certification in their field or who do not require certification.

*Please note that although a few of the specialization options available to candidates within this master's program option do lead to certification through the applicable graduate certificate program, it is not a program feature of the MS Ed Studies degree itself.*

The MS Ed Studies program is open both to school-based candidates and those who are not school-based but have an interest in pursuing one or more areas of specialization. While some courses can be taken online, this program option is not currently offered as a fully online degree. However, interested candidates should contact a program representative to discuss online options.

Student outcomes depend upon the pathway chosen, but all students who complete the program will:

- Develop an in-depth knowledge of at least one area of education.
- Increase their awareness of the breadth of work in education, either through a second area of specialization or through core educational coursework.
- Complete an independent project in their area(s) of concentration in the capstone course, the Seminar in Teacher Leadership. (Examples include a research project, an action plan, or a professional development plan.)

There are two pathways for completing the MS Ed Studies program. One pathway 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:

881.622 Advanced Instructional Strategies\*

881.611 Action Research for School Improvement\*

## 855.610 Seminar in Teacher Leadership

*\*Note: Students may be allowed to take an alternative course as a substitute, including online options, subject to faculty adviser approval.*

The remainder of the program includes a 15–18 credit specialization (almost always a graduate certificate) and 6–9 credits of electives designed in consultation with a faculty adviser. The combination of the core courses and the electives allows students who choose this pathway to be exposed to several areas of education outside their main specialization.

In the second pathway, students may elect to combine two graduate certificate programs (15–18 credits each). Students then take the Seminar in Teacher Leadership course, a capstone course that includes an independent project tying together the two certificates, to complete the MS Ed Studies. This pathway allows a student to study in depth two areas of educational theory and practice. Students pursuing this pathway are advised to consult with their faculty adviser about the timing of the two certificates.

Prospective students planning to apply to the individualized, interdisciplinary MS Ed Studies program option should consult with a program adviser about which pathway best meets their needs before they apply. Prospective students planning on completing one or two graduate certificates as part of their program of study should apply for admission into the certificate(s) at the same time they apply to the master's program. As part of the application process, applicants must write an essay describing how the program will contribute towards their future plans. The essay for admission into the two-certificate pathway must address how the certificates will work together to foster the prospective student's future plans, and admission to the master's program is contingent upon admission to the two certificates. Students interested in the two-certificate pathway must apply for admission into the master's program before starting the second certificate.

*Note: Students will not receive a diploma for successful completion of the coursework comprising a certificate program if they have not first applied to and been admitted into that same certificate program.*

### *Educational Studies (Independent Schools Option)*

The Master of Science (MS) in Education with a concentration in Educational Studies/Independent Schools option is designed for individuals currently teaching or those who desire to teach preK through 12<sup>th</sup> grade in independent schools. The program's target audience includes (but is not limited to) teachers, coaches, and administrators. This 33-credit graduate program option leads to a master's degree, but not certification.

Teacher candidates will be prepared through the practical application of the theories learned in class and taught by faculty with expertise and practical day-to-day experience in teaching or supervising teacher candidates in independent schools. Courses are offered at the Baltimore Homewood and Columbia Center campuses. The goal of this program option is to provide candidates with the foundational pedagogy and knowledge base necessary to become successful teachers in independent schools. Applications are accepted throughout the year, and although the program is designed to be completed in two years, exceptions can be made to extend the program length based on individual circumstances.

Since the program is designed for educators with a range of experiences, it draws on the InTASC

Standards (which now embrace all levels of teaching experience) and is also informed by the principles and standards of the Association of Independent Maryland & DC Schools (AIMS), the Council on Exceptional Children (CEC), and those of the International Society for Technology Education (ISTE).

### ***Program Goals***

The goals of the program are:

- To provide coursework in pedagogy that meets the unique needs of independent schools.
- To provide each candidate with instructional and classroom/behavioral management skills needed to teach successfully at all levels of independent schools.
- To integrate practical experience in actual classrooms with concepts taught in the university classroom.
- To base all coursework on the InTASC, ISTE, CEC, and AIMS standards and principles.
- To use portfolio assessment to demonstrate the candidate's understanding of and adherence to the principles employed throughout the program.

### ***Program Plan***

*Number of Credits Required: 33*

#### *Core Courses (12 Credits)*

851.633	Introduction to the Independent School
851.634	Curriculum, Instruction, and Assessment in Independent School Settings
851.635	Educating the Whole Child: Teaching to the Developmental Needs of the Child
855.610	Seminar in Teacher Leadership (must be taken in one of final two semesters)

#### *Required Courses (6 Credits)*

Candidates choose one of the following 3-credit technology courses:

810.676	The Paperless Classroom
893.508	Technology and the Science of Learning

Candidates choose one of the following 3-credit special education courses:

871.502	Educational Alternatives for Students with Special Needs
885.501	The Gifted Learner

#### *Elective Courses (15 Credits)*

Candidates, subject to the approval of their faculty adviser, will take 15 credits of elective courses.

### ***Gifted Education***

The 33-credit Master of Science (MS) in Education with a concentration in Gifted Education is designed to prepare educators and administrators for teaching or leadership roles in the field of gifted education, with an emphasis on research and application of current best practices in the field. Based on the National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) standards for teachers of gifted children, candidates will gain knowledge and skills in curriculum, instruction, program development, and assessment to meet the needs of academically talented students. As part of the program, candidates will observe gifted students, design innovative lessons, and learn how to design programs that are appropriate

for gifted students' cognitive and affective needs. The program is recognized by the Maryland State Department of Education as meeting the requirements for Gifted and Talented Education Specialist certification in Maryland and satisfies endorsement requirements in many other states

The program is designed to be completed in six semesters, with students typically taking two courses per semester—though students may elect to take longer. Courses are delivered at the Columbia Center campus and online.

### ***Program Goals***

The goals of the program are to prepare educators for leadership roles in the field of gifted education who are able to:

- Understand the diverse factors that inform the identification and support of K-12 gifted students.
- Create safe, inclusive, and culturally responsive learning environments that support the social, emotional, and cognitive learning needs of diverse groups of gifted K-12 students.
- Use assessments to identify gifted and talented students, assess their progress and modify interventions accordingly, and provide summative data on their accomplishments.
- Be reflective, ethical professionals who support and advocate for gifted K-12 students through collaboration with families and colleagues, use of community resources, and ongoing professional learning.
- Serve as effective leaders in the development and implementation of gifted education and talent development programs.
- Lead efforts to address and eliminate excellence gaps in K-12 settings.

### ***Program Plan***

*Number of Credits Required: 33*

*Required Courses (27 credits)*

885.501	The Gifted Learner
885.604	Social and Emotional Needs of the Gifted
885.512	Twice Exceptional Learners
885.505	Creativity in Education
885.510	Curriculum, Instruction, and Assessment for Advanced Learners
885.519	Seminar I in Gifted Education and Talent Development
885.515	Leadership of Gifted Education and Talent Development Programs
885.520	Seminar II in Gifted Education and Talent Development
*885.820	Practicum in Gifted Education and Talent Development

*\*Note: All candidates employed in Maryland who are seeking Gifted and Talented Education Specialist certification from the Maryland State Department of Education will undertake a semester-long practicum experience as the culminating course of their program. Candidates who are employed in other states outside of Maryland will take an online 3-credit course in place of the practicum course in consultation with their faculty adviser.*

*Elective Courses (6 credits)*

In addition, students must select and take two 3-credit elective courses in consultation with their faculty adviser.

### *School Administration and Supervision*

This Master of Science (MS) in Education 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 certification in school administration and supervision. Designed primarily for those pursuing principalship and supervisor positions, this 39-credit program is aligned with the nationally recognized Professional Standards for Educational Leaders (PSEL), as well as with the Maryland Instructional Leadership Framework outcomes. The program is also appropriate for preparing department chairs, team leaders, or curriculum coordinators. In addition to the standard School of Education admissions requirements, applicants are expected to be certified teachers or other certified school personnel and currently employed by a school district or an accredited independent school.

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 a certified in-school mentor and a university supervisor.

The program is delivered in a face-to-face mode (with some online courses), and classes are taught at the Baltimore Homewood and Columbia Center campuses.

### *Learning Outcomes*

Upon successful completion of the program, we expect students will:

- Demonstrate specific content knowledge regarding school leadership.
- Demonstrate knowledge of skills needed for collaborating with staff and others to create a vision and plan of improvement for a school.
- Demonstrate skills and dispositions that are needed to manage and to lead with respect to human and material resources and the total organization of a school.
- Demonstrate knowledge, skills, and dispositions that promote effective school, family, and community engagement.
- Demonstrate the ability to assess and to understand the larger context in which educators work today.
- Demonstrate knowledge of strategies and procedures for working fairly and justly with all stakeholders in a diverse school environment.
- Demonstrate knowledge of strategies and processes for providing a school instructional program for all students that is evaluated for effectiveness based on student achievement and other relevant factors (i.e., attendance, for example).
- Become reflective practitioners who are skilled in data-based decision making and the use of technology for instructional and administrative purposes.
- Demonstrate skills and strategies related to the safe and orderly operation of a school.

### *Program Plan*



*Number of Credits Required: 39*

*First Sequence of Concentration Requirements (24 credits)*

Must be taken prior to the second sequence.

851.601	Organization and Administration of Schools
851.603	School Law
851.705	Effective Leadership
851.708	Systemic Change Process for School Improvement
852.602	Supervision and Professional Development
881.610	Curriculum Theory, Development, and Implementation
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:

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

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

*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.*

*Note: Students enrolled in the MS in School Administration and Supervision program may not simultaneously enroll in, nor are they eligible to earn, the Graduate Certificate in School Administration and Supervision.*

### *International Teaching and Global Learning Cohort*

The Master of Science in Education — International Teaching and Global Learning Cohort prepares international educators to become innovative education leaders, with the knowledge and skills to transform schools, systems, and other fast-changing learning environments around the world. The 33-credit cohort, which includes both core and focus area courses, provides our candidates with the opportunity to build a solid foundation of theory and practice through three semesters of coursework and continuous practical experiences. With exposure to a variety of educational experiences, candidates gain a comprehensive understanding of the different educational models employed in their focus area. This degree prepares candidates to apply their expertise effectively in their home countries.

### *Learning Outcomes*

Upon successful completion of the program, we expect students will be able to:

- Identify and explain best practices in early childhood, creative and innovative education and digital age learning to prepare students to become successful, global educators.
- Apply identified best practices in early childhood, creative and innovative education and

digital age learning to prepare students to become successful, global educators.

### ***Program Plan***

Core Courses: 24 credits  
Focus Area: 9 credits  
Total Number of Credits Required: 33 credits

### ***Core Courses (24 credits)***

ED.887.615 Explorations in Mind, Brain, and Teaching  
ED.851.705 Effective Leadership  
ED.855.613 Entrepreneurship in Education  
ED.813.652 Introduction to Global Education Policy and Analysis  
ED.881.622 Advanced Instructional Strategies  
ED.881.611 Action Research for School Improvement  
ED.855.600 Extended Learning  
ED.855.610 Seminar in Teacher Leadership

### ***Early Childhood Focus (9 credits)***

ED.855.603 The Early Childhood Learner  
ED.855.xxx Comparative High-Quality Practices in Early Education  
ED.855.xxx Authentic Assessment and Measuring Child Outcomes and School Readiness

### ***Digital Age Teaching and Learning Focus (9 credits)***

ED.893.508 Technology and the Science of Learning  
ED.893.550 Emerging Issues in Digital Age Learning  
ED.893.628 Gaming and Media Design for Learning

### ***Creative and Innovative Education Focus (9 credits)***

ED.885.505 Creativity in Education  
ED.885.501 The Gifted Learner  
ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners

## **Master of Science in Special Education**

Candidates for the Master of Science (MS) in Special Education may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The School of Education offers candidates the following options:

- A Master's program with a special education concentration in Mild-to-Moderate Disabilities leading to teacher certification (Generic Special Education). Students may begin this program in any semester and have a maximum of five years to complete the program requirements.
- The Master's program in Special Education with a concentration in Severe Disabilities with an Emphasis in Autism Spectrum Disorders that does not lead to teacher certification (for students who choose to pursue the Master of Science in Special Education degree but do not need teacher certification). Students may begin this program in any semester and have a maximum of five years to complete the program requirements.

Depending on the specific program, students complete 36 to 39 graduate credits for their master's degree. Students must work with a faculty adviser to develop a program of study. All classes are offered online or in the evenings.

### *Master's Program 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 Generic Special Education certification:

- Mild to Moderate Disabilities (Elementary/Middle concentration)—grades one through eight.
- Mild to Moderate Disabilities (Secondary/Adult concentration)—grades six through twelve.

### ***Admission Requirements***

To be fully admitted, applicants must have earned a bachelor's degree from an accredited college or university and with a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still progress). Applicants must complete the online application and submit official transcripts from all accredited post-secondary institutions attended, a résumé, an essay indicating the candidate's professional goals, and two letters of recommendation, plus achieve passing scores on one of the following tests: Praxis I/Core, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at [http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing\\_info/praxis1.aspx](http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx) to view the current state requirements.)

### ***Internship Requirements***

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 wishing to enroll in an internship course must complete an application through the School of Education's Field Experience Office (<http://education.jhu.edu/student-resources/field-experience-office/>) at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to each internship and should frequently review the information shared on the Field Experience Office web page. The final internship should be completed during the last semester of classes and cannot be taken without first achieving a passing score on the Praxis II exam and completing all prerequisite course requirements.

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.

### ***Program of Study***

Depending on the specific area of concentration, students complete 36 to 39 graduate credits for their master's degree. Students must work with a faculty adviser to develop a program of study that includes required and prerequisite courses. (*Note: Students who take courses outside their approved program of study do so at their own risk—there is no guarantee that credits earned from unapproved courses will be accepted.*) In addition to coursework, students must successfully complete the internships and graduate student project (with presentation), pass Praxis II and comprehensive examinations, and fulfill any other program-specific requirements prior to graduation. Upon graduation, students will be eligible to apply for Maryland State

certification under the appropriate specialization area.

### ***Program Goals***

The goals of the School of Education's Master of Science in Special Education certification programs are to:

- Secure recognition from the Council for Exceptional Children (CEC) and approval by the Maryland State Department of Education (MSDE).
- Graduate profession ready special educators, as measured by the successful completion of coursework, comprehensive exams, graduate projects and presentations, and required state Praxis exams.
- Graduate highly qualified special educators who possess the requisite competencies to effectively educate students with exceptionalities from a diverse range of backgrounds and needs in a variety of educational settings.

### ***Program Objectives***

The learning objectives of the School of Education's MS in Special Education certification programs are to:

- To prepare qualified and credentialed special education professionals who are able to apply evidenced-based strategies across settings in which students with disabilities are served.
- To provide multiple opportunities to bridge research and theory with reflective practice.
- To prepare qualified and credentialed special education professionals who possess and exhibit collaborative and ethical behaviors with students and colleagues.
- To prepare qualified and credentialed special education professionals who have acquired the knowledge to access necessary resources and the professional networks that will further their professional development and support their advocacy for children with disabilities and their families.
- To provide cutting edge research and excellent instruction, as evidenced by faculty scholarship and teaching evaluations.

### ***Learning Outcomes***

The learning outcomes for graduates of the School of Education's MS in Special Education certification programs are measured across seven content standard areas, as outlined by the Council for Exceptional Children (CEC, 2012).

#### ***Standard 1: Learner Development and Individual Learning Differences***

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

#### ***Standard 2: Learning Environments***

- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-

determination.

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

### *Standard 3: Curricular Content Knowledge*

- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

### *Standard 4: Assessment*

- 4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

### *Standard 5: Instructional Planning and Strategies*

- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication

and learning of individuals with exceptionalities.

- 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

#### *Standard 6: Professional Learning and Ethical Practice*

- 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

#### *Standard 7: Collaboration*

- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

#### *Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (MSDE Certification—Generic Special Education)*

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 intellectual disabilities. Candidates can start the program at any point during the academic year (summer, fall or spring semester) and complete the program at their own pace. Candidates in the part-time program option must complete all program requirements within five years.

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 options provide instruction and applied experiences in legal issues, educational 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, with a particular emphasis on urban settings.

Graduates of this program are eligible for certification in generic special education in Maryland. Along with the required coursework, graduate students must achieve qualifying scores on the Praxis/Core I exam (or one of the alternative State approved tests) prior to admission and pass the Special Education Praxis II and Praxis II in Reading exams prior to the second internship. All students must complete two internships, a Graduate Student Project (with presentation), a Graduate Student Internship Portfolio, and pass all required Praxis and Comprehensive exams before program completion.

### ***Program Plan***

*Number of Credits Required: 39*

*Prerequisite Courses for both Elementary/Middle (15 credits) and Secondary/Adult Concentrations (12 credits) (may be taken elsewhere)*

- 871.501 Introduction to Children and Youth with Exceptionalities
- 882.511 Human Growth and Development: A Lifespan Perspective
- 884.500 Introductory Processes and Acquisition of Reading
- 884.502 Diagnosis/Assessment for Reading Instruction
- 884.505 Materials for Teaching Reading (required for Elementary/Middle candidates only)

*Required Courses: Elementary/Middle Concentration (39 credits)*

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education (online course)
- 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, Behavioral Disorders, and Intellectual Disabilities
- 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 (online course)



*Required Courses: Secondary/Adult Concentration (39 credits)*

871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)
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, Behavioral Disorders, and Intellectual Disabilities
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 (online course)

*Non-Certification Master's Programs*

The School of Education offers a program option for students not seeking certification but who want to enhance their skills in the specialized area of Autism. Currently, the School offers one non-certification specialization: Severe Disabilities with an Emphasis in Autism Spectrum Disorders.

***Admission Requirements***

To be fully admitted, applicants must have a bachelor's degree from an 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 for incomplete programs of study and for programs still in progress). Applicants must complete an application and submit official transcripts from all accredited post-secondary institutions attended, a résumé, an essay indicating your professional goals and two letters of recommendation.

***Internship Requirements***

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 wishing to enroll in an internship course must complete an application through the School of Education's Field Experience Office (<http://education.jhu.edu/student-resources/field-experience-office/>) at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to each internship and should frequently review the information shared on the Field Experience Office web page. Students must pass the Praxis II exam prior to enrolling in second internship.

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.

### ***Program Requirements***

Depending on the specific concentration, students complete 36 graduate credits for their master's degree. Students must work with a faculty adviser to develop a program of study that includes required and elective courses. All students must complete a Graduate Student Project (with presentation) and pass Comprehensive exams before program completion.

### ***Severe Disabilities with an Emphasis in Autism Spectrum Disorders Option***

This 36-credit master's degree program option 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 with the autism spectrum disorders/severe disabilities. The purpose of this internship is to provide the student with opportunities to demonstrate mastery of program content and leadership through application in real-world settings. In addition, students must complete a Graduate Student Project (with presentation) and pass the Comprehensive Examination prior to graduation.

### ***Program Plan***

*Number of Credits Required: 36*

*Prerequisite or Corequisite 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 (online course)                        |
| 871.511 | Instructional Planning and Management in Special Education   |
| 871.512 | Collaborative Programming in Special Education   |
| 871.513 | Applied Behavioral Programming   |
| 877.513 | Education of Students with Severe Disabilities: Augmentative Communication Systems (online course)             |
| 877.514 | Community and Independent Living Skills  |
| 877.550 | Inclusive Practices for Autism Spectrum Disorders  |
| 877.551 | Survey of Autism and Other Pervasive Developmental Disorders (online course)                                   |
| 877.553 | Classroom Programming for Students with Autism (online course)   |
| 877.555 | Teaching Communication and Social Skills (online course)   |
| 877.810 | Internship in Severe Disabilities: Induction   |
| 87x.xxx | Elective (students must take 3 credits of elective coursework, subject to the approval of the faculty adviser) |

### **Master of Science in Counseling**

The Master of Science (MS) in Counseling degree is designed to prepare individuals to be social justice advocates and leaders in the counseling profession. The mission of the School of

Education's Counseling program is to prepare graduate students to serve as socially just School and Clinical Mental Health Counselors who implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective awareness, and well-being in a global society. Our programs offer a nationally recognized evidenced-based counseling curriculum aligned with national and state standards, distinguished faculty with extensive counseling experience, a strong support system through partnerships with school districts and mental health settings, and access to the resources of a world-renowned institution. Students can choose to specialize in one of two concentrations:

- Clinical Mental Health Counseling
- School Counseling

The School Counseling Program prepares students to work in urban focused school settings. The program offers two options for completing the degree:

- The School Counseling Fellows Program is an intensive full-time training program that not only prepares students to work in urban-focused school settings, their field experience placements are in urban schools. Students graduate in 15 months.
- The School Counseling Program prepares students to work in urban-focused school settings. Students have a maximum of five years to complete the program, but are strongly encouraged to follow the prescribed program of study.

### *Clinical Mental Health Counseling*

The 60-credit master's degree in Counseling with a concentration in Clinical Mental Health Counseling prepares students to work in a wide range of clinical, community, and human service settings. The program provides future counselors with the knowledge and skills critical to the practice of clinical mental health counseling. It provides the required academic credits toward licensure in the state of Maryland and many other states. Moreover, the program is designed to meet the needs of students from diverse backgrounds who have a wide range of professional goals. Undergraduate degrees from a variety of disciplines (e.g. communication, sociology, anthropology, foreign languages, religion, philosophy, education, psychology) are considered for program admissions.

### ***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 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and 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. 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 clinical 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. Selected qualified applicants will be invited to participate in a group admission interview.

In order to assess applicant dispositions, faculty will thoroughly review the application data and evaluate responses during the group interviews. The admissions committee reserves the option to

require that applicants successfully complete prerequisite coursework prior to admission.

### ***Program Goals***

Students will demonstrate proficiency in the eight major counseling content areas: social and cultural diversity, human growth and development, career development, group work, assessment, helping relationships, research and program evaluation, and professional orientation and ethics.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Facilitate the growth and development of clients within clinical mental health settings using guidelines prescribed by the Council for the Accreditation of Counseling and Related Educational Programs) and the American Counseling Association's (ACA) Code of Ethics.
- Serve as advocates and leaders in educational and/or mental health settings.
- Effectively and appropriately counsel children, families and/or individuals within mental health settings.
- Demonstrate the knowledge, role and function of the mental health counselor and how it relates to professional practice.
- Build collaborative relationships with community stakeholders.
- Demonstrate effective and meaningful group work with diverse groups of clients.
- Develop data-driven mental health programs that meet the unique needs of clients in populations across the developmental spectrum.
- Develop and implement a plan for evaluating counseling activities and mental health programs.
- Work ethically and legally in mental health settings.
- Demonstrate cultural sensitivity and responsiveness with all client demographics.
- Demonstrate skilled use of computers, computer technology, and the internet.

### ***Program Requirements***

The program's plan of study requires a minimum of 60 graduate credits. With the approval of a faculty 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 can opt to complete 600 or 1000 hours of internship activity. If students choose to complete a 600-hour internship experience, they must enroll in a six-credit internship and register for nine credits of electives. If students opt to complete a 1000-hour internship experience, they must enroll in a 12-credit internship and register for three credits of electives. Students are required to achieve a passing score on the CPCE (Counselor Preparation Comprehensive Examination) exam to graduate from the program.

### ***Program Plan***

#### ***Number of Credits Required: 60***

861.605	Human Development and Counseling (online course)
861.502	Counseling Theory and Practice
861.503	Group Counseling and Group Experience (lab course)
861.507	Counseling Techniques (lab course)
861.511	Career/Life Development and Planning
861.609	Diagnosis in Counseling
861.612	Appraisal and Testing for Counselors (online course)
863.501	Introduction to Clinical Mental Health Counseling (online course)

863.603	Couple and Family Therapy (lab course)
863.607	Diversity and Social Justice in Counseling (lab course)
863.630	Addictions Counseling I: Theory and Approaches (online course)
863.795	Ethical and Legal Issues of Mental Health Counseling (online course)
863.681	Research and Evaluation for Counselors
863.870	Practicum in Clinical Mental Health Counseling
863.875	Internship in Clinical Mental Health Counseling (6-12 credits)

Electives—six or twelve credits of electives (depending on number of internship hours completed) must be selected with approval of a faculty adviser.

### ***Program Notes***

- 861.502 and 861.507 Counseling Techniques are required prerequisites for all counseling courses except 810.606 Human Development and Learning.
- Students must complete 36 credits prior to enrolling in 863.870 Practicum in Clinical Mental Health Counseling and have taken 863.607 Diversity and Social Justice in Counseling.
- A minimum of 48 credits of required coursework must be taken before enrolling in 863.875 Internship in Clinical Mental Health Counseling.
- Students planning to start their practicum or internship must attend a mandatory orientation in August in order to be eligible to begin internship in the fall semester.
- It is mandatory that students attend all lab sessions to complete the requirements of the course.
- Students must receive a grade of B or better in all laboratory courses and practicum experiences and pass all internship courses (which are graded on a pass/fail basis) to remain in the program. Counseling students who do not receive successful site evaluations from their site supervisor and/or who receive a failing grade in the internship course may have to repeat these courses/experiences and could be dismissed from the program.
- If a grade of B- or below is earned in a required laboratory course or in Counseling Theory and Practice, 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 will be dismissed from the program, even if an A or B was earned in the first repeated course.

### ***School Counseling***

The part-time School Counseling Flexible Program, which is approved by the Maryland State Department of Education (MSDE), requires the completion of a minimum of 48 graduate credits for graduation. Graduates of the program are eligible for MSDE certification as a school counselor.

*Note: Students also have the option of completing a 60-credit degree program that satisfies the course requirements for both certification as a school counselor and licensure as a clinical professional counselor in Maryland.*

The program's content includes the following areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation. Students are instructed via didactic experiences, small group experiences, and applied learning at community- or school-based sites (e.g., agencies, schools).

### ***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 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, and two 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 admissions committee reserves the option to require that program applicants successfully complete prerequisite coursework prior to admission.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Facilitate K-12 students' growth and development within the framework of the American School Counselors Association's (ASCA) National Standards (academic development, career development, and personal/social development).
- Serve as advocates and educational leaders in the K-12 setting.
- Effectively and appropriately counsel K-12 students.
- Demonstrate the knowledge, role and function of the professional school counselor and how it relates to school reform, drop-out prevention and college access programming.
- Build collaborative relationships with community stakeholders.
- Demonstrate effective and meaningful group work with diverse groups of students.
- Develop a data-driven school counseling program that meets the unique needs of schools and diverse school communities.
- Develop and implement a plan for evaluating counseling activities and school counseling programs.
- Work ethically and legally in a school setting.
- Demonstrate cultural sensitivity and responsiveness with students, parents, colleagues, etc.

### ***Program Requirements***

With the approval of a faculty advisor, 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 program. In their last year of study, students complete a 600-hour internship. In preparation for the internship, students will be required to complete a criminal disclosure statement and undergo a criminal background check. Students are required to achieve a passing score on the CPCE (Counselor Preparation Comprehensive Examination) exam to graduate from the program.

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*

861.502      Counseling Theory and Practice

861.503      Group Counseling and Group Experience (lab course)

861.507	Counseling Techniques (lab course)
861.511	Career/Life Development and Planning
861.605	Human Development and Learning (online course)
861.609	Diagnosis in Counseling
861.612	Appraisal and Testing for Counselors (online course)
861.614	The Foundations of School Counseling
863.607	Diversity and Social Justice in Counseling (lab course)
863.681	Research and Evaluation for Counselors
863.736	School Counseling Leadership and Consultation
863.808	Practicum in School Counseling
863.820	Internship in School Counseling (6 credits)

Choose one of the following 3-credit electives:

863.527	Counseling the Early Adolescent
863.571	Counseling Adolescents
863.526	Introduction to Play Therapy with Children

Students who have not already satisfied the special education requirement as indicated on their State of Maryland Teaching Certificate are required to take the following course:

871.501	Introduction to Children and Youth with Exceptionalities
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Students who have completed this special education requirement must take another counseling elective course instead, subject to faculty advisor approval. Elective choices include:

863.572	Counseling At-Risk Youth
863.603	Couple and Family Therapy
863.629	College Admissions Counseling

### ***Program Notes***

It is mandatory that students attend all lab sessions to complete the requirements of the course. Students must receive a grade of B or better in all laboratory courses and practicum experiences and pass all internship courses (which are graded on a pass/fail basis) to remain in the program. Counseling students who receive a failing grade in the Internship course will be dismissed from the program. Students must also receive successful site evaluations from the site supervisor in order to graduate from the program.

If a grade of B- or below is earned in a required laboratory course or in Counseling Theory and Practice, 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 will be dismissed from the program, even if an A or B was earned in the first repeated course. Students must attend the mandatory Internship in School Counseling meeting held every January in the spring before they are to begin their internship.

### ***School Counseling (Fellows Program)***

The School Counseling Fellows Program is designed for individuals interested in pursuing a career in school counseling with a focus on school reform, specifically targeting at-risk youth in urban and/or metropolitan school districts. Those chosen for this innovative 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 social justice and equity in schools. Graduates of the Fellows Program are eligible for Maryland State certification as a school counselor.

### ***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 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, and three letters of recommendation. Qualified applicants will be invited to participate in a group admission interview.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Facilitate K-12 students' growth and development within the framework of the American School Counselors Association's (ASCA) National Standards (academic development, career development, and personal/social development).
- Serve as advocates and educational leaders in the K-12 setting.
- Effectively and appropriately counsel K-12 students.
- Demonstrate the knowledge, role and function of the professional school counselor and how it relates to school reform, drop-out prevention and college access programming.
- Build collaborative relationships with community stakeholders.
- Demonstrate effective and meaningful group work with diverse groups of students.
- Develop a data-driven school counseling program that meets the unique needs of schools and diverse school communities.
- Develop and implement a plan for evaluating counseling activities and school counseling programs.
- Work ethically and legally in a school setting.
- Demonstrate cultural sensitivity and responsiveness with students, parents, colleagues, etc.

### ***Course of Study***

The Fellows Program course of study involves classroom, laboratory, and field/site education and training. Students experience a new standard for training school counselors, one that blends theory and practice as they attend a 600-hour internship in the day and classes at night. Interns deliver counseling services under the supervision of certified school 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 Semester I: Sessions I and II (12 credits)*

861.606	Human Development and Counseling (online course)
861.502	Counseling Theory and Practice (lab course)
861.507	Counseling Techniques (lab course)
871.501	Introduction to Children and Youth with Exceptionalities

*Fall Semester (15 credits)*

861.503	Group Counseling and Group Experience (lab course)
861.511	Career/Life Development and Planning
861.614	The Foundations of School Counseling
863.607	Diversity and Social Justice in Counseling (lab course)
863.808	Practicum in School Counseling

*Spring Semester (9 credits)*

863.736	School Counseling Leadership and Consultation
863.820	Internship in School Counseling (6 credits)

*Summer Semester II: Session I (9 credits)*

863.681	Research and Evaluation for Counselors (online course) <b>and</b>
863.527	Counseling the Early Adolescent <b>or</b>
863.571	Counseling Adolescents

Students are required to take three additional credits of electives

**Program Notes**

It is mandatory that students attend all lab sessions to complete the coursework requirements. Students must receive a grade of B or better in all laboratory courses and practicum experiences and pass all internship courses (which are graded on a pass/fail basis) to remain in the program. Counseling students who receive a failing grade in the Internship course will be dismissed from the program. Students must also receive successful site evaluations from the site supervisor in order to graduate from the program.

If a grade of B- or below is earned in a required laboratory course or in Counseling Theory and Practice, 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 will be dismissed from the program, even if an A or B was earned in the first repeated course.

**Master of Education in the Health Professions (Online)**

The 33-credit Master of Education (M.Ed.) in the Health Professions (MEHP) and the embedded post-master's certificate (*see Post-Master's Certificate in Evidence-Based Teaching in the Health Professions for more information*) is offered through a partnership among five JHU schools: Education, Medicine, Nursing, Public Health, and Business. The goal of the master's program is to develop interprofessional leaders and change agents who will globally transform health professions education.

The program consists of interprofessional educational experiences designed and delivered by faculty teams from the five partner schools. The master's program includes an educator portfolio built through the various courses of the program and a capstone experience in either educational leadership/ professional development or educational research. MEHP Fellows are provided

opportunities to engage in meaningful discussions, team projects and group presentations in an interactive online community using advanced online technologies. Course assignments are immediately applicable to teaching in clinical settings. The course schedule and online format are designed to complement the lives of busy health professionals who wish to advance their competence as educators.

This program is designed to serve accomplished health professionals with advanced degrees in medicine, nursing, public health, pharmacy, dentistry, and other allied health fields. The curriculum prepares participants (MEHP Fellows) to become effective educators, educational leaders, and educational researchers. Applicants are required to hold an advanced degree (terminal degree preferred) in a health professions related field. All courses are offered in an online format. MEHP Fellows can complete the post-master's certificate within one-to-two years, and the masters' degree within two-to-four years, depending on whether they complete one or two courses per semester.

MEHP Fellows take the first 18 credits focused on evidence-based teaching as the core for the 33-credit MEHP program or as a stand-alone post-master's certificate. The emphasis of the core/certificate is on preparing health professionals to teach effectively. Participants examine learning theories, adult learning and development theories, hypotheses-driven education-based practice, curriculum development, assessment and feedback, instructional strategies, cultural competence, technology integration, and educational scholarship. MEHP Fellows create an educational philosophy to guide their work, conduct curriculum development and assessment projects, and begin to focus on an agenda for their educational scholarship.

### ***Core/Certificate Program Goals***

MEHP Fellows who complete the certificate requirements are prepared to be effective, evidence-based teachers who:

- Apply evidence-based strategies and methodologies to teach in a variety of settings.
- Use the assessment of learner needs in order to differentiate instruction.
- Effectively plan instruction and teach from an interprofessional perspective.
- Effectively teach as a member of an interprofessional team.
- Provide interdisciplinary learning experiences.
- Incorporate their knowledge of standards and standards-based instructional approaches to teaching.
- Demonstrate collaborative and clinical teaching models.
- Effectively assess learning.
- Effectively integrate technology into instruction.
- Demonstrate understanding of learning principles, theory, and development.
- Function as reflective practitioners.
- Demonstrate how to design, implement, and evaluate curriculum.
- Demonstrate cultural competence with colleagues and learners.
- Advise students effectively.

### ***Master's Degree Tracks***

To earn the full 33-credit master's degree, MEHP Fellows complete the core and one of two 15-credit track specialty options—in educational leadership or in educational research. Both options include the continued development of educator's portfolio and a mentored capstone project/

research study. The capstone is designed, implemented, analyzed, and presented in a manuscript aligned with the guidelines for a selected target journal. The manuscript is reviewed and feedback provided in preparation for journal submission.

In the educational leadership development track, MEHP Fellows develop skills in program design, advocacy, and evaluation, leadership skills, program management and faculty evaluation, with elective options in faculty development and grant/proposal writing.

In the research track, MEHP Fellows develop skills in educational research methodology, mixed methods research, educational research design, with elective options in statistics or writing grants and proposals.

#### *Educational Leadership/Professional Development Track*

Goals of the Educational Leadership/Professional Development track prepare effective educational leaders and change agents. Fellows who complete the Leadership track:

- Serve as a mentor to others in their institution.
- Build and evaluate professional development programs.
- Evaluate professional development opportunities to improve them.
- Be a change agent in their organization.
- Incorporate the contributions of various health professions.
- Demonstrate negotiation skills.
- Apply cultural competence to educational program development and delivery.

#### *Educational Research Track*

Goals of the Education Research track are to prepare competent and impactful education researchers. Fellows who complete the Educational Research track:

- Experiment to determine the effectiveness of knowledge transfer.
- Design and implement a scholarly project that uses appropriate methodology to evaluate programs or plan curricula.
- Review the appropriate literature and state the problem to be examined.
- Analyze data from quantitative and qualitative sources.
- Interpret data from quantitative and qualitative sources and identify limitations.
- Disseminate findings.

#### ***Requirements (33 credits for the MEHP; 18 credits for the Post-Master's Certificate)***

*(All courses are three credits unless otherwise indicated.)*

#### *Post-Master's Certificate in Evidence-Based Teaching in the Health Professions (18 credits)*

*(Taken either as a standalone program or as the first part of the 33-credit MEHP program.)*

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 (1.5 credits)
880.637	Instructional Strategies II (1.5 credits)
880.661	Educational Scholarship: Design (1.5 credits)
880.662	Educational Scholarship: Implementation (1.5 credits)

*Educational Leadership/Professional Development Track for the MEHP (15 credits)*

- 880.639 Development, Management and Evaluation of Health Professions Education Programs
- 880.641 Leadership in Health Professions Education Programs I
- 880.642 Leadership in Health Professions Education Programs II
- 880.647 Professional Development Projects in Health Professions Education (Capstone I) (1.5 credits)
- 880.648 Professional Development Projects in Health Professions Education (Capstone II) (1.5. credits)

*Electives*

- 880.610 Writing Grant and Contract Proposals for Health Professions Education **or**
- 880.643 Mentoring in Health Professions Education Programs

*Educational Research Track for the MEHP (15 credits)*

- 880.639 Development, Management and Evaluation of Health Professions Education Programs
- 883.510 Understanding Educational Research
- 880.665 Mixed Methods Research
- 880.649 Research Projects in Health Professions Education (Capstone I) (1.5 credits)
- 880.650 Research Projects in Health Professions Education (Capstone II) (1.5 credits)

*Electives*

- 880.610 Writing Grant and Contract Proposals for Health Professions Education **or**
- 880.667 Applied Statistics

*Evidence-Based Teaching in the Health Professions*

The 18-credit Post–Master’s Certificate in Evidence-Based Teaching in the Health Professions programs is offered through a partnership among five JHU schools: Education, Medicine, Nursing, Public Health, and Business. The goal of certificate program is to develop interprofessional leaders and change agents who will globally transform health professions education.

The program consists of interprofessional educational experiences designed and delivered by faculty teams from the five partner schools. MEHP Fellows are provided opportunities to engage in deep discussions, team projects, and group presentations in an interactive online community. The course schedule and online format is designed to complement the lives of busy health professionals who want

This program is designed to serve accomplished health professionals with advanced degrees in medicine, nursing, public health, pharmacy, dentistry, and other allied health fields. The curriculum prepares participants (MEHP Fellows) to become effective educators, educational leaders, and educational researchers. Applicants are required to hold an advanced degree (terminal degree preferred) in a health professions related field. All courses are offered in an online format. MEHP Fellows can complete the post-master’s certificate within one-to-two years, depending on whether they complete one or two courses per semester.

The emphasis of the certificate is on preparing health professionals to teach effectively.

Participants examine learning theories, adult learning and development theories, hypotheses-driven education-based practice, curriculum development, assessment and feedback, instructional strategies, cultural competence, technology integration, and educational scholarship. MEHP Fellows create an educational philosophy to guide their work, a curriculum development project, and an agenda for their educational scholarship.

### ***Certificate Program Goals***

MEHP Fellows who complete the certificate requirements are prepared to be effective, evidence-based teachers who:

- Apply evidence-based strategies and methodologies to teach in a variety of settings.
- Demonstrate the assessment of learner needs in order to differentiate instruction.
- Effectively plan instruction and teach from an interprofessional perspective.
- Effectively teach as a member of an interprofessional team.
- Provide interdisciplinary learning experiences.
- Incorporate their knowledge of standards and standards-based instructional approaches to teaching.
- Employ collaborative and clinical teaching models.
- Assess learning.
- Effectively integrate current and emerging technology into instruction.
- Demonstrate understanding of adult learning principles, theory, and development.
- Function as reflective practitioners.
- Design, implement, and evaluate curriculum.
- Enhance cultural competence and understand its applicability to effective teaching, learning and communication.
- Advise students effectively.

### ***Requirements (18 Credits)***

*(All courses are three credits unless otherwise indicated.)*

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 (1.5 credits)
880.637	Instructional Strategies II (1.5 credits)
880.661	Educational Scholarship: Design (1.5 credits)
880.662	Educational Scholarship: Implementation (1.5 credits)

*Note: See also the related Master of Education in the Health Professions.*

## Graduate Certificates

### *Education of Students with Autism and Other Pervasive Developmental Disorders*

This fully online 18-credit certificate is designed for parents, certified educators, educational support personnel, and interested members of the community to gain practical knowledge for supporting students (PK-12) diagnosed with autism. The 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.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Candidates will define, identify, and implement EBPs to address the educational needs of students with ASD within an educational setting (pre-k through 12th grade).
- Candidates will utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting (pre-k through 12th grade).
- Candidates will design, implement and evaluate an instructional program based on assessment results to increase a desired behavior/skill and decrease undesired behaviors for an individual student or a group of students in an educational setting (pre-k through 12th grade).

### ***Requirements (18 credits)***

871.510	Legal Aspects, Service Systems, and Current Issues in Special Education
877.513	Education of Students with Severe Disabilities: Augmentative Communication
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
877.550	Inclusive Practices for Autism Spectrum Disorders

### *Educational Leadership for Independent Schools*

This graduate certificate program serves the needs of directors, heads of schools, principals, and other professionals responsible for the management of independent and non-public schools. The program is also designed to serve independent schools' teachers who aspire to become administrators in an independent school setting. 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.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- 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. They must also complete an interview with the faculty advisor for the program before admission can be granted.

### ***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
851.645	Governance of Independent Schools
851.646	Business Management and Finance for Independent Schools

### ***Gifted Education***

The 18-credit Graduate Certificate in Gifted Education is designed to address the needs of certified educators who are seeking Gifted and Talented Education Specialist certification in Maryland.

Candidates will study the foundations of gifted education, characteristics of gifted learners, and hone their knowledge and skills in curriculum, instruction, and assessment to meet the needs of academically talented students in their classrooms. As part of the program, candidates will observe students who are gifted and design and present lessons that are appropriate for gifted students' cognitive and affective needs. The program is designed to meet all state of Maryland and national standards for teaching gifted education.

The certificate is designed to be completed in three semesters, with students typically taking two courses per semester—though students may elect to take longer. Courses are delivered at the Columbia Center campus and online.

Students may combine this certificate with a second certificate to pursue the Master of Science in Education/*Educational Studies (Individualized Interdisciplinary Program of Study Option)*. Students interested in the two-certificate pathway to the master's degree must apply for admission into the master's and certificate programs concurrently.

### ***Program Goals***

The goals of the program are to prepare educators who are able to:

- Understand the diverse factors that inform the identification and support of K-12 gifted students.
- Create safe, inclusive, and culturally-responsive learning environments that support the social,



emotional, and cognitive learning needs of diverse groups of gifted K-12 students.

- Use assessments to identify gifted and talented students, assess their progress and modify interventions accordingly, and provide summative data on their accomplishments.
- Be reflective, ethical professionals who support and advocate for gifted K-12 students through collaboration with families and colleagues, use of community resources, and on-going professional learning.

### ***Requirements (18 Credits)***

885.501	The Gifted Learner
885.512	Twice Exceptional Learners
885.604	Social and Emotional Needs of the Gifted
885.505	Creativity in Education
885.510	Curriculum, Instruction, and Assessment for Advanced Learners
885.820*	Practicum in Gifted Education and Talent Development

*\*Note: All candidates employed in Maryland who are seeking Gifted and Talented Education Specialist certification from the Maryland State Department of Education will undertake a semester-long practicum experience as the culminating course of their program. Candidates who are employed in other states outside of Maryland will take an online 3-credit course in place of the practicum course in consultation with their faculty adviser.*

### ***Leadership in Technology Integration (Online)***

This 15-credit online graduate certificate program prepares students to become proficient at innovative and effective applications of technologies for learning in K-12, out-of-school, higher education, corporate, and entrepreneurial environments.

### ***Program Goals***

The goals of the program are for students to:

- Engage in planning, instructional design, and assessment centered around the needs and abilities of learners in a variety of contexts.
- Develop proactive leadership skills for communicating a shared vision for educational technology among all education stakeholders.

### ***Learning Outcomes***

Upon successful completion of the program, students will:

- **Develop content knowledge and pedagogical skills** for the use of advanced technologies, tools for instructional management and assessment, and adaptive computer access.
- **Integrate technology for learning in a range of contexts**, applying theory and evidence from cognitive science and the learning sciences, 21<sup>st</sup> century skills, and a constructivist approach to teaching and learning.
- **Apply authentic assessment strategies, differentiated instruction, and appropriate technology tools to accommodate all learners**, including those with special needs.
- **Build leadership skills** for mentoring, consulting, professional development, and systems change.

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

893.508	Technology and the Science of Learning
893.632	Data-Driven Decision Making
893.634	Technology Leadership for School Improvement

893.645	Designing and Delivering Online and Blended Learning Environments
893.850	Advanced Applications in Digital Age Learning

*Mathematics/STEM Instructional Leader (PreK-6) (Online)*

The online 18-credit Mathematics and STEM (Science, Technology, Engineering, and Mathematics) Instructional Leader (PreK-6) graduate certificate programs offer a unique opportunity for elementary teachers to enhance their content knowledge and pedagogical content knowledge and to experience leadership opportunities through engaging in the professional development of their peers. The focus of these two graduate certificate programs is to enrich teachers' content knowledge in the area of mathematics and the STEM disciplines, and to build upon their leadership potential through inquiry, dialogue, writing, and reflection. Participants will be eligible to receive a graduate certificate in either mathematics or STEM education instructional leadership upon satisfactory completion of the program requirements.

The learning outcomes of the Mathematics and STEM Instructional Leader (Pre-K-6) certificates are as follows. Students in the program will:

- Demonstrate knowledge and understanding of STEM and mathematical content.
- Create inclusive, equitable learning contexts to engage diverse learners in STEM and or mathematics content to develop foundational skills necessary for STEM and or mathematics at the secondary school level.
- Develop age appropriate, student-centered learning experiences that engage students in interwoven and interdisciplinary classroom activities (NSTA, 2003).
- Demonstrate the principles of equity, curriculum, teaching, learning, assessment, and technology (NCTM, 2000).
- Create technology-enhanced and/or problem-based learning contexts in STEM or mathematics content.
- Evaluate and adapt local curricular materials to incorporate authentic problems related to STEM and or mathematics concepts and skills.
- Serve as an instructional resource for STEM and/or mathematics educators and professionals.

These two online programs are delivered asynchronously. Students may take one or two courses (3-6 credits in total) each semester. The expected timeframe for completion is between 12 and 24 months.

***Mathematics Instructional Leader (Pre-K-6) Certificate Program of Study***

Students must first take the following 3-credit courses:

840.600	Instructional STEM Leadership and Professional Development in the Elementary School Setting
840.601	Mathematical Foundations in the Pre-K-6 Classroom
840.670	Advanced Methods in the Elementary STEM Classroom
840.671	Algebraic and Geometric Thinking on the Pre-K-6 Classroom
840.672	Advanced Topics in the Pre-K-6 Mathematics Classroom

Students residing in Maryland who are seeking a Maryland State Department of Education (MSDE) licensure endorsement for Mathematics Instructional Leader (PreK-6) will enroll in a

state-required 3-credit clinical experience course.

Non-Maryland students, in consultation with their faculty adviser, will take one of the following 3-credit courses in place of the MSDE-required clinical experience course:

840.650	Physical Science in an Integrated Pre-K-6 Classroom
840.651	Earth and Space Science in an Integrated Pre-K-6 Classroom
840.652	Life Science in an Integrated Pre-K-6 Classroom
851.705	Effective Leadership
893.634	Technology Leadership for School Improvement

***STEM Instructional Leader (Pre-K-6) Certificate Program of Study***

Students must first take the following 3-credit courses:

840.600	Instructional STEM Leadership and Professional Development in the Elementary School Setting
840.601	Mathematical Foundations in the Pre-K-6 Classroom
840.670	Advanced Methods in the Elementary STEM Classroom
840.650	Physical Science in an Integrated Pre-K-6 Classroom
840.651	Earth and Space Science in an Integrated Pre-K-6 Classroom <i>or</i>
840.652	Life Science in an Integrated Pre-K-6 Classroom

Students residing in Maryland who are seeking a Maryland State Department of Education (MSDE) licensure endorsement for STEM Instructional Leader (PreK-6) will enroll in a state-required 3-credit clinical experience course.

Non-Maryland students, in consultation with their faculty adviser, will take one of the following 3-credit courses in place of the MSDE-required clinical experience course:

840.671	Algebraic and Geometric Thinking on the Pre-K-6 Classroom
840.672	Advanced Topics in the Pre-K-6 Mathematics Classroom
851.705	Effective Leadership
893.634	Technology Leadership for School Improvement

***Mind, Brain and Teaching (Online)***

The 15-credit Graduate Certificate in Mind, Brain, and Teaching is designed for PK-16 teachers and instructors, administrators, and student support personnel, as well as organizational leaders, consultants, and policy makers, seeking to explore how research from the learning sciences has the potential to inform the field of education. Courses will promote integration of diverse disciplines that investigate human learning and development that covers the lifespan.

The certificate builds upon basic and applied research from the fields of cognitive science, psychology and brain science, neurology, neuroscience, and education. It provides educators with knowledge of cognitive development and how emerging research in the brain sciences can inform educational practices and policies.

This program is offered in a fully online format. The timeframe for completion is five consecutive semesters (spread over two academic years). The courses are offered in a sequential order in a cohort structure. Enrolling in individual courses requires the permission of the faculty

adviser.

### ***Program Goals***

This certificate aims to expand graduate students' knowledge and evaluation of theoretical and empirical work in the studies related to the learning sciences. Topics include brain structure and function, cognitive development, learning differences, research and practical application of topics such as emotions, attention, creativity, development of language, motivation, and intelligence, as well as the acquisition of skills and concepts related to arts-integrated pedagogy, mathematics, reading, writing, and problem-solving. Implications for education are considered.

During the program, students will:

- Identify areas in the learning sciences that have relevant application to teaching and learning in formal and informal learning settings. Examples include topics such as emotion and learning, memory, attention, cognitive development, learning differences, literacy, and numeracy.
- Identify basic brain structures and functions.
- Interpret findings from basic and applied research studies.
- Synthesize research findings and consider relevance to educational interventions.
- Apply content from courses to educational and professional practices and policies.

### ***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

### ***School Administration and Supervision (Online and Face-to-Face Options)***

#### ***Face-to-Face Option***

The 18-credit face-to-face graduate certificate program option is designed for school-district employed 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 certification in school administration and supervision (Administrator I). Program options are also appropriate for preparing department chairs, team leaders, or curriculum coordinators. In addition to the standard School of Education admissions requirements, applicants are expected to be: 1) certified teachers or other certified school personnel with 27 months teaching experience, 2) currently employed by a school district or an accredited independent school, and 3) hold a master's degree.

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 a faculty adviser before they are fully admitted to this certificate program.

The certificate may be taken as a stand-alone certificate program or combined with another School of Education graduate certificate program to earn a Master of Science in Education with a concentration in Educational Studies.

Courses in this certificate option are delivered in a face-to-face mode and delivered at the Baltimore Homewood and Columbia Center campuses.

### ***Online Option***

The online 18-credit graduate certificate program option is designed to reflect the rigor of the School of Education's face-to-face program option while utilizing the convenience of the online platform to prepare rising K-12 school leaders for the transition into leadership with unparalleled knowledge and support. There are two pathways within the online certificate option: 1) a flexible option, open to any school-district employed certified teachers and other certified personnel and 2) an option restricted to JHU Teach For America corps members that follows a cohort model. In addition to the standard School of Education admissions requirements, applicants are expected to: 1) be certified teachers or other certified school personnel with at least 27 months of teaching experience, 2) be currently employed by a school district or an accredited independent school, and 3) hold a master's degree.

Please note that while the program meets the certification requirements for Maryland, the School of Education cannot guarantee that the coursework will meet state credentialing requirements outside of Maryland. It is the responsibility of candidates who are employed in states other than Maryland to confirm with their state credentialing agency what the certification requirements are for their state and whether there is reciprocity with Maryland.

For more information on the pathways within online certificate option, please visit <http://education.jhu.edu/academics/graduate-certificate-programs/school-administration-and-supervision/school-administration-supervision-online/>.

### ***Learning Outcomes***

Upon successful completion of the program, we expect students will:

- Demonstrate specific content knowledge regarding school leadership.
- Demonstrate knowledge of skills needed for collaborating with staff and others to create a vision and plan of improvement for a school.
- Demonstrate skills and dispositions that are needed to manage and to lead with respect to human and material resources and the total organization of a school.
- Demonstrate knowledge, skills, and dispositions that promote effective school, family, and community engagement.
- Demonstrate the ability to assess and to understand the larger context in which educators work today.
- Demonstrate knowledge of strategies and procedures for working fairly and justly with all stakeholders in a diverse school environment.
- Demonstrate knowledge of strategies and processes for providing a school instructional program for all students that is evaluated for effectiveness based on student achievement and other relevant factors (i.e., attendance, for example).
- Demonstrate skills and strategies related to the safe and orderly operation of a school.

### ***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
851.81X	Internship in Administration and Supervision

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

### ***Urban Education***

The 18-credit Graduate Certificate in Urban Education prepares students to work in a variety of capacities serving urban students. It offers three tracks depending on the student's focus: pedagogy, partnerships, or policy. All students take a core three-course sequence focused on 1) understanding the characteristics of urban areas and school systems, and 2) learning a core set of theories around learning, leadership and partnerships. Each track also includes two specialized courses. Finally, students take one research course. *[Note: This course counts towards the core coursework in the Master of Science (MS) in Education with a concentration in Educational Studies (Individualized Interdisciplinary Program of Study option) for students seeking to apply Urban Education certificate towards the MS degree program.]* Courses are offered at the Baltimore Homewood campus only. Students can begin the program in any semester.

### ***Learning Outcomes***

Through course activities and individual preparation, participants will demonstrate an understanding of and competencies in:

- Understanding the interrelationships of race, class and culture in urban classrooms.
- 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.
- Understanding the implications of recent research about urban school reform.

### ***Program Plan***

*Number of Credits Required: 18*

#### ***Core Courses (9 Credits)***

880.611	The Social Context of Urban Education
880.613	Teaching, Learning, and Leadership for Successful Urban Schools
851.630	School, Family, and Community Collaboration for School Improvement I

#### ***Pedagogy Track (6 credits)***

880.603	Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child
810.607	Culturally Responsive Teaching

#### ***Partnership Track (6 credits)***

851.631	School, Family, and Community Collaboration for School Improvement II
880.617	Urban School Reform

#### ***Policy Track (6 credits)***

851.512	Politics of Education
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*Research Course (3 credits)*

881.611      Action Research for School Improvement *or*

880.624      Evaluation and Research in Education

## **Post-Master's Certificates**

### *Applied Behavior Analysis*

The 24-credit Post-Master's Certificate in Applied Behavior Analysis (ABA)—designed for special educators, administrators, and school counselors—offers specific coursework and training in the field of applied behavior analysis. Educators who receive preparation in the evidence-based practice of ABA will be better prepared to meet the needs of a growing population of students requiring special education services. Additionally, the ABA certificate will support the career goals of special education teachers and other school personnel who desire this specialized training. Johns Hopkins University is the only school of education in the state of Maryland to offer this specialized certificate.

The Association for Behavior Analysis International (ABAI) has verified the course sequence as meeting the coursework and practicum experience requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) examination.® Applicants will have to meet additional requirements to qualify for board certification. Upon completion of the program, graduates will be eligible to apply for certification as a behavior analyst (BCBA), offered through the BACB. It is expected that all students will pursue BCBA certification upon completion of the program. For more information about BCBA certification, please visit the BACB web site (<https://www.bacb.com/>).

Applicants must hold a master's degree in behavior analysis, education, or psychology from an accredited institution of higher education. Applications will be accepted throughout the year, with a new cohort scheduled to launch each year in the fall.

### ***Learning Outcomes***

Upon successful completion of the coursework and practicum components of the certificate, we expect students will:

- Define, demonstrate, and apply the concepts and principles of behavior analysis within an educational setting.
- Utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting.
- Conduct and complete behavioral assessments in order to identify the effective instructional program or behavior reduction plan in an educational setting.
- Design, implement and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting.
- Design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for individual students or a group of students in an educational setting.
- Define and practice following standards outlined by the BACB's Professional and Ethical Compliance Codes for Behavior Analysts (BACB, 2014).

- Implement, manage, and practice applied behavior analysis in an educational setting.

In addition, following successful completion of the coursework and practicum requirements, students will be eligible to apply for and take the Behavior Analyst Certification Board (BACB) exam.

### ***Requirements (24 credits)***

873.601	Introduction to Applied Behavior Analysis and Special Education
873.602	Research Methods: Evaluation, Measurement and Single Case Design
873.603	Behavioral Assessment and Intervention for Challenging Behaviors
873.604	Behavioral Assessment and Instructional Strategies
873.605	Ethics and Professional Conduct for Behavior Analysts
873.606	Applications of ABA in the Classroom
873.610	ABA Practicum I
873.611	ABA Practicum II

### ***Clinical Mental Health Counseling***

This 15-credit post-master's certificate is designed to prepare counselors and other human services professionals for specialized areas of practice through the provision of advanced preparation and supervised experience. 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 consultation with their faculty adviser. The program must be completed within three years.

Applicants are required to have completed a master's degree in counseling or a related field from an accredited institution of higher education and submit official transcripts from all accredited post-secondary institutions attended, a statement of personal and career goals, a detailed résumé or curriculum vitae, dispositions survey, and two letters of recommendation.

*Note: Letters are not required for students currently enrolled in the School of Education's Clinical Mental Health Counseling or School Counseling master's programs.*

### ***Counseling (Certificate of Advanced Graduate Study [CAGS])***

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 faculty adviser's approval.

Applicants are required to have completed a master's degree in counseling or a related field from an accredited institution of higher education and submit official transcripts from all accredited post-secondary institutions attended, a statement of personal and career goals, a detailed résumé or curriculum vitae, dispositions survey, and two letters of recommendation. (*Note: letters are not required for students currently enrolled in the School of Education's Clinical Mental Health Counseling or School Counseling master's programs.*) Eligible applicants will be invited for an interview with the admission committee.

### ***Required Course***

861.713	Advanced Treatment Approaches
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### *Elective Courses*

27 credits with the approval of the faculty adviser. Recommended electives include:

863.880      Theory and Practice of Clinical Supervision  
863.875      Internship in Clinical Mental Health Counseling

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### *Evidence-Based Teaching in the Health Professions*

The 18-credit Post–Master’s Certificate in Evidence-Based Teaching in the Health Professions programs is offered through a partnership among five JHU schools: Education, Medicine, Nursing, Public Health, and Business. The goal of certificate program is to develop interprofessional leaders and change agents who will globally transform health professions education.

The program consists of interprofessional educational experiences designed and delivered by faculty teams from the five partner schools. MEHP Fellows are provided opportunities to engage in deep discussions, team projects, and group presentations in an interactive online community. The course schedule and online format is designed to complement the lives of busy health professionals who want

This program is designed to serve accomplished health professionals with advanced degrees in medicine, nursing, public health, pharmacy, dentistry, and other allied health fields. The curriculum prepares participants (MEHP Fellows) to become effective educators, educational leaders, and educational researchers. Applicants are required to hold an advanced degree (terminal degree preferred) in a health professions related field. All courses are offered in an online format. MEHP Fellows can complete the post-master’s certificate within one-to-two years, depending on whether they complete one or two courses per semester.

The emphasis of the certificate is on preparing health professionals to teach effectively. Participants examine learning theories, adult learning and development theories, hypotheses-driven education-based practice, curriculum development, assessment and feedback, instructional strategies, cultural competence, technology integration, and educational scholarship. MEHP Fellows create an educational philosophy to guide their work, a curriculum development project, and an agenda for their educational scholarship.

### *Certificate Program Goals*

MEHP Fellows who complete the certificate requirements are prepared to be effective, evidence-based teachers who:

- Apply evidence-based strategies and methodologies to teach in a variety of settings.
- Demonstrate the assessment of learner needs in order to differentiate instruction.
- Effectively plan instruction and teach from an interprofessional perspective.
- Effectively teach as a member of an interprofessional team.
- Provide interdisciplinary learning experiences.
- Incorporate their knowledge of standards and standards-based instructional approaches to teaching.
- Employ collaborative and clinical teaching models.
- Assess learning.
- Effectively integrate current and emerging technology into instruction.

- Demonstrate understanding of adult learning principles, theory, and development.
- Function as reflective practitioners.
- Design, implement, and evaluate curriculum.
- Enhance cultural competence and understand its applicability to effective teaching, learning and communication.
- Advise students effectively.

***Requirements (18 Credits)***

*(All courses are three credits unless otherwise indicated.)*

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 (1.5 credits)
880.637	Instructional Strategies II (1.5 credits)
880.661	Educational Scholarship: Design (1.5 credits)
880.662	Educational Scholarship: Implementation (1.5 credits)

*Note: See also the related Master of Education in the Health Professions.*

## DOCTORAL PROGRAMS

The Johns Hopkins School of Education doctoral programs are designed to prepare future scholars and leaders with the knowledge and skills to address 21<sup>st</sup> century educational challenges. Our Doctor of Philosophy (PhD) and Doctor of Education (EdD) programs offer a unique learning experience that integrate and build upon the research of SOE faculty, as well as faculty from the broader Johns Hopkins community. Doctoral students have an opportunity to work and collaborate with leading academicians in their fields and have greater impact on education policy and practice locally, nationally, and internationally.

### *Doctor of Philosophy (PhD) In Education*

The overarching goal of the School of Education's PhD in Education program is to develop scholars who will have advanced research skills for improving education practice and systems, with specific emphases on education policy, social contexts and the learning sciences. The program strives to prepare candidates that are equipped to: (1) apply exceptional content area and methodological expertise in the development of research that contributes to educational practice and generalized knowledge; (2) use a research-practice partnership frame of reference to bridge the theory and research to evidence-based practice gap through the development of more relevant research that addresses problems of practice; (3) conduct research on complex databases linking educational practices to student outcomes, or lead laboratory- or school-based research programs that inform efforts to improve educational practices and student outcomes; and (4) be actively involved in public policy development and evaluation.

### ***Program Goals***

Graduates will be prepared to fill faculty and research positions at research-intensive universities or secure positions at research institutes and centers that conduct and manage large-scale education-based research and evaluation. Upon successful program completion we expect that graduates will:

- Be prepared for employment in research/faculty positions at top-tier research institutions.
- Contribute to the interdisciplinary public discourse on education improvement.
- Engage in and promote evidence-based practices through the application of rigorous methodology.
- Link education research to policy and practice.
- Provide leadership in the field by developing an independent line of ethical and culturally responsive research.
- Contribute to development of the next generation of scholars.
- Be able to influence school policy and reform.

### ***Admission***

At minimum, applicants to the PhD program should hold a master's degree from an accredited college or university. Previous degrees must document outstanding academic achievement in an area of study closely associated with the objectives of the program. Applicants must submit the online admission application form, application fee, and official transcripts from all post-secondary institutions attended. If the earned degree or credit is from an educational institution abroad, the candidate's academic record must be evaluated by a credential evaluation agency before

consideration for admission. Applicants are required to earn superior scores on the Graduate Record Examination (GRE) (taken within the past five years), present acceptable TOEFL or IELTS scores (if an international student), and demonstrate potential to become top scholars. Additionally, applicants are required to submit a curriculum vitae, a personal statement (outlining professional plans, goals, and expectations related to the PhD program), dispositions survey, and three letters of reference affirming the applicant's qualifications for advanced graduate study and potential for professional development in the field. Selected applicants who meet the entrance requirements will be invited to interview with the doctoral admissions committee.

### ***Program Structure and Requirements***

The program requirements include earning a minimum of 72 graduate credits, of which a minimum of 60 credits must be taken at the doctoral level at Johns Hopkins University. While the program will be tailored to the specific learning needs of each student, it includes the following coursework components:

- Research methods and statistics courses (minimum of 18 credit hours)
- Core seminars (15 credit hours)
- Major and/or minor area electives & readings (minimum of 21 credit hours)
- Dissertation research (18 credit hours)

In addition to successfully completing all the coursework requirements, candidates must also satisfy the following program benchmarks: research progress, comprehensive examination, dissertation proposal, Graduate Board Oral Examination, PhD candidacy, and the dissertation defense. Students must complete a comprehensive exam after completing two years of study. The successful completion of the comprehensive exams allows the student to proceed to the dissertation proposal. Each student will receive an annual written evaluation detailing his/her progress in meeting the required benchmarks at the end of each spring semester.

All School of Education PhD students will devote at least four years to full-time study and research as a resident student. This period of time will provide opportunity for full engagement and participation in the academic community and allow students to develop and demonstrate the scholarly capabilities required of the degree. The typical program of study is eight semesters, with six semesters devoted to coursework and research/teaching intensive experiences and two semesters devoted primarily to independent dissertation research. Students will typically enroll in a minimum of 9 hours per semester over the entire four year program, for a total of 72 credit hours. All students are expected to maintain enrollment as full-time graduate students over the course of the program. With the approval of their adviser and director of the PhD program, students may petition to transfer up to 12 credit hours of previously completed graduate-level coursework to substitute for selected required courses in the program.

Typically, four to eight PhD students will be admitted each year to begin classes in the fall semester. The majority of required courses will be delivered on the Baltimore Homewood campus in a face-to-face format, although students may (with approval) enroll in selected elective courses in divisions throughout the university.

### ***Dissertation***

The program is designed as an apprenticeship model leading to a traditional research dissertation. The expectation is that students will be developing the skills and background knowledge throughout the program required to pursue a traditional research dissertation. The program is

designed to put a student on track to develop an area of expertise as the foundation for an independent research project directed by the adviser. Students are expected to complete and defend a dissertation proposal by the end of the third year of study and use the final year of the program to complete and defend the dissertation. The dissertation is expected to demonstrate mastery of the relevant literature and scholarship in the collection and interpretation of data. The work should be of appropriate for publication in high impact journals in the student's area of expertise. The dissertation will be presented at a final oral defense before the student's Dissertation Advisory Committee.

### ***Fellowship***

PhD students at the School of Education are eligible for a Fellowship for up to four years. The Fellowship includes a yearly stipend and will cover tuition and fees. The Fellowship will also cover individual health, dental, and vision insurance. All PhD students must be registered full-time and be in good academic standing every semester to continue to be eligible for their Fellowship.

*For more information about the PhD program, please visit*  
<http://education.jhu.edu/academics/doctoral-programs/doctor-of-philosophy/>.

### ***Doctor of Education (EdD) (Online)***

To address the dramatically changing landscape of education in the 21<sup>st</sup> century, which includes new research on the science of learning, advances in technology, and the emergence of a for-profit education sector, the Johns Hopkins School of Education offers an innovative online Doctor of Education degree program. This EdD program is designed to prepare an exceptional corps of educational practitioner-scholars, both nationally and internationally, who can set a high standard for transformational leadership in education, apply evidence-based practices to improve educational outcomes, and meet the vast challenges associated with improving learning outcomes in both public and private educational environments.

### ***Program Goals***

Upon successful completion of the EdD, we expect that graduates will:

- Participate in diverse communities of educational practice.
- Analyze and critique educational practice and research from a social justice perspective as well as connections between education research, policy, and practice.
- Contribute to the public discourse on improvement of education with attention to inclusive and socially just policies and practices.
- Engage in and promote research-based practices.
- Apply rigorous methodology to study and/or intervene on context-based educational problems.
- Provide leadership in their context of professional practice through action informed by the integration of diverse perspectives.
- Develop awareness of and cultivate mutually beneficial relationships between stakeholders, including individuals, families, organizations, and communities

### ***Admission***

At minimum, applicants to the EdD program should hold a master's degree from an accredited

college or university. Previous degrees must document high academic achievement (a minimum GPA of 3.0) in an area of study closely associated with the objectives of the program. If the earned degree or credit is from an educational institution abroad, the candidate's academic record must be evaluated by a credential evaluation agency before consideration for admission. Applicants must submit the online admission application form, application fee, official transcripts from all post-secondary institutions attended, a curriculum vitae (résumé), dispositions survey, and three letters of recommendations signed by the recommender. These letters should include at least the following: (a) a professor with whom the applicant worked in his/her master's program who can speak to the applicant's competency to conduct rigorous scholarly work, and (b) an administrator/colleague from the applicant's context of professional practice who can attest to (i) the applicant's qualifications to pursue a doctorate, (ii) the applicant's impact on his or her professional practice, and (iii) knowledge of and support for the applicant's area of research/Problem of Practice. District support for the applicant's research within his/her context of professional practice is an important component of the admission process. Additionally, applicants will submit a personal statement including responses to the following:

- Describe a significant Problem of Practice relevant to your current context of professional practice.
- Indicate the importance of this problem within the educational landscape as well as the candidate's context of professional practice.
- Discuss the potential underlying causes for or contributing factors related to this Problem of Practice.
- Discuss the ways in which this problem aligns with your chosen area of specialization.

All applicants who meet the entrance requirements will be scheduled for an interview and asked to submit a written response to a prompt.

International students must fulfill the general requirements for admission and complete additional requirements—see <http://education.jhu.edu/admission-financial-aid/admissions/international-applicants/>.

*Note: This program is not eligible for student visa sponsorship.*

Students who enter the program are expected to possess an understanding of introductory research methods topics as evidenced by documented successful completion of a graduate-level introduction to research course. Students who lack this course experience will be required to successfully complete orientation modules prior to enrollment in the program. All students are expected to show competence in the content areas of these modules.

Please note that for the online EdD program, an offer of admission is for the specific cohort to which an application is submitted. Students may accept or decline the admission offer only; deferring to a future cohort is not an option.

### ***Program Structure and Requirements***

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a master's degree with a minimum of 36 graduate-level credits, which will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student will be admitted on a conditional basis and must complete the additional graduate-level

credits at an accredited college or university. Students with post-master's graduate credit in related education content completed prior to admission to the EdD program may petition to transfer in an additional six credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Thus, students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components:

- Foundations of Education (12 credits + electives)
- Applied Research and Evaluation (12 credit hours)
- Specialization Area (12 credit hours)
- Applied Dissertation (9 credit hours)

In addition to successfully completing all the coursework requirements, candidates must also satisfy written assessments and an oral comprehensive examination that document attainment of competencies and an Applied Dissertation.

### ***Problems of Practice and Applied Dissertation***

Students examine a Problem of Practice (POP), which is an area of concern that they have observed within their professional context. This POP becomes the focus of the student's Applied Dissertation research. The Applied Dissertation is embedded within the EdD program coursework, which provides students with a unique opportunity to examine an issue important to the organization in which they are employed. During the first year in the program, students examine their articulated POP to identify underlying causes and associated factors. During the second year of the program, students develop a potential solution, such as an intervention or policy change, and a plan to study the implementation of this intervention as well as proximal outcomes. Students will demonstrate mastery of first- and second-year competencies through written and oral comprehensive assessments, which will serve as indicators of readiness for conducting their applied research. Students will then evaluate the effectiveness of this solution as their Applied Dissertation (Year 3). Characteristics of the Applied Dissertation that make it unique to this program include:

- Written assignments within courses that focus on the student's POP.
- Coursework that leads students to consider solutions that hold the potential for significant change or impact within their organization and/or have implications for policy.
- Dissertation components that are embedded within coursework and distributed across the three years of the program.

Although somewhat different from a traditional dissertation in its completion and focus, students are nevertheless expected to demonstrate mastery of the relevant literature, to obtain extant and/or collect additional data, and to interpret the results in light of previous studies. The dissertation will be presented at a final oral defense before the student's Dissertation Advisory Committee. Typically, we expect that students would complete three years of coursework and independent research concurrently. It is possible that some students may need more than three years to complete their research, in which case they will be required to enroll in at least one credit hour per semester after completion of the required 90 credit hours.

For more information about the EdD program, please visit <http://education.jhu.edu/academics/online-programs/doctor-of-education-edd/>. If you have any questions about the EdD program, please contact [soe.edd@jhu.edu](mailto:soe.edd@jhu.edu).

## **DIVISION OF PUBLIC SAFETY LEADERSHIP**

***NOTE: As of January 2018, the School of Education is no longer accepting applications or admitting new students into the Division of Public Safety Leadership's programs***

The Division of Public Safety Leadership's (PSL) core purpose is to develop leaders in both public safety and community public sector organizations through teaching, scholarship, and community outreach.

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. In addition, PSL includes community public sector organizations such as public health, housing, drug treatment centers, jobs development, education administration, government organizations, small business associations, industry/community relations, community supervision, legal aid, mental health, recreation and parks, and other related organizations. Leaders and aspiring leaders from all facets of a community come together to learn, form lasting relationships, build trust, and become more effective in having greater collective, positive impact.

Along with protecting life and 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 and community services is at an all-time high. The changing role and mission of public safety and community service organizations necessitate innovative leadership approaches to providing quality service. Today's public safety and community service 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, has established several interdisciplinary programs for public safety, military, intelligence analysis, and public sector 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 Organizational Leadership
- Master of Science in Organizational Leadership (online and face-to-face options)
- Master of Science in Intelligence Analysis

The curricula reflect leadership, management, 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. This focus on leadership opens the program to community professionals in the public sector.

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, the effectiveness of police district and precinct commanders, counterterrorism training needs for federal transit organizations, national training needs addressing violence against women, and the feasibility of studying the efficacy of the Secure Communities immigration program.

PSL continuously pursues new avenues for research. PSL faculty and staff have been and continue to be 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, constitutional literacy, immigration, and customs enforcement.

## **Faculty**

Renowned faculty teach in the Division of Public Safety Leadership. The faculty includes full-time and adjunct professors from Johns Hopkins University and major organizations throughout the region. The faculty combines scholars, business leaders, and practitioners that bring a wealth of practical experience and knowledge to the Division's programs and activities. The diversity of the faculty gives a broad-based perspective to the Division's undertakings and premier role in leadership education. Faculty members incorporate organizational, 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, transportation security, accreditation, computer crime, school safety, violence against women, and more.

## **Alumni**

Since 1994, over 1,000 talented professionals, representing over 50 agencies, have received degrees 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 earned their degrees 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 75 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 Organizational 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 leadership-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

### ***Program Goals***

The BS in Organizational Leadership seeks to prepare students for graduate study and to realize the Division's core purpose to develop leaders in public safety and other organizations 1) through teaching, scholarship, and community outreach; and 2) by educating and graduating students in areas of particular importance to organizational leadership, including:

- Ethics and integrity
- Individual and organizational behavior
- Change management
- Communications
- Critical thinking
- Integrating technology
- Research

### ***Program Objectives***

Upon successful completion of the program, we expect candidates will have:

- Developed content mastery in organizational leadership principles and applications.
- Acquired critical thinking techniques for applying leadership principles and skills necessary to incorporate and maintain the culture of any community or organization.
- Become familiar with the challenges and opportunities of diversity in an organization, putting that mastery to good use in improving organizational culture and effectiveness.
- Acquired skills in data-based decision making, in order to make the best use of current research in organizational leadership.
- Developed the ability to integrate applied technology to meet challenges and foster improvement in organizations.

### ***Curriculum***

700.315	Logic for Leaders
700.303	Communication Skills for Leaders
700.351	Introduction to the Change Process
700.421	Information Resources in the Social Sciences
700.309	Team Building and Leadership
700.317	Research Evaluation: From Theory to Application
700.304	Values and Ethics
700.311	Social Problems in Contemporary Society

700.354	Managing Diversity
700.352	Quality Management
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	Comparative Studies in History and Politics
700.505	Applied Ethics, the Constitution, and Leadership
700.312	Management: Power and Influence

### *Master of Science in Organizational Leadership (Online and Face-To-Face Options)*

The Master of Science (MS) in Organizational Leadership is a 36-credit graduate degree program which is offered in two formats: a traditional face-to-face option and an online option. The curriculum consists of 12 three-credit courses covering such topics as leadership, change management, strategic planning, project management, and ethics and integrity.

### ***Program Goals***

The MS in Organizational Leadership seeks to realize the Division's core purpose to develop leaders in public safety and other organizations 1) through teaching, scholarship, and personal development; and 2) by educating and graduating students in areas of particular importance to organizational leadership, including:

- Ethics and integrity
- Individual and organizational behavior
- Change management
- Strategic planning
- Information technology
- Research

### ***Program Objectives***

Upon successful completion of the program, we expect candidates will have:

- Developed content expertise in organizational leadership principles and applications.
- Become a reflective practitioner who is able to apply leadership principles and skills necessary to incorporate and maintain the culture of any community or organization.
- Mastered the challenges and opportunities of diversity in an organization, putting that mastery to good use in improving organizational culture and effectiveness.
- Acquired strong skills in data-based decision making, in order to make the best use of current research in organizational leadership.
- Developed the ability to integrate applied technology to meeting challenges and fostering improvement in organizations.

### ***Curriculum: Face-to-Face Program Option***

705.605	Ethics, Integrity, and the Responsibility of Leaders
705.700	Individual and Group Dynamics

705.745	Information Technology for Leaders
705.615	Leading and Managing Change
705.712	Project Management: Leading Projects to Successful Outcomes
705.718	Strategic Planning for Leaders
705.635	Leadership and Organizational Behavior
705.732	Capstone I
705.719	Crisis Mitigation, Management, and Communication
705.720	Leadership: A Developmental Process
705.620	Managerial Economics
705.820	Current Issues in Leadership: Capstone II

***Curriculum: Online Program Option***

705.605	Ethics, Integrity, and the Responsibility of Leaders
705.718	Strategic Planning for Leaders
705.700	Individual and Group Dynamics
705.712	Project Management: Leading Projects to Successful Outcomes
705.732	Capstone I
705.620	Managerial Economics
705.635	Leadership and Organizational Behavior
705.745	Information Technology for Leaders
705.750	Case Studies in Leadership
705.615	Leading and Managing Change
705.719	Crisis Mitigation, Management, and Communication
705.820	Current Issues in Leadership: Capstone II

***Master of Science in Intelligence Analysis***

The Division of Public Safety Leadership offers the 36-credit 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 MS 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 MS 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 among themselves.

***Competencies and Goals***

The MS in Intelligence Analysis considers the challenges articulated by the National Commission on the Terrorist Attacks Upon the United States (9/11 Commission Report), the Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction, and subsequent annual threat assessments. 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 MS degree in Intelligence Analysis focuses on four primary areas of competency:

- Integration: Ethics, decision making, communication, and strategy.
- Communication: Dynamic written, oral, and visual presentation of intelligence analysis, and sharply honed research skills.
- Implementation: Leadership, teamwork, and collaboration in developing intelligence products of value for the decision maker.
- Perspective and Insight: Institutionalizing imagination through creative thinking, stimulated by a worldview energized and broadened by exposure to the literary, historical, cultural, and sociological viewpoints pertinent to threats faced by the citizens of the United States and other nations.

### ***Objectives***

The MS 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:

- Develop 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***

720.630	Applied Critical Thinking
720.635	Leadership and Organizational Behavior
720.604	Ethics of Belief
720.609	Analytical Writing
720.752	Strategic Thinking: Concept, Policy, Plan, and Practice
720.718	Terrorism: Concepts, Threats, and Delivery
720.701	Special Issues in Intelligence Analysis
720.600	History of Espionage
720.710	Structured Analytical Techniques
720.702	Art and Science of Decision Making
720.713	Managing Differences
720.820	Current Issues: Capstone



## 2019-20 COURSE DESCRIPTORS

*Please note that the School of Education cannot guarantee that every course listed below will be offered during the 2019-20 academic year. For the most up-to-date listing of the School of Education's course offerings, please visit <https://sis.jhu.edu/classes/>.*

### ED.610.610 Foundation to Innovation: Adult Learning

Participants will study the history, philosophy, and theory of adult learning, as well as the breadth of the field as they construct their personal philosophies of adult learning for their portfolios. 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, self-directed learning, transformative learning, social and cognitive constructivism, and critical reflection. Participants will investigate the importance of the contextual elements of epistemology and cultural issues, such as class, gender and race. They will analyze key contributions to the field of adult development and to the field of adult learning. Students will develop their own educational philosophy document. (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.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)

### 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)

### ED.700.313 Comparative Studies in History and Politics

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)

#### ED.700.315 Logic for Leaders

Logic is the branch of philosophy that studies the methods and principles of correct reasoning and argumentation, and the language involved in such reasoning. Reasoning and appeals to reason do or ought to underscore every leadership effort, every academic discipline, and common human discourse. Bad reasoning is at the root of many human mistakes and failures, including failures of leadership. Good reasoning is a preventative and a remedy for such mistakes and failures. Thus, mastery of logic should be near the top of the list of every aspiring leader, scholar, and contributor to the public conversation. To that end, this course focuses on the parts and types of arguments, good vs. bad arguments, rules for making such distinctions, and methods for making such distinctions. (3 credits)

#### 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)

#### ED.700.470 Community Development Leadership

Residents in urban, suburban, and rural areas are assuming greater control over the destiny of their neighborhood. The nature of suburbia is changing. The boundaries between jurisdictions in metropolitan regions are disappearing. Amid these changes, the core mission of American public safety remains the same – to serve people and, ultimately, sustain the viability of neighborhoods and communities. Through discussion, guest speakers, and exposure to a variety of neighborhood situations, students view community development as a discipline. They analyze the physical, social, and human capital in neighborhoods and how they influence progress, stability, and deterioration. Students draw on concepts such as planning, capacity building, mobilization, advocacy, and financial leveraging to solve neighborhood and community concerns. They focus on the role and responsibility of leaders to guide their organizations and units to affect positive change in neighborhoods. (3 credits)

#### ED.700.505 Applied Ethics, the Constitution, 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 study 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)

#### 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)

#### ED.705.605 Ethics, Integrity, and the Responsibility of Leaders

Confronted with moral problems every day, people make critical decisions based on their beliefs, which incorporate their core values. Understanding how values are formed and applied, and being able to assess those judgments, are essential to leaders who must guide and assess employees' integrity and ethical behavior every day. Through readings, case studies, and discussion, students probe how executives and supervisors resolve ethical problems. They discover ways to develop and gain employee input to and support for agency and unit values. In addition, students examine the forces that currently guide professional and organizational behavior, such as the Constitution of the United States, judicial opinion, and religious doctrine. (3 credits)

#### ED.705.615 Leading and Managing Change

Change is inevitable and a constant for many individuals and organizations. Budget, demand for services, resource allocation, labor agreements, and politics are among many factors that influence change, but may not be within an executive's control. Change can be received well and perceived as essential to progress, growth, and excellence in the delivery of services. It also may be perceived as negative, imposing, and the cause of organizational decline. Knowing how to manage change well is the responsibility of every leader. Students scrutinize planned and unanticipated change. They discuss and debate current literature and processes for managing change. Focusing on change that has occurred in their own organizations, students consider its effect on resources, employees, and people's satisfaction with the delivery of service. Students delve into the power, role, and influence of leaders as change agents and apply the lessons learned to their current work environment. (3 credits)

#### ED.705.620 Managerial Economics

All organizations are driven by or conform to economic realities. In a period of tight budgets and

public demand for fiscal accountability, leaders must know how to apply basic economic theory to strategy, decision making, and problem solving. They must know how to assess demand for services and apply scarce resources to meeting these demands, and they must do so within the constraints of a budget over which they may have only limited control. Students apply techniques of demand analysis, benefit-cost analysis, and forecasting and learn ways to influence decision making and the budget process. They apply their understanding of economics to establishing, modifying, or sustaining the strategic and daily operational approaches and tactics of their immediate work group. (3 credits)

#### ED.705.635 Leadership and Organizational Behavior

Effective leaders routinely take the pulse of their organization and know what it means. They develop a “sixth sense” about what works and what does not. Students assess how leaders influence organizational behavior and the various systems – individual, group, and culture – that contribute to the successful operation of today’s multifaceted service agencies. Through readings, case studies, and simulations, students compare organizational behaviors – including internal communication, quality control, and marketing – to activities in their own agencies. Students employ proven and innovative approaches to assessing organizations and developing ways to accomplish defined goals and tasks. They are exposed to the Executive Core Qualifications (ECQ’s) required of the Senior Executive Service in the federal government. (3 credits)

#### ED.705.700 Individual and Group Dynamics

Individual and group dynamics are at the core of evidence-based management practices. Leaders direct individuals and groups and the interaction that occurs among multiple groups toward accomplishment of a mission or purpose. Additionally, they need to understand self-leadership involving personal resilience as well as methods of building cultures of resilience. Knowing how groups and followers function is essential to sound decision making, implementing new concepts, changing direction, solving problems, and motivating others. Students dissect modern theories and research in individual and group dynamics. They identify and fit accepted principles of dynamics to their current work environment, respecting the uniqueness of their organization. They differentiate small and large group dynamics and dissect the role of group leader, focusing on issues such as boundaries, group identity, cohesion, conflict, power, group recognition, and intergroup alliances. (3 credits)

#### ED.705.712 Project Management: Leading Projects to Successful Outcomes

Leaders manage projects and project teams every day. They form expectations, optimize stakeholder involvement, and integrate needed change into existing environments. They develop tasks, assign responsibilities, and track progress. Achieving intended, high quality outcomes through effective project management is both science and art. Students apply the seven-step project management life cycle – initiating, planning, organizing and staffing, implementing, measuring and assessing, controlling, and close-out – to routine, exceptional, unit, and agency-wide projects. They focus on essentials such as assessing capability to deliver, defining individual and team workload, budgeting, communicating, scheduling tasks, and monitoring progress. Students plan the role of managers, supervisors, and team members in a variety of projects. They have the opportunity to focus on projects they bring to the class from their own organization. (3 credits)

#### ED.705.718 Strategic Planning for Leaders

A strategic plan sets a steady course for an organization, allowing it to endure changes in administration, shifts in demand for service, political influence, fiscal fluctuation, and more. Setting the course of action through strategic planning is relevant to every organization, regardless of size, discipline, or task. Through readings and discussion, students develop an individualized approach to strategic planning based on experience and needs within their own agencies. Students apply an array of techniques to assess, modify, and present strategic plans and motivate others to participate in the strategic planning process. They learn to incorporate strategic plans into their day-to-day functions. Students employ a variety of techniques to involve and motivate employees to participate in the strategic planning process and implement the plan once it is established. (3 credits)

#### ED.705.719 Crisis Mitigation, Management, and Communication

If not managed well, a critical incident or series of critical incidents can pose significant threat to a community and an organization's well-being. It can establish, sustain, or destroy a leader's reputation and survival. Effective prevention, mitigation, recovery, and restoration are contingent on a leader's ability to develop crisis management and contingency plans, assess a situation, direct and motivate individual or multi-agency response, and communicate well to all involved. This course is built on the belief that a leader in a crisis is a leader in routine day-to-day matters, as well. Students review and evaluate current crisis management theory and practice. They draw on their experience to assess high profile situations and apply lessons learned to their own organizations and work environments. (3 credits)

#### ED.705.720 Leadership: A Developmental Process

Two primary factors comprise leadership: 1) knowledge of strategies, tactics, and practices; and 2) self-understanding to develop wisdom, a requirement for highly effective leadership. This course focuses on the latter offering several processes including: moral development, power development, strategic and systems thinking, and organizational development – all critical understandings for the advancing leader. Students gain an understanding of the steps in the leadership development process as well as self-understanding of their current status to chart a path for future progress. (3 credits)

#### ED.705.732 Capstone I

At a time when new information emerges every day, with greater speed and at a greater volume than any time in history, knowing how to find and apply research is one of a leader's most important skills. Technology gives today's leaders incredible access to raw data, intelligence analysis, best and promising practices, organizational histories, and much more. It is incumbent on leaders to wade through this information quickly and efficiently to determine its accuracy and relevance, and then guide others to use it. Students experiment with and apply a variety of methods designed to help them identify and assess existing research, policies, organizational studies, government data, scholarly journals, and popular articles. They apply the findings of their research to conducting agency, unit, policy, and program assessments and convey findings in practical ways to employees, executives, political leaders, and others. (3 credits)

#### ED.705.745 Information Technology for Leaders

Leaders influence and are influenced by rapidly changing technology, but technology is changing with such speed that it is difficult for many leaders to remain current. Technology is

transformational and connected to significant changes in interpersonal communication, shopping, war, evidence, news, intelligence, liability, and much more. Leaders drive the technology that is applied to data analysis, planning, information security, personnel management, personnel safety, internal and external communication, fiscal accountability, and routine and emergency communication. Students cite strengths, opportunities, weaknesses, and vulnerabilities associated with modern application of technology. They discuss and debate the current and future potential for technology in the workplace, as a tool to advance the well-being of people and communities, and as a vehicle for harm and disruption. Students focus on information sharing and analysis, telecommunication, and linking networks and systems. They apply technology to assessing needs and solutions, determining the best application and deciding when it reaches the point of overkill. They learn, too, how to judge technology-related information given to them by employees, vendors, and others. (3 credits)

#### ED.705.820 Capstone II

Leaders today are tasked with effectively and efficiently responding to a rapidly changing political, social, strategic, operational, and technical environment. They guide a contemporary workforce that imposes new expectations and demands on its leaders. As a culminating course, students discuss the major issues that recurred throughout the entire curriculum and the creative solutions they developed to deal with these issues. The knowledge gained in previous courses of study, combined with new learning, provides a foundation for students to embrace proven traditional approaches and develop innovative methods to lead their personnel and organizations well into the future. Students participate in individual, group, and class projects to establish a course of action to pursue as they embark from the program. (3 credits)

#### ED.720.600 History of Espionage

Every analyst stands on a foundation created by the long history of the profession, but few have studied the history carefully. Students will seek answers to timeless questions by exploring classic examples of intelligence gathering and analysis through the different periods of human history. Beginning with some classic, ancient examples, and working through the Middle Ages, students will note the advances to the profession during the Elizabethan period and consider how those forms of intelligence analysis have influenced current practices. From an American perspective, students will explore the intelligence activities during the Revolutionary War, the Civil War, and World Wars I and II, ending at the beginning of the modern era around 1950. (3 credits)

#### ED.720.702 Art and Science of Decision Making

Some of the latest research into decision making indicates that fully one half of all decisions fail when one considers the criteria of whether the decision made was implemented and remained implemented for a period of at least two years. Further, and more disturbingly, the research indicates that two thirds of all decisions are made using bad or failure-prone practices, contributing to the high rate of failure. Failed decisions at both the personal and organizational level carry incalculably high costs in real dollars and in terms of lost credibility and missed opportunities. In some cases, bad decisions become fiascos and debacles. Interestingly, there are three common blunders and seven traps that account for most of the poor choices we make. This course will move beyond the research to explore the practical applications of how people actually go about the process of making smart decisions. Students will work with both case examples and with their own work-related and personal decisions as part of the work. (3 credits)

#### 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)

#### 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)

#### 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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (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 social studies 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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**ED.810.606 Human Development and Learning**

This course integrates key insights into current theory and practice in human growth and development and educational psychology (learning). Participants analyze a variety of learner characteristics that influence student development and academic achievement. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**ED.810.607 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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (2-3 credits)

**ED.810.611 Methods of Teaching in Secondary English: Part I**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.612 Methods of Teaching in Secondary Mathematics: Part I**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.613 Methods of Teaching in Secondary Science: Part I**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will

also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.614 Methods of Teaching in Secondary Social Studies: Part I**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.621 Special Topics in Secondary English**

The purpose of this course is to improve prospective teachers' content knowledge in English. Students explore specific topics in English through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**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. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

**ED.810.631 Methods of Teaching in Secondary English: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will

also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.632 Methods of Teaching in Secondary Math: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.633 Methods of Teaching in Secondary Science: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.634 Methods of Teaching in Secondary Social Studies: Part II**

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs. (3 credits)

**ED.810.640 Supervised Internship and Seminar in the Elementary Schools**

Students spend a minimum of a semester in appropriate elementary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (5-6 credits)

**ED.810.641 MAT Clinical Practice for Elementary Candidates: Part I**

This school-based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional



Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. (3 credits)

**ED.810.642 MAT Clinical Practice for Elementary Candidates: Part II**

This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. (3 credits)

**ED.810.645 Supervised Internship and Seminar in the Secondary Schools**

Students spend a minimum of one semester in appropriate secondary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (5-6 credits)

**ED.810.646 MAT Clinical Practice for Secondary Candidates: Part I**

This school-based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. (3 credits)

**ED.810.647 MAT Clinical Practice for Secondary Candidates: Part II**

This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland

Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. (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). (3 credits)

**ED.810.665 In the Age of Change: School Reform in the United States**

This course examines reform movements across the United States. 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, community schools and federal reform initiatives. Participants will synthesize information about school reform in the United States 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 across the United States schools. (3 credits)

**ED.810.679 Classroom Management**

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. (2-3 credits)

**ED.811.603 Special Education: Promises and Challenges I (Elementary)**

This course provides: (a) an overview of the characteristics of students with exceptional learning needs and (b) the field's history, laws, procedures and trends. This is a foundational course in special education that will allow participants to explore the state of special education in the United States today and its impact on urban education. (1 credit)

**ED.811.604 Special Education: Promises and Challenges II (Elementary)**

This course examines a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. This course encourages participants to consider the cultural and linguistic issues that influence students' needs as well as families' understanding of special education services. (1 credit)

**ED.811.608 Classroom Management II**

In this course, participants will continue to explore models of classroom management with an emphasis on reinforcement techniques to support student behavior. Participants will practice enacting reinforcement techniques while developing appropriate systems to use in the clinical setting. Emphasis will be placed on applied behavior analysis to support adjustments in classroom management systems and techniques. (1 credit)

**ED.811.617 Specialized Instructional Techniques**

Participants will investigate Tier 3 interventions in literacy, math, and behavior to establish how they differ from the kind of support that students already receive, the evidence base for them, the factors that would need to be considered to implement them, the ways in which they are implemented, and the ways to monitor their effectiveness. (2 credits)

**ED.811.618 Clinical Residency I**

Fellows are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Fellows are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Fellows will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons. (3 credits)

**ED.811.619 Clinical Residency II**

Fellows are expected to reflect on their many opportunities to develop and refine their instructional practice and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Fellows are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner during their first year as a teacher of record. Fellows will examine the evolution in their unit and lesson planning throughout the year and draw conclusions that inform their ongoing ability to plan targeted, rigorous, and engaging lessons. (3 credits)

**ED.811.620 Foundations in Elementary Education: Introduction to Teaching and Learning**

In this course, participants will begin to examine the features of high-quality instruction and in what ways are they the same and different across the content areas. Participants will explore the issues central to urban education, including race, culture, and diversity, as well as the importance of building relationships with students and families. Participants will also explore the ways in which colleagues can support each other in improving the teaching practice of all. (3 credits)

**ED.811.621 Language Development in Children**

In this course, participants will begin to learn about language development. Participants will examine various aspects of language development, including second language acquisition and dialect, including the milestones that mark English and second language development at various stages, and the factors that influence first and second language acquisition and development. Participants will also explore how language-rich environments and practices contribute to lasting language development. (2 credits)

**ED.811.622 Number, Operations, and Algebraic Thinking I**

Participants investigate the conceptual and procedural knowledge involved in learning to count, understanding our number system, and adding and subtracting whole numbers. Particular attention is given to the importance of the representation and communication of mathematical ideas, the attributes of worthwhile tasks, and to gaining a deep understanding of the ways in which algebraic thinking underpins arithmetic. (2 credits)

**ED.811.623 Classroom Management 1 (Elementary)**

In this course, participants explore multiple models of classroom management systems and

techniques that support student behavior and learning outcomes. Participants will practice enacting the fundamentals of classroom management – building relationships, strong presence, explicit directions, and positive narration. Participants will develop routines and procedures for implementation in the clinical setting. (1 credit)

#### ED.811.625 Emergent Literacy

This course will prepare participants for teaching literacy in early grades classrooms. Participants will be immersed in the instructional methodology that supports the social, cultural, cognitive, and linguistic aspects of young children's reading and writing development in the classroom. Emphasis will be placed on utilization of assessment and its data to guide instructional planning aligned to K-2 standards. Additionally, participants will explore ways technology and new literacies practices can be used to support and enhance instruction. (3 credits)

#### ED.811.630 Supporting Writer's Development

This course prepares participants for the thoughtful examination of writers and writing instruction. Throughout the course, participants will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, participants will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences. (2 credits)

#### ED.811.631 Teaching STEM in the Elementary Grades

The overarching goal of this course is for participants to experience inquiry as learners and doers of science; to demonstrate knowledge of continuous assessment strategies; and to develop the ability to utilize assessment to guide science instruction at the elementary level. Coursework experiences will allow the participants to reflect on their planning or delivery of science, to reflect on the science teaching of others, to reflect on themselves as a learner of science, and to reflect on the opinions of science experts. (3 credits)

#### ED.811.635 Children's Literature

In this course, participants will immerse themselves in the study of a wide variety of children's literature including traditional and nontraditional texts, informational texts, and media texts. Participants will understand the different variables for choosing texts by class and individual child. Participants will use research and literary criticism, along with their deepening content knowledge, to develop a lens for analyzing texts in terms of possible instructional purposes, student access and interests, and issues of equity (both for biased representations and the cultural and linguistic challenges of texts). Participants will examine the use of assessment strategies to select and design instruction to meet specific learning goals and will monitor progress. Data will be used to plan further lessons, systematically mark growth, and differentiate instruction for student success. (0 credit)

#### ED.811.640 Secondary ELA Immersion and Discourse

This course models a productive and nurturing classroom environment. Participants become completely immersed in their own learning about reading and writing, speaking and viewing, and discussing texts of all kinds. For each sequence of instruction, participants debrief the learning and the instructor's onstage/offstage decision making. Participants also develop and present lessons that are closely aligned to the Common Core State Standards. (3 credits)

#### ED.811.646 Genre Study II: Poetry, Drama, and the Novel

Adolescents need opportunities to read, respond to and write in the creative genres: poetry, drama and the novel. First as learners and then as teachers, participants will read and analyze texts in the three genres (including contemporary texts and those traditionally taught at the secondary level), fostering and developing student stamina and engaging adolescent interest. Participants will: 1) investigate the reading, writing and critical thinking skills required of students when reading and responding to complex texts; 2) identify the challenges unique to teaching diverse learners; and 3) conceptualize, design and implement a unit study with students in one of the three genres. (3 credits)

#### ED.811.650 Secondary Math Immersion

This course is designed to provide participants with an overview of mathematical thinking and reasoning put forth in the Common Core State Standards for grades 6-12. Participants will experience first-hand a mathematics learning environment that places a premium on students' mathematical sense-making. The overarching goal of this course is to immerse participants in the kind of high cognitive demand math learning experiences they will ultimately provide for their own students. Participants will not only leave this course with lasting images of high quality mathematics instruction, they will also be able to connect those images to specific exemplary teacher behaviors articulated in the Urban Teachers' Teacher Practice Rubric. (3 credits)

#### ED.811.651 Proportional Reasoning

Participants will work with their small group teaching assignments to integrate ideas of proportional thinking, such as using a factor-of-change, a ratio table, cross-multiplication, and scaling up and down. This work with their students will provide an opportunity for exploring ways to identify a student's level of understanding for proportional thinking, such as the ability to differentiate between additive and multiplicative relationships, and developing tasks and activities that will correct and deepen that understanding. (3 credits)

#### ED.811.652 Algebraic Thinking

The overarching goal of this course is for participants to gain a richer understanding of high school algebra and learn how students in grades 6-12 develop algebraic thinking and skills. Participants will learn and practice the skills necessary to plan, enact and reflect on teaching in terms of its effect on student learning. Participants will experience first-hand a mathematics-learning environment that places a premium on students' algebraic sense-making. (2 credits)

#### ED.811.653 Math Methods I

This course is designed to provide participants with initial structure and resources to provide a framework for teaching that includes data collection, case analysis, small group instruction, whole group paired and individual instruction. Participants will discuss effective methods for lesson planning, incorporating the needs of students with IEPs and 504 plans, and assessment. Participants will have the opportunity to rehearse lessons prior to implementation and respond to feedback. (3 credits)

#### ED.811.656 Practices Concepts, and Core Ideas in Secondary Science (6-12)

This course integrates space, engineering, technology, and physical, life, and earth science. Participants will experience inquiry as learners and doers of science and demonstrate knowledge of the practices, crosscutting concepts, and disciplinary core ideas articulated in the Next

Generation Science Standards at the middle and high school levels. Participants will reflect on their planning and delivery of science, the science teaching of others, themselves as learners of science, and the opinions of science experts. (3 credits)

**ED.811.660 Foundations in Secondary Education: Introduction to Teaching and Learning**

This course provides an understanding of key learning theories for secondary teachers. Participants will explore how issues such as race, culture, diversity, gender, and sexuality relate to and impact adolescent development and urban education. In addition, participants will learn how to build upon the strengths and skills of urban adolescents, families, and communities to facilitate academic achievement. Participants will also explore pedagogical practices that allow teachers to cultivate professional learning communities and support the success of urban adolescents. (3 credits)

**ED.811.661 Secondary Classroom Management Seminar**

This course will focus on introductory exposure to classroom management through readings, discussion, practice, and reflection. Participants will develop an understanding of effective classroom management systems by actively implementing strategies in a summer classroom placement. Participants will also be introduced to the concept of the school-to-prison pipeline and its relationship to classroom management and disciplinary practices. Participants will learn about and understand how effective classroom management strategies, procedures, and strong student-teacher relationships can help counteract the school-to-prison pipeline. (1 credit)

**ED.811.662 Reading Processes and Acquisition**

This course introduces participants to reading processes and acquisition. Specifically, the fundamental principles of reading and reading acquisition are presented and discussed. Participants will learn how young children learn to read, where reading developmental may break down, and about issues common among adolescents who struggle to make meaning of grade-level texts in the classroom. Participants will be introduced to instructional strategies, materials, and classroom-based assessments to support the adolescent reader. (1 credit)

**ED.811.664 Self-Management of Learning**

This course focuses on the concept of self-management and its critical role in promoting student achievement in secondary classrooms. It is meant to give teachers an understanding of how to cultivate and build upon their students' interests in learning in order to promote self-management skills. The course will discuss learning theory and motivation as it relates to adolescent learning. Participants will have opportunities to practice and implement lessons that support students' self-management skills, and ultimately student success. (2 credits)

**ED.811.670 Race, Culture, and Equity in Urban Education**

In this course, residents will be prompted to see themselves as diversity advocates who understand and respect differences among learners in their classrooms, schools, and organizations. They will explore how by first understanding their own beliefs and biases they can then begin to better understand those around them, particularly those they have chosen to serve – students. They will learn that in order to become effective teachers who will build upon the strengths and skills of urban students and their families and communities they will need to build healthy, meaningful relationships and promote academic achievement. Residents will also

explore the intersection of beliefs and practices through the examination of various learning theories and frameworks for effective, culturally responsive instruction. (2 credits)

**ED.811.671 Reading, Writing, and Language Development**

This course provides a foundational understanding of the ways children develop in the areas of reading, writing, speaking and listening. Participants will be immersed in the social and cultural perspectives related to literacy development, the developmental stages of literacy, the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and instructional methods and materials for supporting the literacy development of students with diverse language and learning needs. (2 credits)

**ED.811.672 Numbers, Operations, and Algebraic Reasoning**

This course focuses on building the content understandings and pedagogical skills to teach elementary mathematics. Participants investigate the procedures, concepts, models, and representations that are required to understand our base-ten number system and operations with whole numbers, fractions, and decimals. Additionally, participants will experience and plan for Mathematics Workshops as a structure for implementing equitable, high quality mathematics teaching and learning. Participants will rehearse and plan effective teacher moves for facilitating a student-centered Mathematics Workshop lesson. Particular attention is also given to unpacking standards, identifying quality math tasks, and planning instruction which places emphasis on the representation and communication of student mathematical thinking and reasoning. Participants will also rehearse, plan, and implement effective teacher behaviors that foster student engagement in the eliciting and synthesis of mathematical ideas. (2 credits)

**ED.813.601 Seminar in Transformational Leadership and Teaching: Part I**

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners. (3 credits)

**ED.813.602 Seminar in Transformational Leadership and Teaching: Part II**

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners. (3 credits)

**ED.813.603 Seminar in Transformational Leadership and Teaching: Part III**

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners. (2 credits)

**ED.813.604 Seminar in Transformational Leadership and Teaching: Part IV**

Teach For America corps members are required to attend a Seminar in Transformational Leadership and Teaching course all four semesters while in the corps. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, the TAL impact model, and our developing understanding of transformational teaching. While much of a corps members' university development is rooted in instructional methods and teacher execution, the Seminar in Transformational Leadership and Teaching course develops teachers' ability to foster the more enduring qualities of access, advocacy, and habits of mind. Additionally, the students in this class will be observed once per quarter via a video-based online protocol. (2 credits)

**ED.813.611 Classroom Management: Part I**

In this course, educators will gain a deep understanding of basic classroom management approaches including skills to maintain organized and efficient learning environments through classroom procedures and routines. Further, teachers will study motivation theory and apply the research in their own classrooms. This course focuses on how to drive students to invest in their own academic success and be self-motivated in school and beyond. (3 credits)

**ED.813.612 Classroom Management: Part II**

In this course, educators learn advanced strategies to help students become self-motivated to drive their own academic growth and future life options. By studying motivation theory, educators develop plans to support the individual learning and behavioral needs of all students, even those who may be disruptive in class. Educators use their own unique classroom experiences to further their professional growth and learning in this course. (3 credits)

**ED.813.621 Effective Practices in Teaching and Learning I: General Educators**

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. (3 credits)

**ED.813.622 Effective Practices in Teaching and Learning II: General Educators**

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisers and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

**ED.813.631 Effective Practices in Teaching and Learning I: Special Educators**

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Special educators will also receive differentiated instruction to address the specific needs of their classrooms. (3 credits)



**ED.813.632 Effective Practices in Teaching and Learning II: Special Educators**

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisers and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

**ED.813.641 Effective Practices in Teaching and Learning I: ESOL Educators**

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Further, elements of effective ESOL education will be highlighted. (3 credits)

**ED.813.642 Effective Practices in Teaching and Learning II: ESOL Educators**

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisers and coaches, educators select online modules that best address their development as a transformational teacher. (3 credits)

**ED.813.651 Introduction to Education Budgeting**

Educational leaders must be equipped to analyze and create budgets and other financial tools in order to fully realize their vision of high quality instruction in high performing schools. This course will introduce students to the fundamental principles of budgeting for educational institutions and provide them with a set of basic skills to create and analyze budgets in their specific professional context. (3 credits)

**ED.813.652 Introduction to Global Education Policy and Analysis**

The course provides an introduction to international comparisons of education systems as it reviews the history, comparisons and the educational systems in Europe, Asia and the OECD countries. International education systems and policies are examined on the local and national levels. Methodologies for comparison are explored. Education leaders will become knowledgeable of the systems in competitor countries in order to make their schools academically competitive in the global economy. (3 credits)

**ED.813.653 Current Issues in Educational Leadership**

Today's educational leaders are confronted with a myriad of diverse issues on a daily basis. Those issues traditionally include governance, academic affairs and resources. In the current education environment, leaders must also be prepared to act on issues concerning accountability, accessibility, technology, competition and community partnerships as well as quickly changing local, state and federal policies. This course will introduce students planning to pursue careers as education leaders, in both K-12 and higher education, to the issues and pressures they will encounter in real time. After receiving instruction in a broad overview of a number of important

current issues, students are asked to examine case studies and develop leadership strategies to manage these high profile education issues. (3 credits)

**ED.813.654 Race, Power and Policy in Education**

This course examines the intersections of race, power and policy and their impact on education. The course is designed to review historical and systematic drivers of racial and social class inequality in American education. Through this course, students will examine various theories, concepts, principles, and dynamics of race, power, and policy and how these ideas apply to and impact education, organizations, and communities with the intent of acting as advocates and change agents to eradicate racial inequalities to a solutions based orientation. (3 credits)

**ED.813.661 Assessment for Reading Instruction for Young Children**

This course presents foundational concepts of assessment in reading as well as the various types and purposes of emergent and beginning reading assessments. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform early literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents. (1 credit)

**ED.813.662 Assessment for Reading Instruction**

This course presents foundational concepts of assessment in reading as well as the various types and purposes of literacy assessment. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents. (1 credit)

**ED.813.663 Teaching Reading in the Content Areas: Part II**

This course focuses on research-based approaches to developing content literacy, a critical component for student achievement in the content areas. Students will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students' content literacy strengths and areas for improvement. Educators also will learn and apply instructional strategies to use before, during and after engaging with content area texts and materials. An emphasis will be on assessing the responsiveness to student's learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness). (1 credit)

**ED.813.664 Portfolio Development, Part I: Teacher Growth**

The course is part one of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master's portfolio. (0 credit)

**ED.813.665 Portfolio Development, Part II: Student Growth**

The course is part two of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master's portfolio. (0 credit)

**ED.813.666 Instruction in Reading for the Young Child**

This course presents research-based approaches to developing a comprehensive literacy program for children at varying stages of literacy development. Early childhood educators will

incorporate into their daily lessons effective practices to promote language and literacy development, including concepts of print, phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development through early intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program. (3 credits)

#### ED.813.667 Instruction in Reading

This course presents research-based approaches to developing a comprehensive literacy program for students at varying stages of literacy development. Educators will incorporate into their daily lessons effective practices to promote language and literacy development, including phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development in students with low reading achievement through early identification and intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program. (3 credits)

#### ED.813.668 Materials for Teaching Reading to the Young Child

This course focuses on evaluation and selection of reading materials for a comprehensive early literacy program. Early childhood educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and children's interests and motivation. (3 credits)

#### ED.813.669 Materials for Teaching Reading

This course focuses on evaluation and selection of reading materials for a comprehensive literacy program. Educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and student interest and motivation. (3 credits)

#### ED.813.681 Teaching for Transformation I: Secondary Content

In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

#### ED.813.682 Teaching for Transformation I: Elementary Content

In this course, educators in grades PreK-5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective

practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

#### ED.813.683 Teaching for Transformation II: Secondary Content

In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

#### ED.813.684 Teaching for Transformation II: Elementary Content

In this course, educators in grades PreK–5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth. (3 credits)

#### ED.813.690 TNTP Independent Study

In this course, educators will demonstrate competency of objectives related to effective instruction. Through a combination of independent personal development and cultivation of classroom evidence, educators will create a portfolio. Topics covered in the portfolio will include: instructional planning, assessment and data review, classroom management and culture, and special education. (6 credits)

#### ED.840.601 Mathematical Foundations in the Pre-K-6 Classroom

The goal of this course is to support Pre-K-6 content knowledge for teaching related to the following topics: patterns; number and operation; measurement and data. Connections of these topics to an integrated approach to curriculum and instruction will be emphasized. (3 credits)

#### ED.840.670 Advanced Methods in the Elementary STEM Classroom

This course will engage students in technology-enhanced, problem-based, and student-centered instructional strategies. Participants will learn to create an integrated, inclusive, and equitable STEM approach to support Pre-K-6 student learning and positive affect toward STEM. The course will include skills essential to the STEM learning environment. (3 credits)

#### 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.851.616 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)

**ED.851.633 Introduction to the Independent School**

This course will focus on the unique quality of the independent school. A specific focus will remain on the relationship between the parent and the teacher, reworking curriculum to fit the diverse needs of the student, understanding the importance of pedagogy and history in the independent school, and fostering a love of learning in each child. (3 credits)

**ED.851.634 Curriculum, Instruction, and Assessment in Independent School Settings**

Students consider the philosophical, historical, and psychological foundations for lower and upper school curriculum and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the lower and upper school curricula, students evaluate options presented in various school reform plans that pertain to independent schools and contemporary research findings on effective schools and effective instruction. (3 credits)

**ED.851.635 Educating the Whole Child: Teaching to the Developmental Needs of the Child**

This course will provide students with a whole picture of the child they will be, or are, teaching. In-depth examination will be on the cognitive, physical, and emotional development of a child from age 4 through 18 years. (3 credits)

**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 School**

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)

**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. (3 credits)

**ED.851.814 Internship in Administration and Supervision**

Students participate in a supervised practicum experience where they demonstrate the application of knowledge, dispositions, competencies, skills and solutions to day-to-day activities performed by practicing administrators or supervisors. Students are required to complete a minimum of 200 observation and performance hours aligned with leadership standards. Experiences are reflective of real and simulated field-based activities in a variety of educational settings. Students must complete a final internship reflection paper, as well as a comprehensive portfolio that includes artifacts that are illustrative of their best work. (3 credits)

**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.855.600 Extended Learning I**

Students will participate in a variety of informal educational experiences, from guest lectures and one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

**ED.855.601 Extended Learning II**

Students will participate in a variety of informal educational experiences, from guest lectures and one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

**ED.855.602 Extended Learning III**

Students will participate in a variety of informal educational experiences, from guest lectures and one-on-one mentor conversations, to exploring how the use of museums, cultural institutions, and other real-world scenarios can be leveraged to promote learning. Students will both learn from these experiences as well as gain exemplars to implement in their own educational systems. (0 credit)

**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.855.613 Entrepreneurship in Education

In this course, students will examine theoretical perspectives and research related to the field of entrepreneurial leadership in education. The education sector, despite the many transformative changes in the last 20 years, remains culturally traditional. Therefore, 21<sup>st</sup> century education leaders must learn to utilize entrepreneurial thinking, a sub-discipline of management as well as organizational theory, as another tool for innovation and organizational change. Students will study theories of entrepreneurship found in business, education, and other social sciences. They will also research entrepreneurial concepts and leadership traits through the disciplines of sociology, economics, and organizational management. Specific entrepreneurial research theories and practices, such as intra-preneurship and embedding of entrepreneurial leaders into educational institutions, will also be studied as means for promoting social justice, access, and equity for all learners. (3 credits)

#### ED.855.622 Instructional Design Theories and Models

In this course, participants will examine theory and research in instructional design (ID), evaluate the various ID models, and learn to evaluate and apply effective ID to enhance interdisciplinary learning experiences in online and blended educational environments. ID theories and approaches will be discussed and contrasting views and perspectives of ID will be presented. A user-centered, iterative approach to design will be examined and applied to online and blended learning environments. Contemporary issues and trends in ID and a systems approach to design will be presented. The basic philosophical premise of the course is that there is not one method for design but rather an approach that considers the content, context, audience, and method of delivery in design. Participants will learn to effectively integrate and apply technology into instruction. (3 credits)

#### ED.855.623 Instructional Message Design in Online Learning Environments

This course will explore theory and research as it relates to instructional message design and its effectiveness in enhancing student learning outcomes, satisfaction, message readability, and better presentation in traditional and digital media learning environments. Message design is the study of manipulating visual symbols and presentation in order to enhance learning. It presupposes that the effective manipulation of symbols modifies the cognitive, psychomotor, or affective behavior. The concepts of message design are grounded in what Dewey (1900) referred to as “linking science” between learning theory and educational practice (Fleming & Levie, 1993). The course will discuss the application of perception theory, communication theory, and systems theory to design and effectively present digital media. Participants will learn message design principles for promoting learner engagement and motivation. They will explore instructional implications, best practices, and learning activities and objectives that benefit their students in the classroom as well as inform their personal and professional development. (3 credits)

#### ED.855.624 Trends and Issues in Instructional Design, Message Design, and Online Learning

This course explores trends and issues of current and historical significance to instructional design, message design, and online learning. The course prepares participants to make and defend policy decisions and become conversant with current trends and issues in the field. Readings will include contributions of key scholars, past and present, and topics covered include the history of instructional design, message design, and distance education. Critical issues, current trends and future prospects for the field are addressed as well as, research, theories, and

approaches and their impact on present and future applications of instructional design, message design, and distance education. (3 credits)

**ED.855.640 Building Strategic School, Educational Organization, and Community Partnerships**

This course provides opportunities for students to engage in reflective practice as an educational or organizational leader, while building organizational and community partnerships to leverage multiple resources for addressing a specific organizational systems issue. Students are expected to: 1) become familiar with pertinent theoretical literature; 2) understand the internal and external organizational environment and the pressures of those institutional relationships; 3) understand the roles and responsibilities of creating and sustaining dynamic partnerships, including acting as an informal project manager and community adviser; and 4) anticipate the challenges of navigating through politics, policy, fundraising, marketing, social networking, and possible media involvement. (3 credits)

**ED.855.641 Strategic Systems Change and Action Planning**

Education leaders, public and private, need to understand the structures for managing the school and/or organizational environment. These structures include organizational visioning and action planning, budgeting and finance, and the leadership skills that incorporate instructional design, curriculum integration with standards, and logistics of technology implementation, professional development, and evaluation. This course is designed to introduce knowledge management concepts into an organizational or educational context and to provide an in-depth focus on data-driven decision making in organizational and educational institutions. Participants will develop an understanding of how to create and support change through a systems approach. (3 credits)

**ED.855.642 Talent Management & Organizational Finance for Entrepreneurial Leaders**

This course promotes knowledge and application of best practices in the development of primary organizational resources – its talent and financial resources. Students will engage in: 1) discovering best practices in the educational and/or organizational theoretical literature; 2) exploring talent management and development (TM) concepts, applications, and solutions through analysis of current case studies from the organizational and educational environments; and 3) actively learning to apply current TM theories, principles, and practices to the student's organization by appropriately applying these perspectives as they relate to the student's Problem of Practice. Students will also learn to identify and manage financial resources including grants, philanthropy, and program and product revenues. Students will identify the strategic challenges within talent and financial management and the application of appropriate, yet innovative, solutions to these challenges. Students will provide evidence of a deep and comprehensive understanding of how organizations could better invest in a particular aspect of talent and financial management to achieve greater educational and organizational outcomes. (3 credits)

**ED.855.643 Turnaround Leadership in Schools and Educational Organizations**

This course will provide participants with a deep knowledge of the educational challenges school and other educational organization leaders face in turnaround situations as well as what is known about effective instructional, human capital, and change management strategies for turning organizations around. It will combine research from multiple fields with practice examples drawn from existing turnaround schools and organizations. The focus will be on what is needed to design an organization such as a high poverty school for success through effectively

implementing high leverage change strategies including distributed leadership, recruitment, training, and evaluation; using data to guide and monitor interventions; and effectively integrating external partners to address critical capacity needs. Attention will also be paid to utilizing these turnaround strategies in educational organizations broadly. (3 credits)

#### ED.855.702 Causal Inference When Regression Fails

This course introduces strategies for estimating causal effects from a counterfactual perspective when conditioning techniques, such as matching and regression, do not identify the parameter of interest. After a review of scenarios when such conditioning will fail, the course then presents intervention designs, explaining randomization from both a potential outcome and causal graph perspective. The challenges to implementation of these designs are then discussed, with a special focus on large-scale randomized trials in education research. The course then considers the most prominent designs for causal inference in observational research in the presence of troubling unobservables: instrumental variable estimators, pre-post longitudinal designs, regression discontinuity, and estimation via exhaustive mechanisms. The course concludes with a consideration of credible avenues for investigation when point identification cannot be achieved, including an analysis of bounds and the estimation of a provisional estimate followed by a sensitivity analysis. (3 credits)

#### ED.855.708 Mind, Brain Science and Learning

Building on ED.855.712 Multiple Perspectives on Learning and Teaching, this course will survey theoretical and empirical research in the study of cognitive development focusing on recent and ongoing studies of memory, attention, language, and social/emotional development. Participants will examine research literature from multiple fields in the brain sciences, including cognitive science, experimental psychology, and neuroscience. General topics include an overview of brain structure and function, imaging technology, normal brain development, and how differences in development may affect learning. They will explore recent findings on topics such as the effects of stress, sleep, and multi-tasking on brain development and learning. Students will consider how research findings inform practice and policies in education and related fields. (3 credits)

#### ED.855.710 Multicultural Education

The rapid and explosive demographic shifts in this country among culturally and linguistically diverse students, the fact that these students are projected to comprise the majority of school age students by the year 2020, and the current educational trajectory of students from marginalized groups provide a compelling rationale for identifying strategies and interventions for facilitating transformative multicultural approaches to education. Using Pedersen's tripartite model of multiculturalism, students will address the requisite awareness, knowledge, and skills for enhancing their multicultural competencies. (3 credits)

#### ED.855.712 Multiple Perspectives on Learning and Teaching

This course will survey classical theoretical perspectives on learning and teaching including behaviorism, cognitive, constructivist, sociocultural, social cognitive, and situative perspectives. Students will examine the research literature to identify the strengths and limitations of these perspectives in relation to understanding issues within their organizations. They will create a conceptual framework to organize these research approaches. (3 credits)

#### ED.855.714 Power, Politics, and Policy in Education

Government entities have increasingly molded public education. In the United States, federal laws and mandates have enormous influence on local schools; state governments have endorsed and implemented national Common Core curriculum standards; and funding is based on top-down distribution while mayors, school boards, parents, students, and other local stakeholders bid for local control of their schools. In this vein, other political groups press for reductions or the elimination of federal involvement in schooling. These transactions involve power relations and concepts of democracy and freedom. Through this course, students will examine various theories, concepts, principles, and dynamics of power, politics, and policy and how these ideas apply to education, organizations, and leadership. (3 credits)

#### ED.855.716 Contemporary Approaches to Educational Problems

In Contemporary Approaches to Educational Problems, students critically investigate methods professionals use to theoretically and empirically examine contemporary issues in education. We introduce improvement sciences as a frame for understanding and intervening in educational problems. Students will investigate research within their area of specialization and build the knowledge and skills to critically analyze existing research literature. (3 credits)

#### ED.855.718 Disciplinary Approaches to Education

Educators use theories, concepts and approaches from sociology, economics, history, anthropology, and other disciplines to make sense of problems in their field. This course introduces the concepts central to these approaches. Students will learn about these theoretical perspectives through reading central texts related to these disciplines of educational theory. (3 credits)

#### ED.855.720 Leadership in Educational Organizations

Through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. This course will focus on new and historical perspectives related to leadership development, group dynamics, and effective individual and organizational behaviors, visioning, and transformation. This course navigates the complexities of human behavior and organizational outcomes from psychological and behavioral perspectives and includes empirical findings drawn from neuroscience focused on resilience and the emerging field of neuroleadership. (3 credits)

#### ED.855.725 Research Landscape

This course is designed to teach students the skills necessary to understand different paradigms and methods of research. Students will have the opportunity to evaluate quantitative and qualitative research. Further, students develop an understanding of the principles, processes, and purposes of different types of educational research. Types of research methodology that will be discussed include: experimental research, quasi-experimental research, correlational research, single-subject research, and qualitative research. Students will develop an understanding of the quality indicators and high standards necessary to conduct educational research within their areas of interest. Further, students will have the opportunity to develop the skills to critique quantitative and qualitative research studies published in peer review journals. (3 credits)

#### ED.855.751 Diffusion of Technology Innovations

This course explores theories, research, and strategies related to the diffusion and adoption of

scalable and sustainable instructional technology innovations in education. It targets the diffusion of technologies and the transition from experimentation and research to adoption and implementation. Participants review contemporary theoretical developments in the science of implementation through evidence-based educational examples and are introduced to current technologies and anticipated future trends and ubiquitous practices in the field. (3 credits)

#### ED.855.752 Trends, Principles, and Practices of 21<sup>st</sup> Century Learning

This course explores pedagogical shifts in education that have arisen as a result of the integration of advanced digital tools and considers how these shifts and tools impact leadership, organization, instructional delivery, and student learning in today's schools. Participants learn essential principles and practices for building 21<sup>st</sup> century content and technology-rich learning environments for all students including those with disabilities and other special needs. (3 credits)

#### ED.855.753 Digital Age Technology and Instruction

This course provides opportunities for participants to explore integration of technology within the K-16 classroom environment. First, students will examine barriers to technology integration in the K-16 context with implications for professional development. Students will examine theoretical perspectives and research to investigate the advantages and challenges of effectively integrating technology to support learning. Specifically, students will be engaged in critically examining "evaluation practices" related to effective application of digital technology in the classroom from an informed theoretical, empirical, and pedagogical perspectives. Examples from research that examines evaluation practices can be related to classroom connectivity technology, mobile technologies, one-to-one computing, and video use. Participants will also be engaged in considering measurement to examine the effectiveness of the technology integration in instruction and gauge the capacity of their school organization in implementing digital age technology successfully. Participants draw upon relevant instructional theories, conceptual frameworks, and effective best practices as criteria for selection, implementation, and integration of technology. (3 credits)

#### ED.855.755 How Schools Work

This course analyzes educational systems as social organizations. It gives particular attention to the often taken-for-granted ways that we structure learning in schools and classrooms and their consequences for social inequality. To these ends, the course will examine classical institutional and organizational theory and evaluate these theories in their application to historical process of educational formation and the contemporary organization of K-12 schooling in the US. (3 credits)

#### ED.855.756 Higher Education Teaching Skills for Doctoral Students

This course will provide a mechanism for students in the Ph.D. program to obtain credits as a teaching assistant. (3 credits)

#### ED.855.807 Career Development and Academic Writing

What is the next step? Doctoral students face a variety of career development stages as they work toward their professional goals. This course will cover a wide range of topics related to Ph.D. students' career development, including the university and non-university job market, research and teaching portfolios, CV and resume, job interview skills, networking, and negotiating tips. Furthermore, it is critical for graduate students to have writing skills to effectively convey their

ideas to different types of audience and to achieve their goals as a researcher. This course will also offer an introduction to scientific writing and will provide an overview of important features of academic writing. We will primarily focus on academic writing tasks that may be required in the earlier stages of an academic career. This course will help students to feel prepared for their career and to accomplish their professional goals. (1 credit)

#### ED.855.815 Science of Learning

The science of learning spans many disciplines (neuroscience, cognitive psychology, sociology, education, etc.) and can be investigated at all levels of analysis from the cellular and molecular bases to the application of principles in formal and informal learning environments. This course will offer an introduction to the fundamental issues in this area as they relate to educational research and practice, broadly defined. We will read primary and secondary sources that offer insights into how people learn, how we study learning, and how to take this information from the laboratory to the classroom. (3 credits)

#### ED.855.840 Doctoral Research

Doctoral students apply theories and concepts related to their areas of study. (3 credits)

#### ED.855.851 Research on Effective Professional Development

This course is designed to provide students with an overview of theoretical perspectives and research that provides evidence for the development of effective professional development that fosters instructional change on the preK-16 levels. Foundational to this work are sociocultural, situated learning, and adult learning theories, which will serve as the theoretical frame for course topics. Students will explore evidence-based professional development practices that support instructional change and student learning as well as contextual factors that impede or support educator learning with professional development programs. Finally, students will consider methods for evaluating the effectiveness of professional development programs. (3 credits)

#### ED.860.502 Self-Care and Wellness for Counselors

Compassion fatigue (Figley, 1993), also called secondary traumatic stress disorder, refers to the emotional effects on the counselor of exposure to working with those who have experienced traumatic events. Many counselors fail to recognize the signs and symptoms of compassion fatigue, and they do not take preventive measures to avoid the physical and psychological problems that can result. This course will introduce students to key concepts related to secondary traumatic stress, compassion fatigue, stress, and burnout, and will help them explore self-care as a way to prevent problems. Students will have the opportunity to assess their current level of resilience and to experience several self-care activities that promote physical, emotional, and spiritual wellness. Students will be introduced to the transtheoretical change model developed by Prochaska et al. (Prochaska, Norcross & DiClemente, 1995) that they will apply in developing a personal self-care plan. Although the primary focus of this course is on the individual counselor, some attention will also be given to organizational issues that can contribute to mental health workers' role fatigue, as well as ways to address these larger systems issues. (1 credit)

#### ED.860.548 Counseling Clients with Eating Disorders

This course provides students with an overview of current issues facing adults and children who struggle with eating disorders and eating disorder related symptomatology, with a particular emphasis on defining and assessing eating disorders from a multicultural perspective. Students

will learn about the multiple risk factors that contribute to eating disorders as well as the psychological, physical, educational, societal, and counseling implications for eating disorders. (1 credit)

**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)

**ED.860.561 Adolescent Suicide: Counseling Assessment and Prevention**

Participants review potential indicators leading to adolescent suicide. Students consider psychosocial factors of adolescent suicide, the influence of the school environment and support systems, the parenting process, and data on the incidence of suicide with emphasis on counseling intervention, assessment, and prevention strategies. (1 credit)

**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)

**ED.860.615 Domestic Violence: Its Implications on Spouses and Children and Remediation Strategies for Mental Health Professionals**

Despite the fact that more and more members of society have developed heightened awareness of the incidence and impact of domestic violence in the United States, many men, women, and children are still affected by violence in their families. The emotional, social, and physical impacts are far-reaching and usually have serious long-term effects. This seminar addresses the dynamics that occur in violent families, with particular emphasis on counseling strategies that can be used by mental health professionals when working with spouses, children, and other family members. (1 credit)

**ED.860.639 Cognitive Behavioral Therapy**

Cognitive behavior therapy is one of the most popular contemporary models across the helping professions because it allows clients to evaluate and alter maladaptive thought patterns that may have an adverse impact on behavior. This course explores foundations of cognitive behavior therapy to include theoretical underpinnings, methods/models, applications, and research findings around efficacy for use with various adult populations. Cross-cultural issues and ethical practices are also examined, and the course reviews models and methods for child and adolescent populations. (3 credits)

**ED.860.640 Introduction to Positive Psychology**

This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience. Emphasis will be placed on the significance of optimism, well-

being, resilience, strong social connections and the value of contributing to something bigger than oneself. Positive psychology interventions will be addressed. (1 credit)

#### ED.860.645 Gestalt Therapy

This course is an introduction to the fundamental principles of gestalt therapy, including its history, context and presuppositions. A range of gestalt topics will be covered including the cycle of experience, contact, boundary disturbances, the experiment, empty-chair technique, handling resistance and gestalt dreamwork. The emphasis of the course is to instill a sense of gestalt phenomenological awareness in the student that enables his or her use of gestalt principles as an adjunct to counseling practice. (1 credit)

#### ED.860.655 Developing a Successful Private Practice

This course assists participants in developing a successful private practice and is suitable for those who have not yet launched a private practice, as well as for those who have already begun a practice. Students learn the pros and cons of a private practice. Topics include defining the practice, business planning, setting up an office, developing consent to treatment and other forms, recruiting clients, billing, dealing effectively with managed care, writing treatment plans and authorization requests, assessing treatment effectiveness, and many other topics. (1 credit)

#### 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)

#### ED.860.662 Counseling Refugees and Immigrants

This course provides an overview of issues, skills, and practice related to counseling refugee and immigrant populations. Students will develop an understanding of pre-migration trauma and issues that impact refugee and immigrant mental health, as well as explore post-migration issues related to mental health, acculturation, and psychosocial adjustment. The Multi-Level Model of Psychotherapy and Social Justice (MLM) will be presented with opportunities for practice and skill development. (1 credit)

#### ED.860.666 Applied Cognitive Behavioral Therapy

This course covers advanced issues in the real-time application of the theories of Cognitive Behavioral Therapy (CBT) to the treatment and treatment planning of the most commonly diagnosed DSM-5 disorders. Building on the theoretical learning objectives in the Cognitive Behavioral Therapy course, the emphasis of this course will be on the development and application of CBT-based techniques and skills to clinical cases presented by the students. (3 credits)

#### 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)



**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)

**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)

**ED.861.502 Counseling Theory and Practice**

This course provides an overview of the major theories of counseling and therapy, such as cognitive, behavioral, existential, Gestalt, and Adlerian. Students explore integrative approaches, as well as multicultural and feminist perspectives. Participants focus on a wide range of specific techniques and practices that are associated with each theory and how they are applied in various situations. (3 credits)

**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)

**ED.861.507 Counseling Techniques (Lab course)**

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, 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)

**ED.861.513 Integrating Alternative Approaches to Mental Wellness**

This course seeks to include culturally diverse counseling practices such as mindfulness, yoga meditation, and expressive arts combining them with conventional psychotherapies such as Adlerian, existential, Gestalt, behavioral and cognitive behavioral therapies. It builds on the foundation established in ED.861.502 Counseling Theory and Practice wherein students introspect, analyze and synthesize essential concepts from various psychotherapeutic theories aiming to develop a personalized integrative theory. The emphasis is on a therapist's creation of

a repertoire of counseling techniques and interventions, drawn from multiple theories and most importantly from the client's own life practices. Students learn to integrate key concepts from theories such as cognitive, behavioral, existential, Adlerian and Gestalt while concurrently resourcing alternative therapeutic modalities of expressive arts, mindfulness, movement, music, and yoga meditation. Emphasis will be placed on the importance of a therapist's regard for client's competence in overcoming challenges to facilitate relief from emotional distress, reprieve from behavioral dysfunction and restructuring of maladaptive cognitive schema. (3 credits)

#### ED.861.605 Human Development and Counseling

This course reviews significant findings regarding current theory and practice in human growth and development along the life span through a biopsychosocial lens. Learners gain insights into aspects of human development that impact behavior in a variety of realms to include biological, cognitive, socio-emotional, and dispositional influences. Course outcomes focus on theoretical understanding and application of research findings to normal functioning as well as case conceptualization and counseling interventions within school and clinical mental health counseling populations. (3 credits)

#### ED.861.609 Diagnosis in Counseling

Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM V) 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)

#### 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)

#### ED.861.614 The Foundations of School Counseling

This course is a survey of the knowledge base and practices in contemporary school counseling. It will emphasize the educational, historical, sociological, economic, philosophical, and psychological dynamics of the professional school counselor's role. Students integrate knowledge and learn skills to examine data driven comprehensive school counseling programs that enhance academic, career, and personal/social development for all students. (3 credits)

#### ED.861.668 Role-Play and Related Experiential Methods in Counseling

This didactic and experiential course will introduce students to the theory and methods developed by Jacob L. Moreno, M.D., who originated group psychotherapy, psychodrama, and sociometry (the measurement of social relations). Students will have the opportunity to see a full psychodrama (via videotape) and to participate in limited psychodramatic structures to gain first-

hand experience with the method. Students will also practice limited psychodramatic and sociometric techniques during supervised in-class practice sessions. Special attention will be given to the safe and ethical use of action methods with specific populations, including trauma survivors and other vulnerable populations. Culturally competent practice will also be discussed. Applications of psychodrama and related action methods to individuals, couples, families, and groups will be discussed. (1 credit)

#### 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)

#### ED.863.501 Introduction to Clinical Mental Health Counseling

This course provides an overview of the role and scope of the clinical mental health counseling profession. Students address a number of topics including the historical, theoretical, philosophical, and empirical foundations of clinical mental health counseling. The course addresses role functions and employment settings of mental health counselors; program development, emergency management, prevention, intervention, consultation, assessment approaches, and education; and the contextual dimensions of diverse clients seeking mental health counseling services. This course is a requirement of our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This is a foundational course that prepares students to work in a broad range of mental health counseling programs by acquainting them with the foundations of clinical mental health counseling. (3 credits)

#### ED.863.524 Individual and Group Dynamics: Behavior in Context

Individual and group dynamics are at the core of adaptive or maladaptive human behavior. A solid grounding in basic empirically-derived principles of motivation aids counselors in better formulating and presenting problems and in conceptualizing appropriate interventions. Foundations for this course are derived from classic theories and research findings in personality psychology, social psychology, cross-cultural psychology, and neuroscience. Students explore the influence of the person, the situation, and cultural diversity as forces in shaping behavioral tendencies. A unifying theme within the course is the influence of resilience as a dispositional perspective for both the client and the helping professional. (3 credits)

#### ED.863.526 Introduction to Play Therapy with Children

The major goal of this course is to facilitate students' knowledge, dispositions and skills to counsel children through play therapy and other major theoretical applications. Students' learning will be facilitated through didactic presentations, interactive discussions, and supervised counseling practice with elementary school children. This course also emphasizes the counselor's collaborative work with children's legal guardians/family members. (3 credits)

#### 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)

**ED.863.603 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)

**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)

**ED.863.626 Behavioral Medicine and Health Psychology Applications in Clinical Mental Health Counseling**

This course provides a broad introduction to the field of behavioral medicine as part of the field of health psychology. Through a culturally-sensitive biopsychosocial lens, students examine theory and research as it applies to behavioral and emotional factors that impact the delivery of primary, secondary, and tertiary prevention efforts as part of a multidisciplinary team within medical settings. The content will explore applications of behavioral medicine and health psychology principles to a variety of health care conditions as they occur across the developmental continuum, preparing the clinical mental health counselor for a variety of roles in health care systems. (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 examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues. (3 credits)

**ED.863.674 Meditation and Mindfulness**

This course explores various methods of meditation from a counseling perspective to experientially understand multicultural practices that offer relief from emotional disorders such as anxiety and depression. Emphasis is placed on neuroscientific validation of meditation as a process to cultivate mindfulness and healing presence in a counseling setting. Students research natural outcomes such as concentration, awareness and insight both into self and with client. Eastern world concepts of ego, mind, body, mental health, psychopathology, suffering, compassion, and liberation are also addressed. A portion of class will be devoted to the actual practice and application of techniques from reading assignments. (3 credits)

**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.863.718 Counseling Military Families

Students explore aspects and issues affecting military families. Students consider the military as a unique culture within American society; the cultural context of the transmission of values, beliefs, and customs; and the needs of children and spouses of those serving in the military. Considerable time will be spent exploring counseling for issues of PTSD, substance abuse, isolation, frequent relocations, deployment, reintegration into family life, anticipatory loss and grief, anxiety, uncertainty, the effects of war, managing stress and anger, staying healthy, improving sleep and building resiliency. (3 credits)

#### 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. (3 credits)

#### ED.863.795 Ethical and Legal Issues of Mental Health 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 identify 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)

#### ED.863.808 Practicum in School Counseling

This supervised practicum experience is offered in two modalities. The first modality is 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 here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is 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 here 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)

**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. (6 credits taken over two semesters)

**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. Students must meet with their faculty adviser and prepare an outline of the proposed project prior to registration. (1-6 credits)

**ED.863.870 Practicum in Clinical Mental Health Counseling**

This supervised practicum experience is offered in two modalities. The first modality is 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 here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is a practicum course involving practical training at a community-based agency or institution. Training focuses on integrating counseling theories in social context with individual counseling practice. Emphasis here 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 Clinical Mental Health Counseling: Part I**

This supervised internship is the first semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and either a 300 or 500-hour internship. (3-6 credits)

**ED.863.876 Internship in Clinical Mental Health Counseling: Part II**

This supervised internship is the second semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and either a 300 or 500-hour internship. (3-6 credits)

**ED.871.501 Introduction to Children and Youth with Exceptionalities**

Students 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 instructional services, educational continuum of 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 classrooms. Students 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 with disabilities. Students explore current issues in the provision of services for persons with disabilities, including inclusion, the response to intervention (RTI), and regulations for eligibility. (3 credits)

**ED.871.511 Instructional Planning and Management in Special Education**

Students 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 best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies. (3 credits)

**ED.871.512 Collaborative Programming in Special Education**

This course focuses on collaboration themes common to various educational settings: interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Students examine techniques that promote effective communication between teachers, school administrators and related professionals, and families of students with special needs. Co-teaching models that work effectively are also discussed. (3 credits)

**ED.871.513 Applied Behavioral Programming**

This course will focus on the methodology of applied behavior analysis including how the principles of behavior can be used to make changes and improvements in classroom behavior. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Students assess and develop individual behavior 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 students 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. The relationship between students' medical issues and classroom activities is discussed. (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 will explore research, policy and practice in the field of ECSE. Students will acquire a broader schema for roles and responsibilities, career planning, accepted standards, contemporary practice, and organizational structures related to ECSE. Students will become familiar with features of national, state, and local ECSE systems. Students will also examine issues related to reform-based preschool and primary special 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. In this course, the emphasis is on the translation of evaluation and assessment information into meaningful outcomes for young children with disabilities.

Students will 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 and emotional development, and adaptive development. (3 credits)

**ED.872.502 Instructional Program Planning and Methods: Birth-3 Years**

Early intervention can have a significant effect on developmental outcomes for young children with disabilities and their families. This course will prepare students to support the facilitation of a family-centered foundation for learning and literacy in infants and toddlers. Students will focus on planning, implementing, and evaluating programs for eligible infants, toddlers, preschoolers, and their families. 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 Pre-K-3**

In this course, students will develop competencies in planning, administering, and reporting the results of a variety of screening, evaluation, and assessment instruments or procedures for children in pre-kindergarten through primary level special education programs. Students will 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. Students will create strategies for effective management of resources and information related to the screening, evaluation, or assessment process at pre-kindergarten through primary levels of special education. (3 credits)

**ED.872.504 Materials for Teaching Reading to Young Children with Disabilities: Grades K-3**

This course examines the variables associated with the selection and use of appropriate materials for teaching reading to kindergarten and primary level students with disabilities. Students will create an organized, comprehensive intervention plan that effectively integrates meaningful and engaging technology and print materials to address the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and written expression. Students will develop a print-rich classroom environment that promotes interests, motivation, and positive attitudes about literacy. (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)

**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)



**ED.873.601 Introduction to Applied Behavior Analysis and Special Education**

This course provides introductory knowledge of Applied Behavior Analysis (ABA). Among the topics explored will be the scientific foundation on which ABA is built, the concepts and principles of behavior analysis, and an overview of the application of ABA in educational settings. (3 credits)

**ED.873.602 Research Methods: Evaluation, Measurement and Single Case Design**

The course will examine the methods of single subject research design, including defining and measuring behavior, data collection and interpretation of graphs, and single case research designs. Students will learn to utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting. (3 credits)

**ED.873.603 Behavioral Assessment and Intervention for Challenging Behaviors**

This course will investigate the principles and procedures of the field of applied behavior analysis as it relates to challenging behaviors. Observational methods, behavior promotion and reduction, and generalization strategies will be reviewed in relation to the needs of students with disabilities. Students will design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for an individual student or a group of students in an educational setting. (3 credits)

**ED.873.604 Behavioral Assessment and Instructional Strategies**

The course will focus on developing effective teaching plans based on Applied Behavior Analysis (ABA), exploring a variety of teaching strategies including discrete trial instruction, applied verbal behavior, shaping, chaining, direct instruction, precision teaching, personalized systems of instruction, incidental teaching, functional communication training, augmentative communication systems, programming for acquisition, generalization, and maintenance, and making data-based decision making to improve instruction. Students will design, implement and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting. (3 credits)

**ED.873.605 Ethics and Professional Conduct for Behavior Analysts**

This course will provide discussion and examination of ethics and responsible conduct of behavior analysts with an in-depth review of the Guidelines for Responsible Conduct for Behavior Analysts (BACB, 2012). It will also include an overview of the behavior consultation model and examine the influence of Applied Behavior Analysis (ABA) on autism, developmental disabilities, and special education. (3 credits)

**ED.873.606 Applications of Applied Behavior Analysis in the Classroom**

This course will provide in-depth discussion and strategies regarding the implementation of applied behavior analysis in the classroom setting. Strategies will focus on documentation of services, training, and monitoring of others in carrying out behavior change procedures, performance monitoring and procedural integrity, supervision, evaluating effectiveness of intervention and teaching, and maintaining behavior change in the natural environment. Students will learn and plan for unwanted effects of reinforcement, punishment, and extinction in a classroom setting. Students will also examine current issues in special education as they relate to the implementation of applied behavior analysis, including inclusion, effective data collection, choosing evidence-based practices, and discussing the benefits of behavior analysis with other

professionals. Finally, the course will help candidates prepare for the Board Certified Behavior Analysts (BCBA) exam. (3 credits)

**ED.873.610 Applied Behavior Analysis Practicum I**

The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

**ED.873.611 Applied Behavior Analysis Practicum II**

The practicum is designed to meet the field experience requirements as outlined by the Behavior Analyst Certification Board (BACB). This practicum provides supervised experiences in the application of behavior analytic services in educational setting. The practicum will also include a face-to-face seminar with an instructor. (3 credits)

**ED.874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities**

Students examine the incidence, etiology, and characteristics of students with learning disabilities, behavioral disorders, and intellectual disabilities, and review major theoretical models and instructional practices associated with each. (3 credits)

**ED.874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle**

Students 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**

Students 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.874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities**

Students 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 transition and 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**

Students discuss the characteristics of adolescents with mild to moderate disabilities. Students 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. Students develop accommodations, modifications, co-teaching plans, and projects across secondary curricular content areas. (3 credits)

**ED.874.541 Reading: Methods for Students with Mild to Moderate Disabilities**

Students 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, students 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**

Students 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, students apply strategies with a secondary student or students experiencing reading difficulties. This course incorporates goals and objectives that correspond to the MSDE required course, ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I. (3 credits)

**ED.874.860 Mild to Moderate Disabilities Internship: Induction – Elementary/Middle**

Designed for students seeking Maryland generic special education certification at the elementary/ middle level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of elementary and middle school age students with disabilities. (3 credits)

ED.874.861 Mild to Moderate Disabilities Internship: Culmination – Elementary/Middle  
Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent coursework, with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, ED.884.505 Materials for Teaching Reading. (3 credits)

ED.874.870 Mild to Moderate Disabilities Internship: Induction – Secondary/Adult  
Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in coursework in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities. (3 credits)

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, ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II. (3 credits)

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.877.551 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 nontraditional 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 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, data collection, 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. (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. (3 credits)

**ED.878.501 Differentiated Instruction and Inclusion**

Students 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**

Students 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**

Students 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 and progress monitoring of students, 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**

Students 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.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.880.610 Writing Grant and Contract Proposals for Health Professions Education**

Students in this course gain practical experience in writing grant and contract proposals addressing the education of health professionals 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.880.611 The Social Context of Urban 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.880.617 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.880.623 Instructional Design for Online Learning

This course will guide participants through a process of designing online instruction for adult learners, applicable for a variety of content areas and settings. Building upon a research-based instructional design model, participants will plan online learning experiences that combine pedagogy, organization, design, and technology. Participants will be able to design media-enhanced, engaging online activities and assess learning. (3 credits)

#### ED.880.624 Evaluation and Research in Education

This course is an introduction to research design and methodology for students working toward a master's degree or graduate certificate within the School of Education. It enables students to design a research project proposal while developing the intellectual tools needed to critique research within a designated area of specialization. This seminar will be invaluable for students

who will be completing an action research project or master's thesis as a requirement for graduation. (3 credits)

#### 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. (1 credit)



#### 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. (1 credit)

#### ED.880.639 Development, Management, and Evaluation of Health Professions Education 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 Leadership in Health Professions Education Programs I

Leadership extends beyond management and involves multiple skills. This course addresses: 1) different theories of leadership; 2) self and time management; and 3) leadership of people, including hiring and staffing programs, communication and marketing of ideas/plans, motivation, use of power and influence, delegation and empowerment of others, promoting collaboration, leading and participating in teams, negotiation and conflict management, and integrating diverse backgrounds and perspectives. 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. (3 credits)

#### ED.880.642 Leadership in Health Professions Education Programs II

Leadership extends beyond management and involves multiple skills. This course addresses: 1) organizational change theory and the leadership of change; 2) leadership of tasks/processes/systems (including principles of task management and the use of strategic planning, quality improvement, policy/procedure and data to achieve organizational goals and promote efficiency); and 3) resource management and creation (including financial management, fund raising, alignment of resource use and development with function and goals). (3 credits)

#### ED.880.643 Mentoring in Health Professions Education Programs

This course will provide an organizational approach to managing and evaluating faculty development and mentoring opportunities, as a means of helping all faculty members realize their potential and achieve their goals and of achieving diversity in leadership. It will review the literature on faculty development and mentoring. Participants will develop the knowledge and skills needed to address specific areas such as orientation of new faculty; policy and procedures

to promote faculty development and access to quality mentoring; 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. Participants will develop their own faculty development plan for a relevant part of their own institution. (3 credits)

#### ED.880.644 Advanced Simulation Strategies

This course will explore simulation and how simulation pedagogy contributes to evidence-based teaching and assessment. Participants will develop a simulation scenario appropriate for learners at their home institution. Clinical scenarios will be designed using a theoretical framework. Teaching strategies when using clinical simulations will be discussed and development of an evaluation plan to ensure attainment of learning outcomes in simulation will be reviewed. (1.5 credits)

#### ED.880.647 Educational Leadership Capstone in Health Professions Education I

In the first half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to create an educational leadership/professional development project in health professions education building on their work in the Educational Scholarship courses. Fellows implement their projects under the guidance of capstone instructors and supported by sponsors at their home institutions. In Capstone I, Fellows complete the initial components of their projects including problem statements, literature searches, designs, measures, and implementations. Fellows implement their projects by following prescribed design, implementation, and evaluation guidelines including the development of PERKS and submission of their proposals to the HIRB when appropriate. They begin preparation of scholarly manuscripts of their work for peer-reviewed dissemination or potential publication. Fellows submit deliverables according to the course schedule to their instructors and consult as needed with their institutional sponsors. Fellows may build on educational projects begun in previous courses with the approval of their instructors. (1 credit)

#### ED.880.648 Educational Leadership Capstone in Health Professions Education II

In the second half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to complete an educational leadership/professional development project in health professions education building on their work in Capstone I. They prepare their work for peer-review and dissemination in a manuscript following identified guidelines for authors. Fellows continue to work under the guidance of capstone instructors and supported by sponsors at their home institutions. During Capstone II, Fellows complete the analysis of data and the development of the report of findings, limitations, and implications for future work. Fellows also prepare a Voice Thread of their work for critique and feedback from both faculty and peers. As part of this course, Fellows also provide peer-feedback on a project of a colleague in the course. Final manuscripts are reviewed by a faculty team. (1 credit)

#### ED.880.649 Educational Research Capstone in Health Professions Education I

In the first half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to create a research study in health professions education building on their work in the Educational Scholarship courses. Fellows implement their research under the guidance of capstone instructors and supported by sponsors at their home institutions. In Capstone I, Fellows complete the development and implementation of their studies including

problem statements, literature reviews, selection of population sample, research methodology, instrumentation, submission of HIRBs, and implementations. They begin preparation of scholarly manuscripts of their work for identified peer-reviewed publications. Fellows submit deliverables according to the course schedule to their instructors and consult as needed with their institutional sponsors. Fellows may build on educational projects begun in previous courses with the approval of their instructors. (1 credit)

#### ED.880.650 Educational Research Capstone in Health Professions Education II

In the second half of the Capstone, MEHP Fellows employ principles and concepts from their educational experiences to complete an educational research study in health professions education building on their work in Capstone I. They prepare their work for peer-review and dissemination in a manuscript following identified guidelines for authors. Fellows continue to work under the guidance of capstone instructors and supported by sponsors at their home institutions. During Capstone II, Fellows complete the implementation, analysis of data, and the report of findings, discussion, limitations, and implications for future work. Fellows also prepare a Voice Thread of their work for critique and feedback from both faculty and peers. As part of this course, Fellows also provide peer-feedback on a study of a colleague in the course. Final manuscripts are reviewed by a faculty team. Publication is not required to successfully complete the course. (1 credit)

#### ED.880.661 Educational Scholarship: Design

Participants will develop a proposal for a project in educational leadership or for a study in educational research. They will incorporate their learning from previous courses in the program to outline the study and to begin a preliminary literature review. Participants will create a case to support the need for and contribution of their proposal. The proposal will be further developed in ED.880.662 Educational Scholarship: Implementation. (1 credit)

#### ED.880.662 Educational Scholarship: Implementation

Participants will continue the development of their proposals begun in the ED.880.661 Educational Scholarship: Design course. With feedback from mentors and the instructor, participants will research appropriate methodologies as possible venues for the study. They will finalize the proposal and submit for review by the instructor and faculty team. Proposals must be approved in order for participants to proceed with the completion of the master's degree. Participants in the certificate program will implement their proposals as an educational project. (1 credit)

#### ED.880.665 Mixed Methods Research

Participants will examine the nature of mixed methods research including definitions and applications to research questions. They will explore its foundation and review of various designs. Through the course, they will be able to introduce mixed methods research to their own research questions and to describe appropriate approaches to data collection, analysis, and interpretation. They will demonstrate the ability to write and evaluate mixed methods research. (3 credits)

#### ED.880.667 Applied Statistics

This course covers some of the core statistical techniques used in research and analysis. It is targeted to graduate students with limited prior experience in statistics but a willingness to learn

statistical concepts and an enthusiasm for quantitative data analysis. The course will cover several techniques for describing data, estimating attributes of populations, and hypothesis testing. Some time will be spent reviewing and understanding analysis implications, assumptions and challenges when using different levels of measurement. The course will also discuss ANOVA, as well as predictive modeling with a particular focus on the role of regression (continuous and dichotomous dependent variables) in data analysis. The core of the course is the application of statistical concepts covered – it will not focus on the mathematical and statistical computations behind the various techniques. The best way to learn this material is by working through examples and assigned problems, as well as reviewing the literature using the different approaches. Consequently, students will complete problem sets using SPSS, write a data analysis proposal and submit an article critique. These assignments aim to connect the concepts discussed in class with the tools of data analysis in practice. (3 credits)

**ED.880.830 Graduate Project in Interdisciplinary Studies**

Students of demonstrated ability with special interest in interdisciplinary projects study under the direction of a faculty member in the School of Education. Students must meet with their faculty adviser and prepare an outline of their proposed project prior to registration. (3 credits)

**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 curricula and modifying curricula 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.881.622 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.882.524 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.883.510 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.883.601 Basic and Inferential Statistics

This course is designed as an introduction to basic descriptive and inferential statistics. Topics will include the summary and analysis of data using graphs, measure of central tendency, simple regression, correlation, t-tests (independent and dependent), and Analysis of Variance (ANOVA). Emphasis will be placed on the theoretical understanding of the statistical concepts and analyses will be described in class but accomplished using Stata software. (3 credits)

#### ED.883.711 Qualitative Research Methodology I

This seminar provides an introduction to qualitative research methods, with a focus on education, culture, and society. Primary attention will be given to case study methods and ethnography, including interviews, observations, and data analysis. The course will give detailed guidance on developing field notes and codes and actively engaging in thematic analysis of data. In addition, we will examine the role of theory, epistemologies, and subjectivity/objectivity, and grapple with and explore strategies to produce validity and reliability in qualitative research. (3 credits)

#### ED.883.718 Research Methods and Systematic Inquiry I

This course is designed to teach introductory concepts in quantitative, qualitative, and mixed methods research. The course is structured to introduce students to these three paradigms while focusing on research inquiry and data collection, management, and analysis. The course is based on the premise that research develops and evolves through an iterative process. This research process requires analysis, decisions, judgments, and careful consideration of alternatives through reflection. Specifically, students consider the process of school improvement from improvement sciences and design-based research perspectives. Students will design a research project and collect data to understand contributing factors related to a problem of practice within their organizational context. The goals for the class include building a strong foundation in research methods through engaging in the process of reading and conducting educational research. (3 credits)

#### ED.883.719 Research Methods and Systematic Inquiry II

This course continues students' explorations of research methods. Specifically, students will explore analysis procedures across the quantitative, qualitative, and mixed methods research paradigms. In doing so, students will engage in: (a) quantitative data analysis to explore relationships between important constructs related to an educational context using inferential statistics; (b) qualitative analysis to explore phenomena using inductive and deductive approaches; and (c) mixed methods analyses to explore educational problems of practice with depth and breadth. Students will also begin exploring variables and change mechanisms for their intervention research. (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, and experimental, quasi-experimental, and mixed methods designs. (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. (3 credits)

**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)

**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 ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part 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)

**ED.884.604 Emergent Literacy: Research into Practice**

This course 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.884.615 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.884.620 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)

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

This first practicum is a midpoint program experience for Reading 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 candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

#### ED.884.820 Supervised Clinical Practicum in Reading II

This second practicum is a capstone course that builds on all previous program coursework and especially the pre-requisite ED.884.620 Seminar in Reading: Roles of the Reading Specialist course. 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 ILA leadership/reading specialist standards. (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 21<sup>st</sup> 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

Graduate 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, recommending program delivery options, and the identification process. (3 credits)



**ED.885.505 Creativity in Education**

Graduate students will examine the psychological and educational aspects of creative thinking. Participants 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 at both the elementary and secondary school levels. (3 credits)

**ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners**

Graduate students explore the various approaches to differentiating curriculum, instruction, and assessment for advanced learning. Strategies and techniques that are supported by research and best practice are discussed and analyzed. Candidates design interventions that translate theories about gifted education into practice in their education contexts. (3 credits)

**ED.885.512 Twice Exceptional Learners**

Graduate students review recent research-based findings regarding identification and programming for the gifted child with learning differences. Candidates consider appropriate strategies and teaching techniques that address learning challenges as well as the development of enriched content and accelerated and innovative approaches for maximization of potential in areas of giftedness. (3 credits)

**ED.885.515 Leadership of Gifted Education and Talent Development Programs**

Graduate students will learn how to develop, implement, and supervise interventions for gifted students in both K-12 and out-of-school settings. An emphasis is placed on how talent identification, service delivery, student assessment, and program evaluation are included in the design of talent development systems. (3 credits)

**ED.885.519 Seminar I in Gifted Education and Talent Development**

Graduate students will explore current issues, research, and trends in gifted education and talent development at the local and national levels, including ways to advocate for programs and services, and the roles of a leader in the field. (3 credits)

**ED.885.604 Social and Emotional Needs of the Gifted**

Graduate students 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 and Talent Development**

Candidates participate in a capstone supervised practicum experience in an educational setting with a focus on advanced learners under the direction of the faculty. Practicum experiences will be individually designed in consultation with the student's adviser to address the student's professional goals. Individual and small group consultation sessions are held. (3 credits)

**ED.887.611 Understanding Human Behavior and Helping Relationships, Part I**

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 learning 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-20<sup>th</sup> 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

This capstone course addresses specific topics in brain research and encourages the participants to apply research to inform instructional practices. (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.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 science of learning, students will develop and implement technology related strategies that align educational technology to standards-based instruction, promote problem solving and higher-order thinking skills, facilitate cooperative learning, and use reflective teaching and inductive approaches to increase student achievement. (3 credits)

ED.893.545 Integrating Media into Standards-Based Curriculum

Participants explore the possible ways technology can be integrated with core content standards. Technology-enhanced progress tracking, evaluation and measurement tools are explored from both a hardware and software perspective. Online resources utilized to enhance curriculum and classroom learning are investigated, evaluated and discussed in an open forum. Students explore untapped technology resources and work collaboratively to design and develop learning opportunities aligned with their professional context. (3 credits)

ED.893.546 Inclusive Technology for All Learners

This online course is designed to prepare education professionals to address a major contemporary concern – the access and use of inclusive technologies to meet the needs of diverse learners. Course participants will investigate the role of adaptive and assistive technologies in learning. Course participants will develop the knowledge and skills necessary to select and use inclusive technologies and enabling applications to enhance, augment, and ultimately maximize learning experiences for learners of all abilities. Participants will examine existing inclusive technologies and investigate the potential of emerging technologies to determine how these may contribute to the continuum of technology-based applications for all learners in classroom or workplace settings and across all societal sectors. (3 credits)

ED.893.550 Emerging Issues in Digital Age Learning

The new digital landscape is drastically changing how people work, collaborate and learn. New innovations in digital technologies are powerful influences in 21<sup>st</sup> century classrooms. In this course, participants are exposed to emerging issues for Internet-based culture and digital age learning, including gaming, virtual and augmented reality, digital libraries and databases, big

data and data mining, and the use of social media and digital tools for enhancing instructional delivery. Learners will explore the use of emerging technologies and their integration into schools and organizations. (3 credits)

#### ED.893.601 Evaluation and Research in Digital Age Learning

In this course, students learn and practice the skills necessary to evaluate the use of educational technology in learning environments and 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, best practices, and classroom application models involved with incorporating educational games and simulations into a learning environment. The use of current and emerging technologies found in the gaming arena will be explored and documented for classroom application. 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. They will also experience an authentic creative process when they explore the game design process. (3 credits)

#### ED.893.632 Data-Driven Decision Making

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, managerial and organizational structures, organizational learning, and decision support systems. A related intent is to develop an understanding of data mining metrics that can be used to create predictive models that support systemic change in schools. Opportunities are provided for participants to use 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 schoolwide technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation. Students will develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision making and change,

creating and supporting a culture for learning and change, and managing and institutionalizing change systems. (3 credits)

**ED.893.645 Designing and Delivering Online and Blended 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 other tools. 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 classroom. (3 credits)

**ED.893.701 Advanced Seminar in Digital Age Learning**

The seminar is the capstone course in the Digital Age Learning and Educational Technology master's program and reflects students' individual mastery for leveraging technology with diverse learning populations. The seminar focuses on examining the constructs of educational technology topics and culminates in the student creation of his/her online portfolio. The portfolio showcases the products and skills developed by learners during the core courses throughout the term of their academic studies. The goals of the seminar are to engage and support participants in understanding the historical, cognitive, technical, political, and sociological issues involved in the effective use of technology in education and particularly in the integration of technology into instruction. (3 credits)

**ED.893.708 Technologies and Creative Learning**

Through the latest research in learning in the computer age, this course explores how technology can support creative learning. Hennessey and Amabile (2010) state that creativity is essential to human progress. Through evidence-based research, learners will explore the potential for technology to support instruction and learning. The digital age is affecting how identity is defined and managed. The identity life-cycle will be explored as well as the field of human-computer interaction and its effects on creative thinking. The concepts of participatory culture and media education will be discussed and how they support developing digital communities of learners. We will discuss computer-supported collaborative learning and how online communities can be catalysts for interactive media creation. We will also explore disruptive technologies, radical game design, and the new literacies in the digital age. (3 credits)

**ED.893.850 Advanced Applications in Digital Age Learning**

The advanced applications course provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their educational technology interests related to curriculum and professional development in support of technology-based programs. Students work with their adviser to create 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. The activities in this course are aligned to individual students' schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. This course supports the development of leadership expertise in an area designated by the student as a set of skills needed

to advance the individual in their chosen area of study and professional practice. (3 credits)

## RESEARCH AND DEVELOPMENT CENTERS

Through their extensive research, partnerships, program development, leadership and service activities, the School of Education's research and development centers play an integral 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 and are helping to build high quality education systems that give every child the greatest opportunity to learn and succeed.

### **Center for Research and Reform in Education**

(CRRE) works to improve the quality of education for children in grades preK through middle school. It carries out high-quality evaluation studies and reviews of research on educational programs. The center's work has included local, national, and international evaluations on topics such as effective programs for at-risk students, English language learners, leadership development, and online learning. CRRE is dedicated to providing stakeholders with rigorous evidence on what works in education, and publishes a best evidence website, magazine, newsletter, and blog focused on evidence-based reform. To learn more about the work of the Center for Research and Reform in Education, please visit <http://archive.education.jhu.edu/research/crre/>.

### **Center for Social Organization of Schools**

Founded more than 50 years ago at Johns Hopkins University, the Center for Social Organization of Schools (CSOS) concentrates its research and development resources on the toughest problems in education—improving low-performing schools and the education they offer their students. The center comprises sociologists, psychologists, social psychologists, and educators who conduct research to improve the education system, as well as staff who develop curricula and provide technical assistance to help put this research into practice in some of the most challenging schools and districts across the country. The center's major programs are Talent Development Secondary (a leading partner in Diplomas Now), the Center on School, Family and Community Partnerships, the Everyone Graduates Center, and the Early Learning Partnership. CSOS also houses the Baltimore Education Research Consortium and Stocks in the Future. To learn more about the work of the Center for Social Organization of Schools, please visit <http://www.jhucsos.com/>.

### **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 School of Education 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. To learn more about the work of the Center for Technology in Education, please visit <http://archive.education.jhu.edu/research/CTE/>.

## **Institute for Education Policy**

The Johns Hopkins Institute for Education Policy (IEP) is dedicated to integrating the domains of research, policy, and practice to achieve educational excellence for all of America's students. Located at one of the nation's premiere research universities, the institute has direct access to leading national and international scholars. At the same time, located in Baltimore, it shares a home with an urban public school system that embodies many of the deepest challenges facing American education. IEP exists to bridge the gap between outstanding research and urgent need. It is committed to translating research on what narrows America's persistent achievement gaps to those on the front lines of policy and practice. Specifically, IEP connects research to the policies and practices that will ensure all children have access to:

- Deep and intellectually challenging curricula
- Highly-effective educators
- Schools models that meet students' diverse needs

By delivering the strongest evidence to the policy-makers who set the course and the practitioners who teach and lead, IEP hopes to serve the American children who enter our classrooms every day. To learn more about the work of the institute, please visit <http://edpolicy.education.jhu.edu/>.



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Courtney Williams  
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Natasha Yamaoka  
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