JOHNS HOPKINS SCHOOL OF EDUCATION

ACADEMIC CATALOG 2017-18

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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 and is among the top recipients of funded research in the United States.

The School of Education offers a challenging environment where students can pursue a wide variety of degree and certificate programs. Our programs and applied research have measurably improved the quality of PK-12 education, with an emphasis on the most challenged urban schools.

Several 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. They are the Center for Research and Reform in Education, which focuses on improving the quality of education for children in prekindergarten through middle school; Center for Social Organization of Schools, which concentrates its research and development resources on the toughest problems in education—improving low-performing schools and the education they offer their students; and Center for Technology in Education, which 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. The Institute for Education Policy provides policy-makers with high-quality research; commissions new research that responds to real-world needs; advises national and state organizations on

proven interventions that narrow persistent achievement gaps; and provides an independent forum that brings stakeholders together for constructive dialogue on students' educational outcomes.

Our students come from a wide variety of academic and professional backgrounds, including upcoming and recent college graduates seeking careers in education, professionals from disciplines outside of education seeking a career change, and experienced educators and counselors who want to enhance their skills in the classroom and practice area.

The school addresses some of the most challenging problems facing education today in areas ranging from early childhood education to adult learning through its doctoral and graduate programs, research and development activities, external partnerships with school systems and educational entrepreneurs, and collaborative connections to the broader Johns Hopkins research community.

No matter the field, the Johns Hopkins School of Education has a program to suit a variety of unique needs. Located in Baltimore, Maryland, the School of Education is committed to preparing current and future educators for an important and rewarding career path.

Accreditation
The Johns Hopkins University is accredited by the Middle States Commission on Higher Education (www.msche.org).

The School of Education is accredited by the National Council for Accreditation of Teacher Preparation (NCATE) (which has been succeeded by the Council for the Accreditation of Educator Preparation [CAEP]; http://caepnet.org) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; http://www.cacrep.org). NCATE is an accrediting body for schools, colleges, and departments of education authorized by the United States Department of Education. NCATE determines which institutions meet rigorous national standards in preparing teachers and other school specialists for the classroom. NCATE's performance based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all students from kindergarten through grade 12. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in counseling.

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

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

- Teaching
- Research
- Program development

- Leadership and service
- Partnership programs

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

- Knowledgeable in their respective content area/discipline: Understanding of content and demonstration of an ability to integrate appropriate national, state, and local standards in the candidate's work.
- Reflective practitioners: Ability to modify, differentiate, and analyze effectiveness of instruction within the context of a particular classroom or school; ability to engage in and benefit from research that leads to improved student outcomes; cultivation of a reflective disposition for lifelong learning.
- Committed to diversity: Respect for the differences among learners (for example, but not limited to, cultural, ethnic, racial, gender, sexual orientation, ability, socio-economic) in the candidate's classroom/school; commitment to the development of all students; commitment to working in schools characterized by diversity of students; understanding of different learning needs/styles and an ability to differentiate instruction appropriately.
- Data-based decision-makers: Understanding of the formal and informal assessments by which progress can be measured at the individual student, classroom, and school levels; ability to use data to plan for instruction (classroom-based or school-wide).
- Integrators of applied technology: Ability to enhance instruction through the appropriate integration of technology; ability to use technologies appropriate to school-based instruction.

Vision
The Johns Hopkins School of Education will lead the world in attracting the most talented and diverse individuals into the fields of education, counseling, health professions and public safety. We are committed to educational improvement and community well-being by assuring that our students, as well as others in the education profession, have the most innovative tools and effective approaches to challenge the status quo of education in America and to develop the intellectual capacity of every learner.

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

- Innovation (in discovery, scholarship, leadership, and application): As members of a university community known preeminently for research and its application, we challenge ourselves to create and test new approaches to the educational needs of our schools and communities, as well as in our own administrative and student support systems.
- Excellence: As reflective practitioners, we engage in regular self assessment and invite external peer reviews to drive the continuous improvement of our academic programs, research activities, and administrative systems.
- Collaboration and Partnerships: We believe that multi--disciplinary and inter-institutional teams, including other schools within Johns Hopkins and public school systems, provide the range of perspectives required to address the most challenging issues facing PK-12 schools and communities.

- Evidence-based Practice: Research and its application and evaluation form an iterative cycle that guides informed practice in our program development, policy formulation, and school reform initiatives. So, too, evidence-based decision making shapes our internal activities such as student and financial services.
- Integrity: One hundred years of continuous service to our region's public schools and urban neighborhoods has earned us a reputation as a trustworthy partner in enhancing the quality of life for children, youth, and adults. By continuing to focus our actions and decisions on the students, schools, and communities we serve, we will sustain this primary commitment.
- Civility and Diversity (in people, thought, and practice): Civility and diversity are processes that form the warp and weft of our school community, weaving together the multiplicity of perspectives and experiences that enhance all our work.

Conceptual Framework

The SOE prepares leaders and change agents who are ready to address complex challenges in education and communities.

To support and advance the quality of education and human services for the continuous development of children, youth, and adults.

CONTENT EXPERTS

LEADERSHIP AND SERVICE

DIVERSITY ADVOCATES

PROGRAM DEVELOPMENT

APPLIED TECHNOLOGY INTEGRATORS

TEACHING

REFLECTIVE PRACTITIONERS

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Candidate Outcomes   Methods of Delivery   Mission   Goal   2/17/2016

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SCHOOL OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

Educator Preparation Programs—Master's Degrees

Program		Number of Credits	Program Information on Page
Master of Arts in Teaching (MAT)			
Concentrations	Elementary Education (Grades 1–6)	39	78
	Secondary Education (Grades 7–12)	39	78
Master of Education			
Concentration	Health Professions (Online)	33	113
Master of Science in Counseling			
Concentrations	Clinical Mental Health Counseling	60	106
	School Counseling (Flexible and Fellows Programs)	48	108 & 111
Master of Science in Education			
Concentrations	Digital Age Learning and Educational Technology	36	83
	Educational Studies (Online Teach For America and TNTP Options)	30-39	85
	Educational Studies (Urban Teachers Option)	48	86
	Educational Studies (Individualized Interdisciplinary Program of Study Option)	33–39	87
	Educational Studies (Independent Schools Option)	33	88
	Gifted Education	33	89
	Reading	39	90
	School Administration and Supervision	39	92

Master of Science in Special Education			
Concentrations (Certification Programs)	Early Childhood Special Education (Infant/Primary)	39	98
	Mild to Moderate Disabilities (Elementary/Middle & Secondary/Adult)	39	99
	Severe Disabilities (Grades K–12)	36	101
Concentrations (Non-Certification Programs)	General Special Education Studies	36–39	103
	Severe Disabilities	36	104

Educator Preparation Programs—Graduate Certificates

Subject Area/Theme	Program	Number of Credits	Program Information on Page
Counseling	Counseling (Certificate of Advanced Graduate Study [CAGS])	30	129
	Clinical Mental Health Counseling	15	129
School Leadership	Educational Leadership for Independent Schools	15	120
	Leadership for School, Family, and Community Collaboration (*Note: The School of Education is not currently accepting applications or admitting new students into this program*)	15	123
	School Administration and Supervision (Online and Face-to-Face Options)	18	125
Special Education	Advanced Methods for Differentiated Instruction and Inclusive Education	15	116
	Applied Behavior Analysis	24	128
	Early Intervention/ Preschool Special Education Specialist	15	118
	Education of Students with Autism and other Pervasive Developmental Disorders	18	119

Technology for Educational Leaders	Data-Based Decision Making and Organizational Improvement (*Note: The School of Education is not currently accepting applications or admitting new students into this program*)	15	117
	Leadership in Technology Integration (Online)	15	123
Other Specializations	Evidence-Based Teaching in the Health Professions (Online)	18	130
	Gifted Education	18	120
	K–8 Mathematics & STEM Lead-Teacher Education (*Note: The School of Education is not currently accepting applications or admitting new students into these programs*)	15	121
	Mind, Brain and Teaching (Online)	15	124
	Urban Education	18	127

Doctoral Programs

Program	Number of Credits	Program Information on Page
Doctor of Education (EdD) (Online)	90	134
Doctor of Philosophy (PhD) in Education	90	132

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)

Program Concentrations	Number of Credits	Program Information on Page
Bachelor of Science		
Organizational Leadership	60	140
Master of Science		
Intelligence Analysis	36	145
Organizational Leadership (Online and Face-to-Face Program Options)	36	142

Suspended Programs

The Johns Hopkins University School of Education has notified the Maryland Higher Education Commission (MHEC) of its decision to suspend the academic programs listed below; consequently, we are no longer accepting applications or admitting new students into these programs.

Suspended Graduate Certificate Programs

- Adolescent Literacy Education
- Assistive Technology
- Cooperative Learning Instructional Practices
- Earth/Space Science
- Education of Students with Severe Disabilities
- Effective Teaching of Reading
- Emergent Literacy Education
- English as a Second Language Instruction
- K-8 Science Lead Teacher
- Online Teaching and Learning for Adults
- Teacher Leadership
- Teaching the Adult Learner

Suspended Master's Programs

- Master of Arts in Teaching with a concentration in Early Childhood Education
- Master of Arts in Teaching with a concentration in English for Speakers of Other Languages
- Master of Science in Special Education with a concentration in Technology in Special Education

Graduate Certificate Programs Not Currently Admitting New Students

The School of Education has not formally suspended the programs listed below, but we are not currently accepting applications or admitting new students into these programs.

- Data-Based Decision Making and Organizational Improvement
- K-8 Mathematics Lead-Teacher Education
- K-8 STEM Lead-Teacher Education
- Leadership for School, Family, and Community Collaboration

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 pertains 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@thecb.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 2017-2018

Summer Semester 2017

April 1	Financial aid priority filing date for 2017 summer semester
March 27 – May 30	Registration period for 2017 summer semester (*Note: Students may register for or add a course up until the day before the course begins, provided it is not already full*)
May 26	Last day to submit graduation application for 2017 summer semester
May 31	2017 Summer Session I begins
July 1	Date upon which any I (incomplete) grade recorded in SIS for the 2017 spring semester and May session is automatically replaced by an F grade on a student's academic transcript. Scholarship deadline for PSL students.
July 4	Fourth of July holiday; no classes held (*Note: Tuesday-only classes meeting in Session 1 only have 5 scheduled meeting dates; therefore, faculty must schedule a make-up class session. All Tuesday-Thursday classes have an additional class scheduled to meet on Thursday, July 13*)
July 11	Summer Session I ends
July 17	Summer Session II begins
August 26	2017 Summer Session II ends
October 6	Date upon which any I (incomplete) grade recorded in SIS for the 2017 summer semester is automatically replaced by an F grade on a student's academic transcript

Fall Semester 2017

June 1	Financial aid priority filing date for 2017 fall semester. Scholarship deadline for continuing education students.
July 3 – August 29	Registration period for 2017 fall semester (*Note: Students may register late for or add a course up until the day before the course begins, provided it is not already full*)
August 25	Last day to submit graduation application for 2017 fall semester
August 30	2017 fall semester classes begin
September 4	Labor Day holiday; no classes held
November 22 – November 26	Thanksgiving holiday; no classes held
December 13 – 19	Final examination period for 15-week classes
December 19	Last day of 2017 fall semester
February 15	Scholarship deadline for full-time programs and new students

February 27	Date upon which any I (incomplete) grade recorded in SIS for the 2017 fall semester and 2018 January Intersession is automatically replaced by an F grade on a student's academic transcript

January Intersession 2018

January 2 – 20	2018 January Intersession
January 15	Martin Luther King, Jr., holiday; no classes held

Spring Semester & May Session 2018

October 30 – January 21	Registration period for 2018 spring semester and May session (*Note: Students may register late for or add a course up until the day before the course begins, provided it is not already full*)
November 1	Financial aid priority filing date for 2018 spring semester
January 2	Last day to submit graduation application for 2018 spring semester
January 22	2018 spring semester classes begin
April 1	Financial aid priority filing date for 2018 summer semester
April 30 – May 5	Final examination period for 15-week classes
May 7 – May 26	May Session classes
May 23	School of Education Commencement
May 24	University-wide Commencement
July 1	Date upon which any I (incomplete) grade recorded in SIS for the 2018 spring semester and 2018 May session is automatically replaced by an F grade on a student's academic transcript

ADMISSION, REGISTRATION AND FINANCES

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

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

To be admitted to a School of Education degree or certificate program, students must apply online. 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.
- Three (for doctoral and full-time master's programs) or two (for all other programs) signed letters of recommendation.
- Official transcripts from all post-secondary institutions attended.
- Completed dispositions survey.

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 SOE.

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, the dispositions survey, and signed letters of recommendation—can be uploaded electronically using SIS (Student Information System) Self-Service or mailed after the online application has been completed.

> Mailing address:
> Johns Hopkins University
> School of Education
> Office of Admissions
> 6740 Alexander Bell Drive, Suite 110
> 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 section of the SOE website and individual program webpages 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 tests: If required, all test scores must be official scores sent directly from the test administrator 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

Applicants seeking to start in select full-time master's program in the School of Education are also required to submit official GRE scores as part of the application process.

Admissions Deadlines & Priority Consideration

Applicants should consult the Admissions 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 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 for scholarship consideration are recommended to submit a completed application by the posted priority consideration deadline for fall admission.

International applicants are required to submit completed applications by the deadlines below:

Admission Term	Application Deadline
Summer	February 1
Fall	April 1
Spring	October 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 who are offered admission can expect to receive notification of their decision by

email. Unless indicated otherwise in the offer email, applicants have two weeks in which to accept, decline, or defer the offer of admission using the School of Education's SIS Self-Service. 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

Admitted students (excluding those admitted into the online Doctor of Education program) may decide to defer admission into a program for up to one year from the semester for which they were admitted. Admitted students cannot defer admission once they have registered for a course in the School of Education.

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.

Financial aid and tuition support (e.g., awards) are not automatically deferred. Please inquire with the Financial Aid Office before requesting a deferral.

Students with deferred admission status who wish to extend their deferral beyond the initial one-year time period must email a written request to the Office of Admissions at soe.admissions@jhu.edu. Extended deferral requests are not automatically granted and will be processed by the Office of Admissions. The decision to grant a deferral beyond the one-year time period is at the discretion of the Vice Dean for Academic Affairs (or designee). Students with deferred admission status who have requested an extension of their deferral will be notified via email by the Office of Admissions as to whether their request has been approved or denied.

Students with deferred admission status cannot register for courses in the School of Education. Students with deferred admission status who wish to change their deferred status—for example, in order to enroll in a course before their official period of deferment expires or to withdraw their application from a program completely—should contact both their faculty adviser and the Office of Admissions.

Note: Veterans applying for readmission following inactivation/deactivation of a previous admission decision cannot be denied entrance for reasons relating to their service.
Note: For the online Doctor of Education program, an offer of admission is for the specific cohort for which an application was submitted. An applicant may accept or decline the admission offer, but deferring to the next cohort in not an option.

Undergraduate Program Admission Policy—Division of Public Safety Leadership

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

- Hold a high school degree or equivalent.
- Possess an associate of arts degree from an accredited college or university or have earned at

least 60 transferable college-level credits with a minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale).

Graduate Certificate and Master's Degree Admission Policy
In addition to the above admission requirements, applicants for graduate certificate and master's degree programs must:

- Hold a bachelor's degree (and in some cases a master's degree) from an accredited college or university.
- 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).
- (for PSL programs) Currently serve a federal, state, or local public safety agency, intelligence agency or in the military, or receive an exception from the PSL director.

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.

Doctoral Degree Admission Policy
See the Doctoral programs web page—http://education.jhu.edu/academics/doctoral-programs/— for the specific admission requirements for the School of Education's PhD and EdD programs.

Health Insurance for School of Education Students
Full-Time and International Students
It is university policy that all full-time students maintain adequate health insurance coverage to provide protection against unexpected accidents and illnesses. The School of Education offers certificate and degree-seeking students health insurance coverage. For the 2017-18 academic year, the university offers the Johns Hopkins University Student Health Benefit plan, in which all students enrolled in full-time programs and currently without health insurance coverage should enroll. (*Note: Full-time students with pre-existing health insurance coverage can choose to waive enrollment 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 the Consolidated Health Plans (CHP), which has contracted with Cigna's network of providers. The current cost for the student annual plan is $1,880. The annual coverage period is August 15, 2017, to August 14, 2018, and the per-term coverage dates are as follows: fall semester, August 15, 2017, to February 14, 2018; spring semester, February 15, 2018, to August 14, 2018. Please note that this is an annual plan with only one enrollment period. Open enrollment began July 3 and ends September 15, 2017. Students can enroll in the plan via SIS Self-Service (look for the "Personal Info" tab and then select "Health Insurance"). Coverage will automatically renew for the spring once a student enrolls for the spring semester. The student health insurance fee will be billed directly to the student's account (at $940 per semester for fall and spring) and is subject to the payment guidelines of the Student Accounts office. Coverage for eligible dependents is available at an additional cost.

For more detailed information about the insurance plan or if your academic program does not begin in the fall, contact http://studentinsurance.com/ or call 877-657-5044 directly. You may also call the Office of the Registrar at soe.registration@jhu.edu or 410-516-9816.

Note: Students admitted into the Master of Science in Education/Urban Teachers collaboration program have separate instructions and should follow them.

Part-Time Students
All currently enrolled part-time, degree-seeking and certificate students are also eligible to enroll in the Johns Hopkins University Student Health Benefit Plan administered by the Consolidated Health Plans (CHP). Information about enrollment dates and costs are listed above.

International Student Admission Policy
Demonstration of English Language Proficiency by Non-native-speaking Applicants
As one measure of potential for academic success while a student in the School of Education, international applicants must demonstrate proficiency in both written and spoken English.

To demonstrate proficiency, international applicants must submit official TOEFL (Test of English as a Foreign Language) or International English Language Testing System (IELTS) 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 7.0. 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 can be found online at http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/.

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

Admissions Policy for International Students Requiring a Student (F-1) Visa
An international applicant requiring a student (F-1) visa to attend school must obtain full admission to a degree program well in advance of the start of the semester. The School of Education does not issue certificates of eligibility (Form I-20) for conditional acceptance to a degree program, nor does it issue an I-20 for any certificate programs. The application and other required admission documents must be received by the Office of Admissions on or before the

posted application deadlines. If applications and other required documents are not received by the Office of Admissions on or before the deadline, the application will automatically be considered for the next available semester.

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.

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 Credential Evaluation
Applicants who hold degrees or have earned credits from non-U.S. institutions must have their academic records evaluated by a credential evaluation agency before they can be considered for 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. The official course-by-course evaluation should be sent to the Office of Admissions in lieu of academic transcripts. Evaluations should be sent by the agency to:

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

Because fees and documents required for evaluation may vary by agency, applicants are encouraged to contact the agencies directly for additional information. The following is a sample list of recognized credential evaluation agencies:

World Education Services, Inc.
Website: www.wes.org

Educational Credential Evaluators
Website: www.ece.org

International Student Services
Upon receipt of an acceptance package from the School of Education, the international student who needs to obtain a student (F-1) visa is required to contact the Office of International Services (OIS, http://ois.jhu.edu/) at 667-208-7001 or ois@jhu.edu to request a certificate of eligibility (Form I-20). The I-20 is not automatically sent with the acceptance package. Before an I-20 is issued, the international student is required to send financial documentation and a notarized affidavit of support to:

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

In order to maintain F-1 visa status, students must adhere to the regulations set by the U.S. Citizenship and Immigration Services (USCIS). Failure to abide by any of the regulations could result in students being considered "out of status" by the USCIS.

Upon arrival at Johns Hopkins, international students on an F-1 visa are required to visit the 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.

Credits completed during the January intersession and May session are counted toward the spring semester count (for example, three credits completed in the 2018 January intersession, six credits completed in the 2018 spring semester, and three credits completed in the 2018 May session equate to 12 credits for the spring 2018 semester). Summer semester courses are not considered when calculating full-time F-1 visa status, although credit earned during summer semester courses may be applied toward a student's degree.

In order to comply with USCIS regulations, all F-1 students are required to register for the full course load at the beginning of each fall and each spring semester. 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 for additional information, or contact OIS at 667-208-7001 or 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.

International applicants who hold types of visas other than an F-1 visa and who wish to enroll as part-time Graduate Special Students (Non-Degree) should follow the application directions outlined under Graduate Special Students (Non-Degree). International graduate students attending other institutions on student (F-1) visas during the regular academic year are also welcome to enroll as Graduate Special Students (Non-Degree) during the summer. For more information, contact the Office of Admissions at 1-877-548-7631.

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

Graduate Special Students (Non-Degree) must meet all prerequisites for course registration and are subject to School of Education academic standards. Graduate Special Students (Non-Degree) must possess a bachelor's or graduate degree from 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, generally no more than two weeks after submission of the complete application.

Graduate Special Students (Non-Degree) Seeking to Apply to a Full Degree/Certificate Program
Graduate Special Students (Non-Degree) who subsequently wish to enroll in a School of Education degree or certificate 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. No additional transcripts or application fees are required for this status.

Transfer of Credits

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

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

A maximum of 60 credits may be transferred into an undergraduate degree program in the School of Education, including credits by examination. Decisions regarding the acceptance of undergraduate transfer credits are made by the Division of Public Safety Leadership and will be evaluated on a case by case basis.

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 certain 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 must submit a request in writing to the Office of Admissions at soe.admissions@jhu.edu.

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 School of Education, must submit a written request to the Vice Dean for Academic Affairs (or designee). The Vice Dean (or designee) will determine (on a case by case basis and in consultation with other parties as necessary) the appropriate course of action thereafter—for example, whether the student must resubmit formal applications and all other required materials (excluding transcripts and fees) to the Office of Admissions and whether the student can transfer credits from one School of Education program to another.

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, dispositions survey, and signed letters of recommendation can be uploaded electronically using SIS Self-Service or mailed to:

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

Note: Students may not enroll in two master's programs concurrently.

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 (or the division adviser for PSL students) throughout their academic program, students can ensure conformity to program curricula and regulations, select coursework to best meet professional goals, and stay on track for timely completion of their academic program. *(Note: For many procedural questions—regarding registration, for example—students [except those in PSL] should consult with an academic program coordinator rather than their faculty adviser.)* Faculty advisers are assigned to each student [except those in PSL] 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 prior to submitting an application.
- Newly admitted students are expected to speak with their faculty adviser to set up a program of study prior to registering for their first class.
- Graduate Special Students (Non-Degree) students should contact the Office of Admissions (1-877-548-7631) prior to 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) prior to registering for additional classes.
- When planning courses, students should schedule appointments with their faculty adviser prior to 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) prior to 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 class.

Registration begins several months before each semester (see Registration 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).

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).

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

REGISTRATION CALENDAR: REGISTRATION START AND END DATES FOR ACADEMIC YEAR 2017-18	
Semester	**Start and End Dates**
Summer Registration	March 27 – May 30
Summer Session I Start and End Dates	May 31 – July 11
Summer Session II Start and End Dates	July 17 – August 26
Fall Registration	July 3 – August 29
Fall Start and End Dates	August 30 – December 19
January Intersession Registration	October 30 – January 1
January Intersession Start and End Dates	January 2 – 20
Spring/May Session Registration	October 30 – January 21
Spring Start and End Dates	January 22 – May 5
May Session Start and End Dates	May 7 – 26
Please note: Students may register late for any course provided that it has not had its first meeting and the course is not already full.	

Registrations are processed as they are received. If a selected course is full, a student may be placed in an alternate course. 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., mini-courses, or those that meet for one or two weeks) 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 fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. (Johns Hopkins employees must submit a tuition remission voucher. Faxed copies of the vouchers are acceptable.)

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

Dropping a Course

Students may drop a course without financial penalty up to the course start dates 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 Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, 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 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 Registrar's Office, 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).

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

Note: The schedule in the Withdrawal/Audit Calendar applies to both online and in-person courses.

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 at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. Students may not withdraw from courses online using the SIS Self-Service website. Notice to the instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. The Withdrawal/Audit Calendar lists the last date each semester to withdraw without academic penalty (without receiving the grade of F). Students should contact the Office of the Registrar at 410-516-9816 to confirm the last date to withdraw without academic penalty or to change to auditor status for other alternate format courses.

Students who 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 nonrefundable.

Financial aid recipients will have their aid award adjusted according to credits registered. International students on an F-1 visa are advised to contact the International Services Office at 410-516-1013 before withdrawing from a course.

Auditing Courses

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

Students enrolled for credit who wish to change to auditor status (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 placed on a wait list for any course will be contacted in the order in which they were placed on the list. Students should not contact the instructor to request approval to be removed from the wait list and officially registered for a course. Students may wait list for only one section of a particular course. The Office of the Registrar will contact the student (via the student's JHU email address) only if an opening occurs prior to the first class meeting of the course. Students may not participate in a class unless officially registered for it. Wait listing for a course is not an official registration.

Course Load

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

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

Leave of Absence

A student may be placed on leave of absence for personal or other reasons. The approval of the Vice Dean for Academic Affairs (or designee) is required before leave is granted for a specific period, not normally to exceed one year. (A student whose leave of absence status expires has the option to request a leave of absence extension on a yearly basis, subject to the approval of the Vice Dean (or designee).) A request for a leave of absence is not automatically granted–decisions will be made on a case-by-case basis. If a leave of absence is granted, the Vice Dean (or designee) will notify the Office of the Registrar.

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

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, downloadable at http://education.jhu.edu/student-resources/office-of-the-registrar/forms-and-petitions/ to SOE's Office of Student Affairs, having first obtained the signature approval of his/her faculty adviser or (for PSL students) division director. The form and any supporting materials should be mailed to the following address—Johns Hopkins University School of Education, Office of Student Affairs, 6740 Alexander Bell Drive, Columbia, MD 21046—or emailed to soe.students@jhu.edu. The Office of Student Affairs shall forward the petition to the Vice Dean for Academic Affairs (or designee), who will make the final decision.

Students granted a leave of absence will also need to withdraw from any course(s) in which they are enrolled at the time the request is approved (see Withdrawing from a Course). Students placed on a leave of absence are still required to meet tuition/fee and financial aid obligations.

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 file written notice with the Vice Dean for Academic Affairs (or designee) and with the Office of the Registrar. In addition to filing written notice to withdraw from a program, students must also notify the Office of the Registrar, using the Add/Drop form (see Withdrawing from a Course), if they also wish to withdraw from any course(s) in which they are currently enrolled at the time the decision is made to withdraw from a program.

A student who formally withdraws from a program, but who subsequently wishes to be reinstated to the program, must 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:

> Office of the Registrar
> Johns Hopkins University
> School of Education
> 6740 Alexander Bell Drive, Suite 110
> 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 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 during an academic semester 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 drop occurs (if done online) or the

date that the Office of the Registrar receives an official Add/Drop Form. Refunds are not applicable to registration and other non-tuition fees and are not granted to students suspended or dismissed for disciplinary reasons.

REFUND SCHEDULE					
Note: The Refund Schedule applies to both online and in-person courses. Registration fees are nonrefundable.					
Refund	2-day mini-courses	January Intersession/ May Session	Courses that meet 4–9 class sessions	Courses that meet 10–14 class sessions	Courses that meet 15 or more class sessions
100%			From the day of registration prior to the beginning of the 1st class meeting		
80%	not applicable	from the 1st class meeting and prior to the beginning of the 2nd class	not applicable	from the 1st class meeting and prior to the 2nd class meeting	from the 1st class meeting and prior to the 3rd class meeting
70%	not applicable	from the 2nd class meeting and prior to the 3rd class meeting	from the 1st class meeting and prior to the 2nd class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 4th class meeting
50%	from the 1st class meeting and prior to the 2nd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 4th class meeting and prior to the 7th class meeting
0%	once the 2nd class begins, there is no refund	once the 5th class begins, there is no refund	once the 3rd class begins, there is no refund	once the 5th class begins, there is no refund	once the 7th class begins, there is no refund

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

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

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 during the same semester in which the course is 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:

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

Immunization Law for New and Continuing Students under the Age of 26
According to Washington, DC, Immunization Law 3-20, students under the age of 26 who attend classes in Washington, DC, must get vaccinations for Measles, Mumps, Rubella (MMR) and Tetanus/Diphtheria. Students will need to submit proof of their immunizations (using the Immunization Form downloadable from the School of Education's website 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 or (for PSL students) division director.

Disability Services
The Disability Services Office collaborates with students, instructors, and staff to provide equitable, inclusive, and sustainable learning environments that promote academic success for all students. Students needing academic accommodations must register with the Disability Services Office by contacting soe.disabilityservices@jhu.edu or 410-516-9734. Recent documentation from a credentialed professional must be provided—all information remains confidential. The Disability Services Office recognizes the diverse characteristics and experiences of the School of Education community and commits to creating a climate of mutual respect that supports one another's success. For more information, visit http://education.jhu.edu/student-resources/disability-services/.

Tuition and Fees

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

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

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

Academic Year 2017-18 Tuition
Graduate and Doctoral Programs in Education
Full-time Programs
- Full-time master's programs: $1,000 per credit
- Full-time Master of Arts in Teaching (MAT): $39,000
- Full-time Master of Science in Special Education with a concentration in Mild-to-Moderate Disabilities: $39,000
- Full-time Master of Science in Counseling with a concentration in School Counseling (Fellows Program): $48,000
- Full-time doctoral programs: $43,923 per academic year*
  Note: Students in the full-time PhD program who take courses over the summer semester pay the standard part-time credit tuition rate ($1,464 per credit) for PhD doctoral level courses.

Part-time Programs
- Graduate-level programs: $755 per credit for all locations/programs, except for those programs noted below
- Online master's level and graduate certificate programs: $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: $1,200/$700 per credit*
  Note: Courses in the MEHP and Post-Master's Certificate in Evidence-Based Teaching in the Health Professions programs are $1,200 per credit, with the exception of Johns Hopkins University and Johns Hopkins Hospital and Health System employees, who pay $700 per credit.
- Online EdD program: $4,265 per course
- PhD program: $1,464 per credit

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 doctoral 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.

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, company billing, 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.

Payment Options

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

- Pay online with an electronic check or credit card
- Pay with a check by mail
- Pay with cash, check, or credit card at one of the campus locations
- Enroll in the monthly payment plan
- Pay with an employer contract
- Take advantage of JHU's tuition remission for university employees (JHU tuition remission covers tuition costs only)
- Pay via electronic billing
- 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 log into 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 log into 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 University
School of Education
Office of Student Accounts
6740 Alexander Bell Drive, Suite 110
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 cash, 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 Office of Student Accounts 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

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

- Contact Tuition Management Systems (TMS) by phone at 1-800-722-4867 or visit the website at https://jhusoe.afford.com/.
- Identify yourself as a Johns Hopkins University School of Education student when contacting

TMS.
- Know your Hopkins ID before calling. This can be found on the SIS Self Service home page.
- Know the amount of tuition and fees to be budgeted with the monthly payment plan. *(Note: January intersession courses should be included in the spring 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 $85 at the beginning of each academic year to join the annual plan.
- See http://education.jhu.edu/student-resources/student-accounts/payment-schedule-b/ for open enrollment and payment due dates for the current payment 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
If an employer is paying for all or part of a student's tuition, please note the following:

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

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

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

- If the remission does not cover the entire cost of tuition, the student is required to pay the remaining balance at the time of registration.
- Students can select the monthly payment plan to pay for tuition not covered by the tuition remission benefit or choose to be electronically billed.

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. For current billing periods and due dates, see http://education.jhu.edu/student-resources/student-accounts/payment-schedule-b/.

Wire Transfer Payment Options
International students may choose to wire payment information directly to Johns Hopkins University or use our new service with 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.

Log into your SIS Self-Service account. Go to the billing tab and select the Summary or Statements 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 of via email (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.

AY 2017-18 MONTHLY PAYMENT PLAN JHU SCHOOL OF EDUCATION				
Semester	**Payment Plan Enrollment Start Date**	**Payment Plan Enrollment End Date**	**First Payment Due**	**Payment Plan Options**
Summer 2017	March 27, 2017	June 1, 2017	June 1, 2017	**THREE** installments due the 1st of each month. First payment due June 1; remaining balance due on the 1st of July and August.
Fall 2017	July 3, 2017	Sept 1, 2017	Sept 1, 2017	**FOUR** installments due the 1st of each month. First payment due Sept.1; remaining balance due on the 1st of Oct, Nov, and Dec.
Intersession 2018 & Spring 2018	Oct 30, 2017	Feb 1, 2018	Feb 1, 2018	**FOUR** installments due the 1st of each month. First payment due Feb.1; remaining balance due on the 1st of March, April, and May.
Annual Plan for _Full-time Programs only_	March 27, 2017	N/A	June 1, 2017	**TEN** installments due the 1st of each month. First payment due June 1; remaining payments due on the 1st of July, Aug, Sept, Oct, Nov, Dec, Jan, Feb, and March.
Note: Contact Tuition Management Systems (TMS) at 1-888-713-7238 or https://jhusoe.afford.com/ for more information.				

Financial 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.

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 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.

In addition, to receive federal aid, students must be U.S. citizens or eligible non-citizens; have registered with the Selective Service between the ages of 18 and 26 if male; not owe refunds on federal grants or be in default on federal educational loans; have a valid social security number, and be fully admitted prior to the first day of classes for the semester in which they receive 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 require a cosigner who is a US citizen.

The academic year consists of the summer, fall, and spring semesters. For financial aid purposes, the spring semester includes the January intersession and the May session. For the purpose of most financial aid programs, students must maintain at least half-time enrollment in the semester. 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. Students who enroll in the January Intersession will have those credits added to their spring semester credits to determine their enrollment status.

Students must maintain satisfactory academic progress and credit compliance (half-time enrollment in required courses per semester in which aid is received) to continue to be eligible for financial aid. Academic progress is reviewed at the end of each semester. Loss of aid eligibility due to noncompliance with satisfactory academic progress policy may be appealed in writing to the Financial Aid Office, including presentation of evidence substantiating the reason for failing to achieve academic progress. Federal regulations identify the special circumstances that can be taken into consideration in an appeal. The appeal statement will identify what measures the student has taken, or will take, to rectify the situation. The appeal statement will be reviewed and faculty advisers and/or deans may be consulted. 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/.

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 certifies loan deferment forms. Students who only need one or two courses to graduate and will 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. For more information or to print a paper Deferment Form, visit https://myfedloan.org/.

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. Both forms are available online at http://education.jhu.edu/admission-financial-aid/apply-for-financial-aid/financial-aid-forms/. 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 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-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.

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.

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. 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 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.

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

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.

Financial Aid Office
Johns Hopkins University
School of Education
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100
410-516-9808
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 and Supplemental Educational Opportunity Grant (SEOG). Eligibility for the Federal Pell and SEOG 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.

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.

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 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.

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

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

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

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

Richard and Marie Conley Mumma Scholarship Fund
Established in 1997 by the estate of Richard and Marie Conley Mumma, this scholarship 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.

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 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.

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 or faxed to 410-516-9817. If preferred, forms can be mailed to:

Veteran's Certification Officer
Office of the Registrar
School of Education
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 emailed request can be sent to 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.

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 does participate in the Yellow Ribbon Program. 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 Registrar's Office at 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 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

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	
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.

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

Incomplete (I) Grade
An "I" (incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific coursework. A final grade is submitted to the Office of the Registrar by the instructor (using the Grade Change Form) after the student's completed work has been graded, provided the work was done within the agreed timeframe, as set by the instructor. In the event that the work is not completed within the agreed timeframe, and no grade is reported within four weeks after the start of the following

semester, a grade of "F" replaces the "I" on the student's academic transcript. The Academic Year Calendar details the last date that students may submit incomplete work for each semester.

Repeated Courses

Graduate Students

A graduate (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 plan for reinstatement to good academic standing—see policy on Unsatisfactory Academic Standing below. Courses that students are required to repeat as part of their academic probation do not count as "voluntarily" repeated courses.

When a course is repeated, both the original and repeated course grades appear on the academic record; however, only the repeated course grade is used in calculating the grade point average. Course credit may be applied toward degree requirements only once, even if a course is repeated. The repeated course is indicated with an "R" on the academic record. Graduate students should be aware of the following when repeating courses:

- 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 second or third grades of C+, C, or C- are earned.
- The number of C and F grades used to determine academic disciplinary actions includes repeated course grades (see 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 who repeats a course, irrespective of whether it is taken voluntarily or mandated as part of the requirements for academic probation, may only receive financial aid assistance toward the cost of the repeated course if the student did not previously receive financial aid assistance to pay for the original course.

Grade 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 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 University School of Education, Office of Student Affairs, (6740 Alexander Bell Drive, Columbia, MD 21046) or emailed to Jenny Eddinger (at 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 Registrar's Office.

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 Registrar's Office.

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.

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 (http://education.jhu.edu/academics/academic-policies/grading-system-academic-records/grade-reports-transcripts-and-academic-record-requests/) for information on how to order transcripts online, by mail, or in person. Students who wish to obtain transcripts from previously attended colleges and universities should contact those institutions directly.

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

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

Academic Records Requests

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

Verification Requests

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

Loan Deferment Requests

Loan deferment is certification of enrollment and is processed by the 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 703-742-7791 and speak to a Student Service Representative if it appears a lender has not accessed the correct information.

Note: Half-time status for graduate students 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.

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

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

Transcript records are archived permanently in the 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.

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.

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.
- To be removed from academic probation, the student must raise his/her cumulative grade point average above 2.0 (on a 4.0 scale) within 24 credits of being placed on academic probation.
- If a student on academic probation fails to raise his/her cumulative grade point average above 2.0 (on a 4.0 scale) by the semester in which s/he completes the additional 24 credits, the student will be academically suspended.
- A student will also be academically suspended if s/he achieves a grade point average below 2.0 (on a 4.0 scale) while on academic probation.
- After a period of not less than one year, an academically suspended student may submit a written petition to the PSL division director for consideration of reinstatement on a probationary basis.

Academic Dismissal

If a student is reinstated to good academic standing following academic probation, any subsequent grade of C- or below will result in academic dismissal, which is final. Students who have been academically dismissed are permanently barred from registering for any credit-bearing courses or matriculating in another degree/certificate 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 earns a second grade of C+, C, or C- for a credit-bearing course. (D grades are

not given to graduate students.) 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. Graduate students receive no credits for courses in which a second or third grade of C+, C, or C- is earned. [*Note: In the Urban Teachers collaboration program a student's academic standing is considered unsatisfactory in the event s/he earns a single grade of C+, C, or C-. 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 and/or professional expectations as defined by individual programs—for example, failing to display appropriate professional dispositions in a course/program or performing unsatisfactorily during an internship placement.

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.
- The student should contact his/her faculty adviser (or the division director for PSL students) to develop a plan for reinstatement to good academic standing.
- Any courses taken during the probationary period must be approved by the student's faculty adviser (or the division director for PSL students). 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) completed any required repeated or substitute (for elective) course(s) with a satisfactory grade, 2) regained a cumulative grade point average of 3.0 (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 division director for PSL students) or the program.

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 conditions for reinstatement to good academic standing while on academic probation.
- Earns a subsequent grade of C+ or below in a credit-bearing course while on academic probation or having subsequently been reinstated to good standing following academic probation.
- Earns two or more F grades in credit-bearing courses in the same semester or cumulatively over the course of his/her entire program of study.
- Earns three C grades (C+, C, or C-) in credit-bearing courses in the same semester or cumulatively over the course of his/her entire program of study.
- Earns an F grade and two C grades (C+, C, or C-) in credit-bearing courses in the same semester or cumulatively over the course of his/her entire program of study.

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 academically dismissed are permanently barred from registering for any credit-bearing courses or matriculating in another degree/certificate 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 and/or professional 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.
- The student should contact his/her faculty adviser and program director to develop a plan for reinstatement to good academic standing. The student will receive a letter from the program explaining the terms of the probation and the clear requirements for reinstatement.
- 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) regained a cumulative grade point average of 3.25 (on a 4.0 point scale), as required for good academic standing, and 2) 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 conditions 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 academically dismissed are permanently barred from registering for any credit-bearing courses or matriculating in another degree/certificate 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.

Students who are planning to graduate by May 2018 must apply for graduation 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.

The application must be submitted no later than the start of the student's final semester of coursework. (See the application deadlines at the end of this section.) Students must complete separate applications for each degree and/or certificate they expect to receive. Applications should be mailed or faxed to 410-516-9817 with the appropriate graduation fee to:

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

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

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

The Johns Hopkins University confers degrees at the end of the summer, fall, and spring semesters. The commencement ceremonies are held in May. The May commencement brochure will include the names of those students who applied to graduate by the designated deadlines for the 2017-18 academic year. (See the application deadlines at the end of this section.) Students who submit graduation applications after the spring semester deadline may need to wait until the end of the following semester to have their degree conferred.

Students will have the choice of having their diplomas mailed to them approximately two weeks after the May commencement ceremonies, or they can attend the commencement ceremonies and pick up their diplomas at the conclusion of the ceremony.

Note: Students in certificate programs will receive their diplomas via mail.

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

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

Semester	*Application Deadline*
Summer	May 26 (conferral date August 25, 2017)
Fall	August 25 (conferral date December 29, 2017)
Spring	January 19 (conferral date May 24, 2018)

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.

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 University 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). 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 Registrar's Office (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 Registrar's Office 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 students 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—Office of Student Affairs, Johns Hopkins University School of Education, 6740 Alexander Bell Drive, Columbia, MD 21046—or emailed to 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 Registrar's Office.

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 Registrar's Office. 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 (http://studentaffairs.jhu.edu/policies/student-code/).

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/ Principles for Ensuring Equity, Civility and Respect for All – 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
- Policy on the Safety of Children in University Programs – 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
- 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
- Photography and Film Rights Policy – 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

GRADUATE EDUCATION PROGRAMS

Master's Degree Programs
Master of Arts in Teaching

The Johns Hopkins Master of Arts in Teaching (MAT) program prepares candidates for initial certification in Maryland as Elementary and Secondary teachers. *[Note: The School of Education is not currently recruiting candidates for certification in Early Childhood Education, World Languages or English for Speakers of Other Languages (ESOL). For the latest information on the School's teacher certification offerings, prospective applicants should refer to the School of Education's website.]* Offering part- and full-time options, the program integrates the content and classroom experience required for certification and for effective teaching. The MAT is designed for recent graduates of bachelor or graduate degree programs in appropriate content areas, as well as mid-career professionals who desire to become teachers.

There are four program options 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 full-time 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 part-time 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.
- The Professional Immersion Master of Arts in Teaching (ProMAT) program is a 16-month partnership program with Montgomery County Public Schools.
- 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.

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, and specific additional content-area coursework that may vary due to differences in undergraduate preparation. Students may pursue the degree on a full- or part-time basis; however, the internship requires full-time teaching in a school setting. The nature and duration of the internship are determined by the full- or part-time program option selected. MAT students must pass the content knowledge portion of Praxis II to be scheduled for their pre-internship class.

The nationally recognized Interstate Teacher Assessment and Support Consortium (InTASC) Standards guide the MAT program. Using these standards, students demonstrate their competence through a portfolio development process monitored by faculty and supervising teachers and their participation in a variety of field placements. The MAT program requires candidates to participate in electronic learning communities.

To be eligible for Maryland State teacher certification, students must complete the MAT program requirements (including successful defense of the portfolio, successful completion of the internship, and earn a GPA of at least 3.0 for all coursework) and pass all Praxis I/Core (or state approved alternative tests) and Praxis II exams required by the state.

Note: Praxis is a professional assessment test for beginning teachers. Praxis II requirements vary by certification area.

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
871.502   Educational Alternatives for Students with Special Needs

884.501	Advanced Processes and Acquisition of Reading
884.502	Diagnosis/Assessment for Reading Instruction
810.603	Methods of Teaching in the Elementary School: Part I
810.604	Methods of Teaching in the Elementary School: Part II
884.505	Materials for Teaching Reading
884.507	Instruction for Reading
810.679	Classroom Management
810.653	MAT Field Experience (1 credit) (full-time program only)
810.641	MAT Clinical Practice for Elementary Candidates: Part I (2 credits) (full-time program only)
810.642	MAT Clinical Practice for Elementary Candidates: Part II (full-time program only)
810.640	Supervised Internship and Seminar in the Elementary Schools (6 credits) (part-time-time program only)

Secondary 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
871.502	Educational Alternatives for Students with Special Needs
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
810.660	Teacher as Thinker and Writer
810.62X	Special Topics in Secondary Education
810.61X	Methods of Teaching in the Secondary School: Part I (subject specific)
810.63X	Methods of Teaching in the Secondary School: Part II (subject specific)
810.679	Classroom Management
810.653	MAT Field Experience (1 credit) (full-time program only)
810.646	MAT Clinical Practice for Secondary Candidates: Part I (2 credits) (full-time program only)
810.647	MAT Clinical Practice for Secondary Candidates: Part II (full-time program only)
810.645	Supervised Internship and Seminar in the Secondary Schools (6 credits) (part-time program only)

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, dispositions survey, two

(for the part-time program option) or three (for all other program options) letters of recommendation, and official transcripts from all post-secondary institutions attended.

- Achieve passing scores on either the GRE (for applicants to the full-time program) or one of the following tests (for applicants to part-time program options): 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 to view current state requirements.)

If found eligible for admission, applicants will be invited for interview, during which the applicant's prior course-work will be reviewed to determine whether it meets the State's content threshold for certification. Candidates who do not meet the State's requirements will need 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 to undergo state and federal criminal background checks, revealing no history of criminal activity, prior to placement in any internship. (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, social studies, and the sciences (biology, chemistry, earth/space science, and physics).

All of the programs in teacher education at Johns Hopkins University are fully accredited through the Council for the Accreditation of Educator Preparation (CAEP—formerly NCATE) and lead to teacher certification in the State of Maryland, which reciprocates with most other states.

Full-Time Master of Arts in Teaching
The full-time 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 full-time MAT candidates are responsible for full tuition, registration fees, and books for all 39 credits. Financial aid is available for those who qualify.

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

The certification areas include Elementary (grades 1–6) and Secondary (grades 7–12) Education in the disciplines of English, four sciences (biology, chemistry, earth/space science, and physics), and social studies. This twelve-month cohort teacher preparation program begins in late June or early July and ends the following May.

Full-Time 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 of their work.
- Certification eligibility is met through successful completion of all MAT program requirements, including the supervised internship, Praxis II exams, content courses, electronic portfolio, and 39 course credits.

Part-Time Master of Arts in Teaching
The part-time 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 part-time program 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 part-time 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.

Part-Time 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 part-time 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.

Professional Immersion Master of Arts in Teaching (ProMAT) Program: Montgomery County Partnership

Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a 16-month (taken over four semesters) MAT degree starting in January every year for candidates interested in becoming certified teachers in Montgomery County in areas of need identified by MCPS.

The partnership program provides some tuition support and immersive professional experiences (internships are all day from August through June) with MCPS schools. In return, some candidates may be offered employment with MCPS (although this is not guaranteed) and will be expected to commit to teaching in MCPS for two years upon successful completion of the program. Interested students should contact the School of Education at 410-516-9760. Applications for this program must be completed by October 1 each year. All completed applications will be screened, and applicants will be notified only if they are selected for an interview.

Baltimore Fellows Education Program

The Baltimore Fellows Education is a full-time program option that begins each June and runs for 12 months. The coursework is the same as that listed for the full-time MAT option described above. 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 and a $20,000 living stipend. 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 online 36-credit Master of Science (MS) in Education with a concentration in Digital Age Learning and Educational Technology prepares educators and related professionals to use a broad range of technologies in their multiple roles as teacher, instructional designer, technology coach, researcher, change agent, or leader in the field. The program is aligned with International Society for Technology in Education (ISTE) standards for educational technology, as well as with learning theories from the National Academies of Science's initiatives on the new science of learning. The knowledge base within the Digital Age Learning and Educational Technology program comes from both existing and emerging methods for effective technology integration and effective leadership, including policy, practice, research, wisdom, theory, culturally responsive education, and legislation. The program's coursework involves project-based learning and collaborative planning. Candidates gain competencies in instructional leadership, instructional and assistive technologies, systems change, 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:

- Become a technology leader to support 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 the new science of learning, 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 Requirements (15 credits)
810.607   Culturally Responsive Teaching
893.550   Emerging Issues in Digital Age Learning
893.601   Evaluation and Research in Digital Age Learning
893.850   Advanced Applications in Digital Age Learning
893.701   Advanced Seminar in Digital Age Learning

Specializations (9 credits)
Online & Blended Learning Instructional Design
880.623   Instructional Design for Online Learning
893.645   Designing and Delivering Online and Blended Learning Environments
893.628   Gaming and Media Design for Learning
or
Digital Age Learning Leadership
893.545   Integrating Media into Standards-Based Curriculum
893.632   Data-Driven Decision-Making
893.634   Technology Leadership for School Improvement

Electives (9 credits)
Electives may consist of rotating seminars on timely topics in the field, courses from other specializations within the program, or courses from other programs or certificates subject to faculty adviser 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.
- Are diversity advocates 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: 30 (excluding 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 complete a Master's ePortfolio as a capstone project.

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; 48 credits of graduate coursework 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.

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, 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.

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, 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 concentration.

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 advisor 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.

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 12th 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:

- 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 (9 Credits)
851.633   Introduction to the Independent School (mandatory in first semester of program)
851.634   Curriculum, Instruction, and Assessment in Independent School Settings
855.610   Seminar in Teacher Leadership

Required Courses (9 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

Candidates take the following 3-credit development course:
851.635   Educating the Whole Child: Teaching to the Developmental Needs of the Child

Elective Courses (15 Credits)
Candidates, subject to the approval of their faculty adviser, will take 15 credits of elective courses.

Gifted Education
The 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. The 33-credit program, based on the National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC) standards for teachers of gifted children, will provide candidates with 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 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. A new cohort begins each year (subject to sufficient enrollments), with courses being delivered at the Columbia Center campus and online.

Program Goals
The goals of the program are to prepare students who are able to:

- Explain the foundations and theories of gifted education and talent development.
- Apply knowledge of the development and characteristics of diverse gifted students to design appropriate curricula within inclusive classroom settings.
- Create learning environments that foster creativity, cultural understanding, and positive social interactions among diverse gifted learners.
- Use assessment techniques for identification, placement, and monitoring progress of gifted learners, including students who are twice exceptional.
- Reflect on ethical and professional practices including their own attitudes, behaviors, and ways of communicating with diverse gifted learners and their families.
- Collaborate effectively with families, other educators, and related service providers to meet the unique needs of gifted learners.

Program Plan
Number of Credits Required: 33
Required Courses (27 credits)

885.501	The Gifted Learner
885.505	Creativity and Critical Thinking
885.510	Curriculum, Assessment, and Instruction for Gifted Learners
885.512	The Gifted/Learning Disabled Learner
885.604	Social and Emotional Needs of the Gifted
885.515	Program Development and Assessment in Gifted Education
885.516	Action Research in Gifted Education
885.820	Practicum in Gifted Education
885.519	Seminar in Gifted Education

Elective Courses (6 credits)
In addition, students must take two 3-credit elective courses, subject to the approval of their faculty adviser, in special education, counseling, leadership, or another interest area pertinent to the degree.

Reading
This master's program is designed to develop and enhance the knowledge and skills of classroom teachers and other professionals to prepare future leaders in the field of literacy instruction in all settings, such as classrooms, school districts, and informal learning environments.

Various evidence-based instructional approaches and perspectives of literacy are presented and examined during the program. A foundation in cognitive psychological issues is provided, as well

as coursework in sociocultural and critical dimensions of literacy. Candidates learn to organize creative and effective learning environments and to evaluate, design, produce, and implement programs and strategies to teach literacies to young children, adolescents, and adults. Practical assessment and meaningful instruction are treated as integrated processes to address the needs of all learners, including those who struggle with reading and writing, gifted students, and students with culturally and linguistically diverse experiences.

Throughout the program, and with the assistance of School of Education faculty, candidates develop a professional digital portfolio for presentation as they move toward graduation. This portfolio includes practical research and research reviews, philosophy statements, literacy program designs, multimedia and other literacy materials selections, and reports from practical supervised clinical experiences. In consultation with a faculty adviser, candidates plan a 39-credit program of study, culminating in clinical practicum experiences and portfolio review. Candidates completing the course of study with initial certification and three years of successful teaching experience fulfill all requirements for certification as a reading specialist in the state of Maryland. The program is nationally recognized by the International Literacy Association (ILA) and the National Council for Accreditation of Teacher Preparation (NCATE).

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

Program Goals
The goals of this master's program are to prepare credentialed reading specialists and literacy coaches who are:

- Knowledgeable of the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Reflective practitioners of instructional approaches, materials utilizing various technologies, and an integrated, comprehensive, balanced curriculum that supports student learning in reading and writing.
- Committed to diversity with an abiding respect for the differences among learners.
- Evidence-based decision-makers with a thorough understanding of formal and informal assessments.

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

- Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

- Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Program Plan
Number of Credits Required: 39

884.604	Emergent Literacy: Research into Practice
884.615	Cross-Cultural Studies in Literacy
884.617	Children and Adolescent Literature
884.610	Advanced Diagnosis for Reading Instruction
881.611	Action Research for School Improvement
884.642	Linguistics for Teachers
884.811	Supervised Clinical Practicum I for Masters in Reading Candidates
881.622	Advanced Instructional Strategies
884.701	Reading Comprehension and Critical Literacy
884.850	Clinical Practicum in Writing and Other Media
884.620	Seminar in Reading: Roles of the Reading Specialist
884.820	Supervised Clinical Practicum in Reading II

Choose one of the following elective courses for a total of 3 credits. All candidate choices must be determined in consultation with, and approved by, the faculty adviser.

884.612	Teaching Reading and Writing in the Content Areas to ESL Students
884.703	Seminar in Adolescent Literacy Education (offered during the spring semester only)
882.511	Human Growth and Development: A Lifespan Perspective (only recommended under special circumstances)

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 school administration and supervision (Administrator I) certification. Designed primarily for those pursuing principalship, assistant principalship, and supervisory positions, this 39-credit program is aligned with the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) Standards, as well as with the Maryland Instructional Leadership Framework outcomes. Program options are also appropriate for preparing department chairs, team leaders, or curriculum coordinators. In addition to the standard School of Education admissions requirements, applicants are expected to be: 1) certified teachers or other certified school personnel, and 2) 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 an 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.

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:

- Full-time master's program in Mild-to-Moderate Disabilities leading to teacher certification (Generic Special Education). This one-year program launches a new cohort every summer.
- Part-time master's programs in various concentrations leading to teacher certification (Generic Special Education). Students may begin one of these programs in any semester and have a maximum of five years to complete the program requirements.
- Part-time master's programs in various concentrations that do not lead to teacher certification (for students who choose to pursue the Master of Science in Special Education degree but who do not wish to qualify for teacher certification). Students may begin one of these programs in any semester and have a maximum of five years to complete the program requirements.

Depending on the specific concentration, students complete 36 to 39 graduate credits for their master's degrees. Students must work with a faculty adviser to develop a program of study that includes required and elective courses. All classes are offered at the Columbia Center campus.

Master's Programs Leading to Teacher Certification

The following Master of Science in Special Education programs have been approved by the Maryland State Department of Education (MSDE) for Generic Special Education certification:

- Early Childhood Special Education (Infant/Primary)—birth through grade three.
- Mild to Moderate Disabilities (Elementary/Middle)—grades one through eight.
- Mild to Moderate Disabilities (Secondary/Adult)—grades six through twelve.
- Severe Disabilities—birth through grade 12.
  Note: Candidates not certified as special educators prior to entry will need to complete several prerequisite courses.

Admission Requirements
To be fully admitted, applicants must have earned at least 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 progress). Applicants must complete the online application and submit official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, an essay indicating the candidate's professional goals, dispositions survey, and either three (for the full-time Mild to Moderate master's program option) or two (for all part-time master's programs) letters of recommendation, plus achieve passing scores on either the GRE (for applicants to the full-time program) or one of the following tests (for applicants to part-time program options): 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 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.

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 a comprehensive examination, and fulfill any other program-specific requirements prior to graduation. Upon graduation, students will be eligible 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 accreditation from the National Council for Accreditation of Teacher Preparation (NCATE) (which has been succeeded by the Council for the Accreditation of Educator Preparation [CAEP) and the Council for Exceptional Children (CEC), as well as approval by the Maryland State Department of Education (MSDE).
- Graduate highly qualified 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 prepared to apply evidenced-based strategies.
- To provide multiple opportunities to bridge theory with 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.
- 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.

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

This 39-credit program prepares teachers and related services professionals to work with infants, preschoolers, and children in grades one through three who are receiving early intervention or special education services. Students also learn techniques in working with families of young children with special needs. A combination of coursework and field experiences develops

competence in legal and philosophical issues, typical and atypical child development, evaluation and assessment, curriculum and instruction, collaborative programming, and professional development.

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 I/Core exam (or one of the alternative State approved tests) prior to admission and pass the Special Education Praxis II exam 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 (12 credits) (may be taken elsewhere)

871.501	Introduction to Children and Youth with Exceptionalities
872.800	Exploratory Site-Based Field Experience in Early Childhood Special Education (or prior experience)
882.511	Human Growth and Development: A Lifespan Perspective
884.500	Introductory Processes and Acquisition of Reading

Core Courses (9 credits)

871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)
871.512	Collaborative Programming in Special Education
871.513	Applied Behavioral Programming

Specialized Courses (24 credits)

872.500	Seminar: Current Trends and Issues in Early Childhood Special Education
872.501	Screening, Diagnosis, & Assessment of Young Children with Disabilities
872.502	Instructional Program Planning and Methods: Birth–3 Years
872.503	Instructional Program Planning and Methods: Grades PreK–3
872.504	Materials for Teaching Reading to Young Children with Disabilities: Grades K–3
872.506	Instruction of Reading for Young Children with Disabilities: Grades K–3
872.509	Assessment of Reading for Young Children with Disabilities: Grades K–3
872.514	Development of Young Children with Disabilities

Advanced Field Placements (6 credits)

872.810	Internship: Early Intervention and Preschool Special Education
872.811	Internship: Preschool and Primary Level Special Education

Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (MSDE Certification— Generic Special Education)
This 39-credit program, which can be taken on either a full- or part-time basis, 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. The full-time program option launches a new cohort every summer and

candidates complete the program in four semesters. In the part-time program option, 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 provides 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 exam 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)

Severe Disabilities (MSDE Certification—Generic Special Education)

This 36-credit graduate degree prepares individuals to teach students whose educational priorities include specialized instruction and intensive support in areas of independent living and adaptive behavior. This degree also includes courses appropriate for teachers working with students identified with Autism Spectrum Disorders.

The program's curriculum addresses legal issues; instructional planning; applied behavioral programming; collaborative programming; medical and physical aspects; communication and social skills; augmentative communication instruction; motor, hearing, and vision management; community and independent living skills instruction.

Graduates of this program may be eligible to apply for Maryland special education certification (MSDE Certification–Generic Special Education). **Graduates seeking state certification will need to complete four reading courses (see the prerequisites listed in the program plan below), in addition to the 36 credits of required coursework**.

Along with the required coursework and prerequisites, graduate students must achieve qualifying scores on the Praxis I/Core exam (or one of the alternative State approved tests) prior to

admission and pass the Special Education Praxis II exam 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: 36
Prerequisite Courses (18 credits) (may be taken elsewhere)
871.501   Introduction to Children and Youth with Exceptionalities
872.504   Materials for Teaching Reading to Young Children with Disabilities: Grades K-3*
872.506   Instruction of Reading for Young Children with Disabilities: Grades K-3*
882.511   Human Growth and Development: A Lifespan Perspective
884.500   Introductory Processes and Acquisition of Reading*
884.502   Diagnosis/Assessment for Reading Instruction*
*Note: The above reading courses are required for state licensure in Maryland.

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
871.514   Medical and Physical Aspects of Disabilities
877.513   Education of Students with Severe Disabilities: Augmentative Communication Systems
877.514   Community and Independent Living Skills
877.515   Education of Students with Severe Disabilities: Hearing and Vision Impairments
877.518   Education of Students with Severe Disabilities: Management of Motor Skills
877.555   Teaching Communication and Social Skills
877.810   Internship in Severe Disabilities: Induction
877.811   Internship in Severe Disabilities: Culmination

Non-Certification Master's Programs
The School of Education offers a number of program options for students not seeking certification but who want to enhance their skills in a specialized area of special education. Currently, the School offers three non-certification specializations:

- General Special Education Studies
- Severe Disabilities, including a Severe Disabilities: Emphasis in Autism Spectrum Disorders option

Admission Requirements
To be fully admitted, applicants must have at least 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 or curriculum vitae, an essay indicating your professional goals, dispositions survey, and two letters of recommendation.

Note: In addition to fulfilling the above application requirements, applicants to the Master of Science in Special Education: General Special Education Studies are also required to submit proof of their initial State teacher certification in special education.

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 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 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 elective courses. All students must complete a Graduate Student Project (with presentation) and pass Comprehensive exams before program completion.

General Special Education Studies

The Master of Science in General Special Education Studies provides an individualized 36-39-credit program of study for individuals working in school and community organizations that support children, youth, and adults with disabilities. This program accepts certified special educators and related services and community based professionals. Applicants must possess an academic background in special education or a closely related field and have experience working with individuals who have cognitive and/or developmental disabilities. (As part of the admissions process, applicants are required to submit proof of their initial State teacher certification in special education.)

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

- Advanced Methods for Differentiated Instruction and Inclusive Education
- Early Intervention/Preschool Special Education Specialist

- Education of Students with Autism and Other Pervasive Developmental Disorders
- Gifted Education

The following two courses are required for several of the certificates:

871.510   Legal Aspects, Service Systems, and Current Issues in Special Education (online course)
874.830   Graduate Project in Mild to Moderate Disabilities *(Note: Course number for graduate project may differ, depending on area of specialization.)*

Severe Disabilities
This 36-credit program is designed for special educators and related service practitioners seeking to broaden their knowledge and skills working with children, youth, and adults with severe disabilities. Past graduates of the program have included physical, occupational, and speech therapists, nurses, community residence staff, teachers, and educational program directors.

It is recommended that applicants confer with a faculty adviser to plan a program of study before applying for admission. All students must complete the internship, a Graduate Student Project (with presentation), a Graduate Student Portfolio, 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
871.514   Medical and Physical Aspects of Disabilities
877.513   Education of Students with Severe Disabilities: Augmentative Communication Systems
877.514   Community and Independent Living Skills
877.515   Education of Students with Severe Disabilities: Hearing and Vision Impairments
877.518   Education of Students with Severe Disabilities: Management of Motor Skills
877.555   Teaching Communication and Social Skills
877.810   Internship in Severe Disabilities: Induction
87x.xxx   Elective (students must take 3 credits of elective coursework, subject to the approval of the faculty adviser)

Severe Disabilities: 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 on the autism spectrum. The purpose of this internship is to allow the student to demonstrate mastery of program content and leadership through application in real-world settings. In addition, students must complete a Graduate Student Project (with presentation), a Graduate Student Portfolio, 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
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
877.553   Classroom Programming for Students with Autism
877.555   Teaching Communication and Social Skills
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 work for the betterment of those around them. The School of Education's Counseling programs prepare competent, ethical, data-driven, culturally responsive and passionate counselors who become leaders in the profession. Our programs offer a nationally recognized evidenced-based counseling curriculum aligned with national and state standards, a distinguished faculty with extensive counseling experience, a strong support system through partnerships with schools districts and mental health settings, valuable clinical experience, and access to the resources of a world-renowned institution. The programs' curriculum and field experiences are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). 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 Flexible Program is a part-time program that prepares students to work in urban-focused school settings. Students have a maximum of five years to complete the program, but are encouraged to follow a 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. It is currently one of two Clinical Mental Health Counseling programs in Maryland accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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, dispositions survey, 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 review the required essay and dispositions survey and evaluate responses at 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 three 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. The program is aligned with the State of Maryland's licensure requirements and CACREP standards. 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
810.606	Human Development and Learning (online course)
861.502	Counseling Theory and Practice (lab course)
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 (online course)
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, 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 (Flexible Program)
The part-time School Counseling Flexible Program, which is approved by the Maryland State Department of Education (MSDE) and accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 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 mission of the School Counseling program is to serve a diverse population of graduate students representing a variety of cultural dimensions, lifestyles, and capabilities. The top priority of the faculty is to train competent, ethical, data-driven, culturally responsive, and passionate professional school counselors who possess a high level of competence in providing professional counseling and consultation services to individuals, families, and communities and have the skills to research and evaluate the practice.

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 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, dispositions survey, 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 dispositions survey 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 adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's 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 (lab course)
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 (online course)
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

Students who have completed this special education requirement must take another counseling elective course instead, subject to faculty adviser 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, 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 and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 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, dispositions survey, three letters of recommendation, and GRE scores. 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 (9 credits)
861.605   Human Development and Learning (online course)
861.502   Counseling Theory and Practice (lab course)
861.507   Counseling Techniques (lab course)

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

Winter Intersession (6 credits)
861.609   Diagnosis in Counseling
861.612   Appraisal and Testing for Counselors

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) ***and***
863.527   Counseling the Early Adolescent ***or***
863.571   Counseling Adolescents

Students are required to take the three additional credits of electives or the following Special Education course:

871.501   Introduction to Children and Youth with Exceptionalities or Elective(s)

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, 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 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 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, a curriculum development project, and an agenda for their educational scholarship.

Core/Certificate Program Goals
As part of the core/certificate, participants will:

- 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.

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 project 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
MEHP Fellows in the educational leadership/professional development track will:

- Serve as a mentor to others in their institution.
- Build and evaluate professional development programs.
- Secure political, personnel, and financial support for health professions education initiatives.
- Develop an interprofessional orientation to the development, implementation, and evaluation of health education programs.
- Appreciate the contributions and perspectives of various health professions.
- Demonstrate negotiation skills.
- Apply cultural competence to educational program development and delivery.

Educational Research Track
MEHP Fellows in the educational research track will:

- Construct meaningful research questions to discover knowledge that advances education in the health professions.
- Conduct an experiment to determine the effectiveness of knowledge transfer.
- Develop an interprofessional perspective to research on education in the health professions.
- Analyze empirical data to support the theories of effective teaching and adult learning theory.
- Know how to design studies to empirically test hypotheses about educational methods and outcomes.
- Apply knowledge of cultural, racial and ethnic diversity considerations to the design, implementation, analysis and reporting of educational research.
- Disseminate and apply findings to advance teaching and learning in the health professions.

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

Graduate Certificates

Advanced Methods for Differentiated Instruction and Inclusive Education

This 15-credit certificate program is designed for educators who are challenged by students' varied learning backgrounds and needs. Program content provides practical classroom-based methodologies for educators teaching within heterogeneous classroom settings. Educators acquire methodologies for differentiating curriculum outcomes and instructional techniques to effectively teach the range of students in classrooms today, including students with disabilities, bilingual backgrounds, at-risk students, typical learners, and gifted learners.

The certificate comprises five courses that feature foundational and advanced research-based practices related to how educators can collaborate, plan, and instruct students with diverse learning needs. Coursework can be completed within a one-year period with course assignments featuring applied projects in schools.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies. Students interested in the two-certificate pathway to the master's degree must apply for admission into the master's and certificate programs concurrently.

Learning Outcomes

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

- Describe characteristics of various disabilities and how they impact education.
- Demonstrate knowledge of differentiation instructional approaches incorporating process, content, product, and technology for students with special needs.
- Demonstrate an understanding of classroom management in a differentiated classroom.
- Demonstrate an ability to assess and use curriculum-based measurement (CBM) assessment to improve learning for special needs students.
- Interpret information from formal and informal assessment instruments in order to plan,

modify, and adapt for secondary curriculum.
- Recognize cultural diversity of students.
- Adapt a curriculum in a core content area using differentiation of instruction learning strategies and alternative assessment.
- Evaluate and apply a range of flexible differentiating instructional grouping strategies for whole-class, small group, and individualized learning experiences during a unit or lesson in his or her classroom.
- Work collaboratively to share knowledge, skills, and experience.

Requirements (15 credits)
871.512	Collaborative Programming in Special Education
878.501	Differentiated Instruction and Inclusion
878.502	Curriculum Design and Adaptations for Strategic Interventions I
878.503	Educational Measurement and Curricular-Based Assessment
878.505	Cooperative Learning for Diverse School Programs

Data-Based Decision-Making and Organizational Improvement
(*Note: The School of Education is not currently accepting applications or admitting new students into this program*)
This advanced 15-credit certificate program provides school leaders and leaders of other organizations with knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and performance accountability. Program candidates survey data-driven decision-making applications, problem-solving techniques, and methods for engaging in systemic change. Candidates learn to apply data-driven decision-making applications and data-mining strategies to existing classroom, school, or organizational data, and to use persuasive technology (captology) techniques to create compelling decision-oriented presentations. Candidates engage in the dynamics of scenario-based problem solving and implementation activities using field-based data to make decisions about school or organizational planning.

Program Goals
The goals of the program are to:

- Develop proactive leadership skills for developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community.
- Create systemic data plans aligned with a shared vision for school effectiveness and student learning.
- Engage in planning, teaching, and assessment centered around the needs and abilities of students.
- Develop and review policies, financial plans, accountability measures, and incentive structures to support the use of ICT (information and communication technology) and other digital resources for learning and in district school operations.

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

- Become a technology leader to support schools and organizations.
- Establish leadership skills for supporting data driven decision-making.
- Establish advanced use of data to engage in systemic strategic planning.
- Build leadership skills through mentoring, consulting, professional development, and systems change.

Requirements (15 credits)

893.601	Evaluation and Research in Digital Age 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

Early Intervention/Preschool Special Education Specialist

This 15-credit certificate program is designed for individuals who are already certified in preschool/primary education who wish to acquire knowledge and skills associated with high-quality early intervention and pre-school special education for young children with disabilities from birth to five years of age. Some applicants may need to complete a sequence of prerequisite courses to be fully admitted to this certificate program.

Program Goals

The goals of the program are to prepare students who will:

- Be highly knowledgeable and skillful in planning, implementing, and monitoring early intervention/preschool special education services for young children with disabilities and their families.
- Contribute to meeting the statewide need for teachers of young children with disabilities and be knowledgeable advocates for young children with disabilities.
- Contribute to local and statewide reform and leader-ship of programs for young children with disabilities.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies. Students interested in the two-certificate pathway to the master's degree must apply for admission into the master's and certificate programs concurrently.

Requirements (15 credits)

871.512	Collaborative Programming in Special Education
872.501	Screening, Diagnosis, and Assessment of Young Children with Disabilities
872.502	Instructional Program Planning and Methods: Birth–3 Years
872.504	Materials for Teaching Reading to Young Children with Disabilities: Grades K–3
872.514	Development of Young Children with Disabilities

Education of Students with Autism and Other Pervasive Developmental Disorders

Designed for certified special educators and professionals from the related services disciplines, this 18-credit graduate certificate program addresses the wide range of competencies that are

necessary for the provision of effective educational programming for students who are diagnosed with autism and other pervasive developmental disorders.

Students may combine this certificate with a second certificate in special education to pursue the Master of Science in General Special Education Studies. Students interested in the two-certificate pathway to the master's degree must apply for admission into the master's and certificate programs concurrently.

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

- Describe the developmental aspects, descriptive characteristics, and diagnostic characteristics of autism.
- Examine a variety of instructional and behavioral interventions that may be appropriate in educating persons with autism.
- Describe and discuss theories of causation from the perspectives of various disciplines.
- Demonstrate an understanding of the importance of a collaborative approach when making programming or intervention decisions for the student with autism.
- Explain the Individuals with Disabilities Education Act with specific regard to parent participation, supporting students with autism, and behavioral issues.
- Evaluate the importance of individualization when making programming or intervention decisions for a student with autism.
- Evaluate the importance of early detection of autism spectrum disorders.
- Critically evaluate the theoretical basis and empirical evidence for traditional and non-traditional interventions in a scientific manner.
- Distinguish the functions of behavior.
- Implement evidence-based practices to address student learning of social skills, communication skills, academic skills, and decrease challenging behaviors that interfere with learning.

Program Plan
Prerequisite Course (may be taken elsewhere; must have been completed within the past two years)
871.510   Legal Aspects, Service Systems, and Current Issues in Special Education (online course)

Requirements (18 credits)
871.513   Applied Behavioral Programming
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
877.830   Graduate Project in Severe Disabilities

Educational Leadership for Independent Schools
This graduate certificate program, offered in collaboration with the Association of Independent Maryland and DC Schools (AIMS), serves the needs of directors, heads of schools, principals,

and other professionals responsible for the management of 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.

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 teachers who are seeking a specialist certificate in gifted education. 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 gifted students and design and present lessons that are appropriate for gifted students' cognitive and affective needs. The program meets 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. A new cohort begins each year (subject to sufficient enrollments), with courses being delivered at the Columbia Center campus and online.

Students may combine this certificate with a second certificate to pursue the Master of Science in General Education Studies. 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 students who are able to:

- Explain the foundations and theories of gifted education and talent development.
- Apply knowledge of the development and characteristics of diverse gifted students to design appropriate curricula within inclusive classroom settings.
- Create learning environments that foster creativity, cultural understanding, and positive social interactions among diverse gifted learners.
- Use assessment techniques for identification, placement, and monitoring progress of gifted learners, including students who are twice exceptional.
- Reflect on ethical and professional practices including their own attitudes, behaviors, and ways of communicating with diverse gifted learners and their families.
- Collaborate effectively with families, other educators, and related service providers to meet the unique needs of gifted learners.

Requirements (18 Credits)
885.501   The Gifted Learner
885.510   Curriculum, Assessment, and Instruction for Gifted Learners
885.512   The Gifted/Learning Disabled Learner
885.604   Social and Emotional Needs of the Gifted
885.505   Creativity and Critical Thinking
885.820   Practicum in Gifted Education

K-8 Mathematics and STEM Lead-Teacher Education
(***Note: The School of Education is not currently accepting applications or admitting new students into these two programs***)
The 18-credit Graduate Certificate program for K-8 Mathematics Lead-Teachers and the 15-credit Graduate Certificate program for STEM (Science, Technology, Engineering, and Mathematics) Lead-Teachers at Johns Hopkins University offer a unique opportunity for teachers to deepen their understanding of mathematics and STEM content knowledge, 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' subject content knowledge in the area of mathematics and the STEM disciplines, and to build upon their leadership potential through inquiry, dialogue, writing, and reflection. Each program brings together faculty from the JHU schools or Arts and Sciences, Engineering, and Education. Participants will be eligible to receive a graduate certificate in either mathematics or STEM education upon satisfactory completion of the program requirements.

Program Goals

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

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

Program Requirements for K-8 Mathematics Lead-Teachers (18 credits)
810.680   Number and Operations for K-8 Lead Teachers
810.681   Algebra for K-8 Lead Teachers
810.682   Geometry for K-8 Lead Teachers
810.683   Measurement for K-8 Lead Teachers
810.684   Data Analysis and Probability for K-8 Lead Teachers
810.685   Integrated Mathematics and Science Applications for K-8 Lead Teachers

Program Requirements for K-8 STEM Lead-Teachers (15 credits)
All students take the following three-credit course:
810.685   Integrated Mathematics and Science Applications for K-8 Lead Teachers

Students take two of the following three-credits science courses, determined in consultation with their faculty adviser:
810.686   Life Science for K-8 Lead Teachers
810.687   Earth/Space Science for K-8 Lead Teachers
810.688   Chemistry for K-8 Lead Teachers
810.689   Physics for K-8 Lead Teachers
810.690   Environmental Science for K-8 Lead Teachers

Students take two of the following three-credits mathematics courses, determined in consultation with their faculty adviser:
810.680   Number and Operations for K-8 Lead Teachers
810.681   Algebra for K-8 Lead Teachers
810.682   Geometry for K-8 Lead Teachers
810.683   Measurement for K-8 Lead Teachers
810.684   Data Analysis and Probability for K-8 Lead Teachers

Leadership for School, Family and Community Collaboration
(*Note: The School of Education is not currently accepting applications or admitting new students into this program*)

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

Program Goals
The goals of the program are to:

- Provide participants with an understanding of the role of family and community involvement and support within the broader context of school improvement and systemic reform.
- Enhance participants' communication and team-building skills to increase their effectiveness as leaders and facilitators of a team approach to school, family, and community partnerships.
- Assist participants in understanding the principles and techniques required for creating organizational climates conducive to the effective implementation of school, family, and community partnerships.
- Provide participants with a comprehensive understanding of family and community involvement and the strategies and skills necessary to design, implement, and evaluate goal-oriented programs of school, family, and community partnerships.
- Prepare students to plan and implement practices that improve student outcomes by strengthening school, family, and community relationships.

Requirements (15 credits)
851.648   Team Leadership
882.524   Education of Culturally Diverse Students
893.601   Evaluation and Research of Technology Supported Interventions and Programs
851.630   School, Family, and Community Collaboration for School Improvement I
851.631   School, Family, and Community Collaboration for School Improvement II

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

Program Goals
The goals of the program are for students to:

- Engage in planning, teaching, and assessment centered around the needs and abilities of students.
- Develop proactive leadership skills for developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community.

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

- Develop skills for advanced technologies—including e-learning, telecommunications and multimedia-based instruction, tools for instructional management and assessment, and adaptive computer access.
- Engage in technology integration—applying the new science of learning, 21st century 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 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

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 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.

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, and 2) 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. 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
880.617	Urban School Reform

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. Special education teachers who receive preparation in the evidence-based practice of ABA will be better prepared to meet the needs of a growing population of children diagnosed with autism spectrum disorders (ASD). 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 Behavior Analyst Certification Board, Inc.® has approved the course sequence as meeting the coursework and practicum experience requirements for eligibility to take the Board Certified Behavior Analyst 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 BCAB web site.

The broad educational objective of the ABA program is to prepare special educators to become effective teachers and leaders in applied behavior analysis within their schools (preK through grade 12).

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 the Guidelines for Responsible Conduct for Behavior Analysts (BACB, 2012).

- 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

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

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 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, 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
As part of the certificate, participants will:

- 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 University School of Education doctoral programs are designed to prepare future scholars and leaders with the knowledge and skills to address 21st 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, with specific emphases on policy analysis and education improvement. The program strives to prepare candidates that are equipped to: (1) meet the myriad challenges associated with systemic education change; (2) apply exceptional content area expertise contextualized within a comprehensive multidisciplinary frame of reference; (3) successfully bridge the theory and research to evidence-based practice gap; (3) be actively involved in public policy development and evaluation; (4) 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 (5) develop national models of educational practice that guide curriculum development and educator preparation.

Program Goals

Graduates will be prepared to fill faculty and research scientist positions at research-intensive universities or secure positions at research institutes and centers that conduct and manage large-scale education-based evaluations. 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 90 graduate credits, of which a minimum of 78 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)
- Research and/or teaching credits (18 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, written and oral comprehensive examinations, dissertation prospectus development and defense, dissertation proposal development and Graduate Board Oral Examination, PhD candidacy, and the dissertation. Each student will receive an annual written evaluation from the School of Education's Doctoral Studies Committee 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 12 hours per semester for the first three years of their program and 9 hours per semester during the fourth year of their program, for a total of 90 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 major adviser and director of the PhD program, students may transfer up to 12 credit hours of previously completed graduate-level coursework to substitute for selected required courses in the program.

Typically, each year 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.

Students must complete comprehensive exams and a dissertation prospectus after completing two years of study. The successful completion of the written documents and oral defense of those documents allows the student to proceed to the dissertation proposal.

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. Although the dissertation is not part of the formal coursework, 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.

Note: Full tuition assistance and annual stipends are available to support selected outstanding candidates. For more information about the PhD program, please visit http://education.jhu.edu/academics/doctoral-programs/doctor-of-philosophy/. If you have any questions about the PhD program, please contact Janet.Mason@jhu.edu.

Doctor of Education (EdD) (Online)
To address the dramatically changing landscape of education in the 21st 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 University 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 a diverse community of educational practice.
- Contribute to the public discourse on improvement of education.
- Engage in and promote evidence-based practices through the application of rigorous methodology.
- Link high quality education research to policy and practice.
- Provide leadership in their education context by applying advanced theoretical perspectives and rigorous research to problems of practice.
- Develop mutually beneficial partnerships between public and private interests.
- Lead innovative education policy change.
- Implement inclusive and socially just policies, practices, and organizational change processes.

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.

DIVISION OF PUBLIC SAFETY LEADERSHIP

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
(***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***)
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
(***Note: As of January 2018, the School of Education is no longer accepting applications or admitting new students into this program***)
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.

Graduates receiving a Bachelor of Science (BS) in Organizational Leadership will be eligible for admission into the Master of Science in Organizational Leadership program (either the online or face-to-face option).

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

Cohort Formation and Schedule

Students in the BS in Organizational Leadership program proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses in the same sequence. Each cohort reflects diversity in the organization, rank, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The BS in Organizational Leadership program is just over two years in length. Classes generally meet every other Friday and Saturday each month, from 8:30 a.m. until 5:00 p.m. Holiday and summer breaks are built into the schedule. The next cohort begins August 18, 2017.

Location of Classes

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

Admission

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

Requirements for Admission
Applicants to the BS in Organizational Leadership program, for the cohort beginning on August 18, 2017 must:

- Currently serve in a federal, state, or local public safety agency, intelligence agency, the military, or a public sector organization, or receive an exception from the PSL director.
- Hold a high school degree or equivalent.
- Possess an associate of arts degree from an accredited college or university and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale). [*Note: Applicants with fewer than 60 credits should contact the program (410-516-9900) for a transcript evaluation and program plan.*]
- Meet entrance criteria established by the University.
- Submit an application, essay, résumé, dispositions survey, two letters of recommendation, and official transcripts from all accredited post-secondary institutions attended. (Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.)

Applicants are interviewed and an admissions committee makes the final selection of candidates.

Transfer of Undergraduate Credits
Undergraduate degree applicants may transfer credits from an accredited institution of higher education with a grade of C or better. Transfer credits will be reviewed on an individual basis. Transfer credits will be evaluated as appropriate to the student's program by the Division.
A student may also receive credit by achieving a minimum score, as determined by the School of Education, on Advanced Placement (AP), College-Level Examination Program (CLEP), or DSST examinations approved by the American Council on Education's Center for Lifelong Learning.

A maximum of 60 credits may be transferred into the program, including credits by examination. Prospective students should request a preliminary transfer evaluation by calling the Division at 410-516-9900 prior to submitting an application.

Tuition
Undergraduate tuition for the 2017-18 academic year is $690 per credit hour. Financial assistance is available.

Master of Science in Organizational Leadership (Online and Face-To-Face Options)
(**Note: As of January 2018, the School of Education is no longer accepting applications or admitting new students into this program**)
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   Applying Research: Access, Methods and Accountability
705.719   Crisis Mitigation, Management, and Communication
705.720   Leadership: A Developmental Process
705.620   Managerial Economics
705.820   Current Issues in Leadership: Capstone

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   Applying Research: Access, Methods and Accountability

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

Cohort Formation
Students in the MS in Organizational Leadership program typically proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses in the same sequence. Each cohort reflects diversity in the organization, rank, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of long-standing professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

Program Schedule
Face-to-face classes are held at the Columbia Center (6740 Alexander Bell Drive, Columbia, MD 21046), conveniently located along the I-95 corridor. Classes generally meet every other Friday and Saturday from 8:30 a.m. until 5:00 p.m. Holiday and summer breaks are built into the schedule. Students typically take four courses per semester and the program can be completed in less than two years. The next face-to-face cohort begins January 19, 2018.

The online program is two years in length. Students participate in weekly class sessions and typically take two courses per semester. The next online cohort begins on January 22, 2018.

Admission
Applications to the program are reviewed on a rolling basis.

Requirements for Admission
Applicants to the MS in Organizational Leadership program must:

- Currently serve in a federal, state, or local public safety agency, intelligence agency, the military, or in a public sector organization, or receive an exception from PSL's Director.
- Possess a bachelor's degree from an accredited college or university, together with a successful academic record. (Admission to a master's program generally requires that a student has earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study).)
- Meet entrance criteria established by the University.
- Submit an application, essay, résumé, dispositions survey, two letters of recommendation, and official transcripts from all accredited post-secondary institutions attended. (Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.)

Applicants are interviewed and an admissions committee makes the final selection of candidates.

Tuition
Tuition for the 2017-18 academic year for the MS in Organizational Leadership program is as follows:

- $1,010 per credit hour for face-to-face courses.
- $900 per credit hour for online courses.

Master of Science in Intelligence Analysis
(*Note: As of January 2018, the School of Education is no longer accepting applications or admitting new students into this program*)
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

Cohort Formation and Schedule

Students in the MS in Intelligence Analysis program proceed through the program in a cohort. Cohort members begin and end the program with the same group of colleagues, taking all the same courses in the same sequence. Each cohort reflects diversity in the organization, rank, experience, gender, race, and ethnicity of its students. The cohort builds trust, breaks down traditional and long-standing barriers among organizations, and fosters the development of enduring professional networks and friendships. The program places a strong emphasis on the learning and interaction among peers that occurs in the classroom. Attendance at each class is essential.

The MS in Intelligence Analysis program is approximately two years in length. We are currently offering a blended program. Students take two courses on campus and one online course each semester. On campus classes meet on Saturdays from 8:30 a.m. to 5:00 p.m. Holiday and summer breaks are built into the schedule. The next cohort begins January 20, 2018.

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

Requirements for Admission
Applicants to the next MS in Intelligence Analysis cohort beginning on January 20, 2018 must:

- Currently be serving as intelligence analysts in the intelligence community; federal, state, or local public safety agencies; or private vendors who serve IC agencies.
- Possess a bachelor's degree from an accredited college or university, together with a successful academic record. (Admission to a master's program generally requires that a student has earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study).)
- Meet entrance criteria established by the University.
- Submit an application, essay, résumé, dispositions survey, two letters of recommendation, and official transcripts from all accredited post-secondary institutions attended. (Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.)
- Be a United States citizen.

Applicants are interviewed and an admissions committee makes the final selection of candidates.

Tuition
Tuition for the academic year 2017-18 for the MS in Intelligence Analysis program is $1,260 per credit hour. Financial assistance is available.

Cohort Calendar
Below are the upcoming cohort start dates. Applications and all supporting documents should be submitted to PSL at least 30 days prior to the start of the cohort of interest.

Bachelor of Science in Organizational Leadership
August 18, 2017

Master of Science in Organizational Leadership
Face-to-Face Program
January 19, 2018

Online Program
January 22, 2018

Master of Science in Intelligence Analysis
January 20, 2018

2017-18 COURSE DESCRIPTORS

Please note that the School of Education cannot guarantee that every course listed below will be offered during the 2017-18 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.700.301   The Economics of Social Issues
Local, national, and international economic factors have always influenced the course of business, government, and the nonprofit community. Understanding these factors can aid leaders in forecasting, budgeting, innovating, and managing more effectively. Students critique economic articles and case studies, conduct cost and benefit analyses, and relate concepts such as market analysis, scarcity, supply and demand, and fiscal fluctuation to their daily functions and organization. Through readings, class discussion, and exercises, students explore international monetary and market systems and their effect on goods, trade, employment, and community development. (3 credits)

ED.700.302   Theories of Personality
Knowing how people mature, draw conclusions, and motivate themselves can be invaluable to leaders. In recent years, contemporary personality psychology has advanced the practical tools available to assist in managing groups, solving problems, and achieving goals. Students interpret individual and group action in certain situations by focusing on four conceptual frameworks: (1) motivation (goals, intentions, defense mechanisms); (2) cognition (self-concept, beliefs, values, attitudes, opinions); (3) traits and temperament (biological predispositions, introversion, extraversion, energy level, character); and (4) social context (culture, class, gender, ethnicity). Case studies and examples from students' organizations are used throughout the course. (3 credits)

ED.700.303   Communication Skills for Leaders
Professionals are judged, in great part, by their written, verbal, presentation, and consultation skills. Using case studies and scenarios, students apply various tools to communicating, influencing, and persuading internal, external, and political audiences. They apply communication theory and practice to routine and crisis situations. Communication skills are practiced and critiqued in matters related to administration, operations, labor relations,

interagency relations, and marketing. Students differentiate factual writing from opinion writing. They practice visual, verbal, and written presentation skills and how to use them to persuade, change, and challenge. (3 credits)

ED.700.304   Values and Ethics
Leaders have pondered ethical problems since before the days of Ancient Greece. Today, people continue to reflect on challenges to personal and organizational integrity, moral decision-making, and standardizing behavior through a common set of rules. Students discuss parameters set by great leaders and philosophers of the past and challenge many long-standing beliefs that govern modern thinking about ethics and integrity. They explore situations that, while appearing relatively simple, led to the professional demise of leaders and public disrespect for organizations. They draw on their own beliefs and experiences to debate how and why certain decisions are made. Students explore contemporary issues such as abortion, gun control, and political influence. (3 credits)

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.700.311   Social Problems in Contemporary Society
The number and complexity of social issues facing leaders in government, business, education, the religious community, and the nonprofit organizations abound. Among them are people's distrust of government and long-standing institutions, use and abuse of technology, the new service industry, changes in class structure, the decline of suburbia, and a controlled media. Through case studies, readings, videos, audio books, and debate, students reflect on how past leaders have addressed these and other issues. They consider their own "sphere of influence" and ability to affect change in matters of importance to their immediate work group, organization, and community. (3 credits)

ED.700.312   Management: Power and Influence
Power and influence are important means to accomplishing a defined end, whether it is a product or service. When power and influence are applied properly, positive outcomes result. When they

are abused, organizations and people are confined and success is restrained. Students scrutinize various sources of power and the social, economic, and cultural conditions that create them. They call upon their own experiences to discuss individual, group, and organizational power. Students investigate historic events in which people of great power quickly became powerless and those of modest influence grew to become world leaders. Through readings, class discussion, and group projects, they probe their own "sphere of influence" and how it may be tapped to achieve desired goals. (3 credits)

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. (NB: With its emphasis on formal logic, this course fulfills an undergraduate math/quantitative science requirement.) (3 credits)

ED.700.317   Research Evaluation: From Theory to Application
Failure to understand, conduct, and apply research weakens organizations and fosters an environment in which progress is stifled. Vendor-driven, consultant-driven, and academic-driven research are weak substitutes for agency-driven research. Students review research in several disciplines and appraise the sources of data and other information for reliability. They apply research methods to gaining new and better understanding of their community, organization, and work unit. They employ specific research methods, such as surveys, focus groups, and quantitative analysis to aid in developing ideas, solving problems, and critically evaluating programs. (3 credits)

ED.700.341   Creative Thinking and Problem Solving
Effective problem solving requires more than off-the-shelf approaches and "how to" processes. People look to their leaders to think and act creatively when faced with complex problems and

critical issues. Creative thinking – like analytical, strategic, and other types of thought – can be learned and nurtured. Through discussion, class projects, and exercises, students identify and overcome obstacles to creative thinking, cultivate their own creative thought process, and learn how to encourage creative thinking in others. (3 credits)

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.700.352   Quality Management
The "quality movement" changed the way government, business, and nonprofit organizations accomplish their mission. There are important lessons to be learned from the successes, failures, national and international experiments, and best practices that have emerged from efforts to achieve "total quality." Students dissect enduring theories and principles such as Deming's theory of profound knowledge and Juran's approach to continuous quality improvement. With examples drawn from the public and private sectors, they discuss and debate organizational renewal and the steps required to improve and sustain organizational effectiveness and efficiency. (3 credits)

ED.700.354   Managing Diversity
The diversity of today's workforce creates rich opportunities and real dilemmas for supervisors and executives. Avoiding sweeping generalities, political rhetoric, and traditional hype, and breaking diversity issues into their finest components allows leaders to identify and achieve viable solutions. Through lecture, discussion, research, and debate, students explore issues, contributions, failures, and successes related to diversity within America's communities and organizations. They delve into behaviors, such as stereotyping, prejudice, and fear mongering that block organizational and individual progress, change, and effectiveness. Practical strategies, including organizational action plans, task forces, regional and national recruiting, and diversity education programs are assessed. Students draw on their personal and organizational experiences in examining innovative approaches to conflict management. (3 credits)

ED.700.421   Information Resources in the Social Sciences
Knowing how to access information – the best available information – is essential to student success. Members of the faculty expect students to apply academic excellence to exploring, selecting, analyzing, and applying sources of information. Through a series of practical exercises and experiences, students learn to conduct independent searches for social science information. They develop systematic approaches to identification and retrieval of data, research, opinion, and more. Students apply criteria to judging the quality of the information they find. They learn, too, how to incorporate quality information into papers, articles, and presentations they prepare for their courses and workplace. (3 credits)

ED.700.470   Community Development
Residents in urban, suburban, and rural areas are assuming greater control over the destiny of their neighborhood. The nature of suburbia is changing. The boundaries between jurisdictions in metropolitan regions are disappearing. Amid these changes, the core mission of American public safety remains the same – to serve people and, ultimately, sustain the viability of neighborhoods and communities. Through discussion, guest speakers, and exposure to a variety of neighborhood situations, students view community development as a discipline. They analyze the physical, social, and human capital in neighborhoods and how they influence progress, stability, and deterioration. Students draw on concepts such as planning, capacity building, mobilization, advocacy, and financial leveraging to solve neighborhood and community concerns. They focus on the role and responsibility of leaders to guide their organizations and units to affect positive change in neighborhoods. (3 credits)

ED.700.502   Developmental Psychology
Knowing how people develop, from conception to death, aids in understanding how they respond to those around them, their environment, and other significant influences. Students consider the "life span" approach to the study of human development as they delve into milestones of maturation in childhood, adolescence, midlife, and old age; gender and psychosexual issues; and the impact of human trauma, loss, and victimization. Popular media, long-held beliefs, major theories, and scientific research play a role in student discussion and debate on the importance of role models, relationships, morals, goals, culture, and psychological hardiness. (3 credits)

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   Applying Research: Access, Methods, and Accountability
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   Current Issues in Leadership: Capstone
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.720.604   Ethics of Belief
Students explore concepts such as logic, epistemology, and ethics and how the relationship between them influences the gathering and analysis of information and subsequent decision-making. They develop and enhance skills necessary to conduct basic and complex analysis, routinely and in crisis situations. Through discussion, debate, readings, and research, students seek to answer several important questions. How much data or evidence should one collect and consider before drawing a conclusion? Can one base a conclusion solely on data or does it always reflect influences such as beliefs, will, politics, history, and other factors? To what degree is an employee accountable for undesirable consequences of a thoughtful, well-researched, logical decision? What is the difference between belief and knowledge and why does this matter to individuals, organizations, and political communities when drawing conclusions? (3 credits)

ED.720.609   Analytical Writing
The ability to justify and present an analytical conclusion in clear, succinct prose is essential for anyone supplying policy-makers with information they need to formulate a decision. Students consider traditional and innovative methods of intelligence briefing, focusing on the difference between accuracy and truth in nonfiction writing and how facts are woven into a narrative form. Students prepare written reports and presentations on a variety of topics and, in doing so, construct narratives, project credibility, convey recommendations, and reinforce key messages. (3 credits)

ED.720.630   Applied Critical Thinking
Applied critical thinking is the foundation of intelligence analysis and logic is the foundation for applied critical thinking. Logic studies the methods and principles of correct reasoning and argumentation, and the language involved in such reasoning. Bad reasoning is at the root of most mistakes and failures in intelligence analysis. Good reasoning is a preventative and a remedy for such mistakes and failures. Thus, mastery of logic is a valuable first step in the study and practice of intelligence analysis. To that end, students in this course learn the parts and types of

arguments, good vs. bad arguments, rules for making such distinctions, and methods for making such distinctions. This course also serves as a prerequisite for other courses in the Masters in Intelligence Analysis, especially The Ethics of Belief, Art and Science of Decision-Making, and Structured Analytic Techniques. (3 credits)

ED.720.635   Leadership and Organizational Behavior
Effective employees routinely take the "pulse" of their organization and know what it means. They develop a "sixth sense" about what works and does not work within their organization and the community they serve. Students assess how people in various positions influence organizational behavior and the systems – individual, group, and cultural – that contribute to the successful operation of today's multifaceted service agencies. Through readings, case studies, and simulations, students compare organizational behaviors, such as internal communication, quality control, and marketing, to activities in their own agencies. They employ proven and innovative approaches to assessing organizations and developing ways to accomplish organizational tasks and goals. (3 credits)

ED.720.701   Special Issues in Intelligence Analysis
New information affecting the intelligence community emerges every day. Subject matter on threat, response, groups, factions, and resources is voluminous. Specific areas warrant special attention. This course provides an added dimension to the degree program. Colloquia consist of half-day and full-day programs on important topics. They include guest lectures, panel discussions, and open debate. Colloquia supplement information provided in other courses and present new subject matter. Content is designed to engage students in addressing urgent, unexpected, and timely issues that arise. In the colloquia, students have the opportunity to raise issues and apply their analytical skills to an array of topics. This course includes a field experience. (3 credits)

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.720.710   Structured Analytical Techniques
In a highly diverse society with rapidly changing technological advances, leadership and management requires a broad understanding of factors that impact human behavior. Through the study of dispositional and situational influences on behavior, the leader is able to understand their impact on the performance of individuals within an organization leading to a more informed application of management practices. Moreover, through a grounding in social psychology,

personality psychology, and neuroscience, the leader is better equipped to build/maintain resilience in self and others and to foster resilient cultures. (3 credits)

ED.720.718   Terrorism: Concepts, Threats and Delivery
Students scrutinize the changing face of terrorism and terrorist threats, from a global endeavor to garner support for a cause, to small radical cells bent on causing harm for the sake of harm. They consider terrorism as a phenomenon and examine the counterforce options and constraints used to prevent and defeat terrorists. Myths, misperceptions, and hype are distinguished from fact. Students gain the tools necessary to identify and focus on legitimate threat to guide clients to address people, time, location, and behavior – the things most critical to preventing heinous terrorist acts from occurring. Through scenarios and case studies, students exhibit leadership skills in countering terrorist activity, helping other leaders and the agencies they serve maintain perspective, and minimizing panic and alarmist reaction to terrorist threat. Students identify and apply measured responses to the information they gain on crises and potential crises. (3 credits)

ED.720.752   Strategic Thinking: Concept, Policy, Plan, and Practice
Strategic thinking sets a steady course for an individual task or an entire organization. It aids in confronting change, coping with crises, planning for transitions, and envisioning alternatives and new possibilities. It sustains people, programs, and assignments through changes in administration, shifts in demand for service, and political influence. Students discuss and debate strategic decisions that shaped modern history, including the use of military power to serve political ends. They examine the development of warfare from the 19th century to the present, emphasizing strategic and theoretical concepts. Through readings and discussion, students develop their strategic thinking skills and apply them to a myriad of case studies. They apply step-by-step methods to developing and implementing a strategy for their work unit. Students apply an array of techniques to assessing, modifying, and presenting strategic plans and motivating others to participate in the strategic planning process. They also examine their role in their agency's and/or client's strategic plan. (3 credits)

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. (6 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. (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 and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice II course. (2 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 and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to be recommended for graduation and state certification. (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. (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 and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice II course. (2 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 and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to be recommended for graduation and state certification. (3 credits)

ED.810.653   MAT Field Experience
This school or community-based experience is designed to provide MAT candidates with an opportunity to observe and work with public and private school students in diverse settings. Hosting sites serve as clinical laboratories where students can observe how pupils learn, discover appropriate teaching strategies, implement teaching methods, as well as begin to develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice I course. (1 credit)

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   School Reform in the Urban Environment
This course examines systemic school reform movements in the urban school context. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 movement, small high schools, school choice (charters and vouchers), mayoral control, merit-pay, and alternative routes to teaching. Participants will synthesize information about school reform in urban schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students in urban schools. (1-3 credits)

ED.810.679   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. (3 credits)

ED.810.682   Geometry for K-8 Lead Teachers
This course will include the following topics: Geometric thinking, triangles and quadrilaterals, polygons, parallel lines and circles, dissections and proof, Pythagorean Theorem, symmetry, similarity, and solids. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.811.605   Field Experience and Student Teaching I
Residents are required to complete three weeks of student teaching during the fall semester to fulfill the field experience obligations of the residency year. The intent of the student teaching experience is to give residents a scaffold opportunity to develop and practice instructional and classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Residents are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner in the assigned host classroom. This seminar will provide information and support as residents participate in their student teaching practicum for licensure in elementary and secondary English and mathematics school education. (1 credit)

ED.811.606   Field Experience and Student Teaching II
Residents are required to complete seven weeks of student teaching during the spring semester to fulfill the field experience obligations of the residency year. The intent of the student teaching experience is to give residents a scaffold opportunity to develop and practice instructional and

classroom management skills in a whole class setting as well as plan and deliver targeted tiered instruction. Residents are expected to implement the content and skills developed through coursework and the inherent clinical experiences in a comprehensive manner in the assigned host classroom. This seminar will provide information and support as residents participate in their student teaching practicum for licensure in elementary and secondary English and mathematics school education. (1 credit)

ED.811.608   Classroom Management Seminars II and III
In Parts II and III of the classroom management work, participants will continue to study multiple models of classroom management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom. This two-part seminar enables participants to enhance and strengthen the skills and techniques needed to effectively and consistently create a positive, academically engaging, and student-centered classroom where 100% of students are actively engaged and supported in their learning. (1 credit)

ED.811.611   Special Education and Inclusion: Promises and Challenges
This course provides: (1) an overview of the characteristics of students with exceptional learning needs; (2) the field's history, laws, procedures and trends; and (3) a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. Participants will begin to consider the cultural and linguistic issues that influence students' needs and families' understanding of special education services. (2 credits)

ED.811.612   Introduction to Assessment and Tiered Instruction
This course examines teaching and learning for students with exceptional learning needs in the general education classroom, with specific attention to the role of informal assessment and subsequent differentiation in response to findings. Foci include: (a) best practices for nondiscriminatory assessment, (b) practice administering group and individual informal assessments, (c) knowing how, when, and why to vary learning environments, learning activities, and content, and (d) implementing Tier 1 accommodations/modifications and Tier 2 interventions to support student learning opportunities. (2 credits)

ED.811.614   Small Group Practicum (Regular and Special Education)
Participants will select, administer, and interpret formative assessments for small groups of students (6-8 students). Using a diagnostic, clinical teaching model, participants use ongoing data to inform planning and instruction. Participants will formulate reports that delineate student proficiencies and difficulties and offer recommendations for students, parents, and school personnel. (2 credits)

ED.811.615   Formal Assessment and Designing Individualized Education Programs
This course provides review of measurement statistics and practice with the administration, scoring, and interpretation of commonly used norm-referenced instruments and procedures for determination of eligibility for special education. Comparisons are made with informal assessment results, and ways to communicate results are discussed. Writing a formal report based on multiple data points is explained and detailed. The IEP process, from referral to eligibility determination and placement, is examined. (2 credits)

ED.811.616   Understanding and Managing Behavior
An overview of behavior management is presented within the framework of understanding the context and function of behavior and developing systems that promote prosocial behaviors to facilitate engagement in the educational activities of the classroom. Participants will show an understanding of and develop a Functional Behavior Analysis and a Functional Behavior Plan/Behavior Improvement Plan and consider the interactions of people, environments, and responses to behaviors as they influence student behavior. (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   Elementary Classroom Management Seminar
This course will enable participants to study multiple models of Classroom Management systems, learn about and practice classroom management techniques, unpack how to develop productive relationships with students, and create a plan for building and managing a productive and loving classroom in their host school. Each session is aligned to a particular indicator or set of indicators within the Teacher Practice Rubric. (1 credit)

ED.811.624   Number, Operations, and Algebraic Thinking II
Participants investigate the conceptual and procedural knowledge involved in multiplying and dividing whole numbers; gaining a deep understanding of the meaning of fractions, decimals, percentages and integers; and operating with rational numbers and integers. Particular attention is given to the importance of the representation, communication, and assessment of mathematical thinking as well as the ways in which algebraic structures and generalizations deepen arithmetic thinking. (3 credits)

ED.811.625   Emergent and Early Reading
Participants learn about the development of social, cognitive, and linguistic processes involved in learning to read in English. Throughout the course, participants engage in a series of iterative tasks to deepen their understanding of the connections between assessment, instruction, and materials for beginning readers and to contextualize the theoretical perspectives studied. (3 credits)

ED.811.626   Social Studies Methods
Participants are given an overview of social studies via a close study of state and national standards. They come to understand the teacher's role in designing social studies instruction that engages students in relevant interpretation of a historical event, movement, or period. Geography as a means of helping students make sense of the world around them and civics education through the lens of social justice and active citizenship are also addressed. (3 credits)

ED.811.627   Elementary Content Area Reading
This course will give participants an in-depth understanding of nonfiction reading, writing, and researching. Participants will (1) explore nonfiction literature, (2) analyze the processes of reading and writing in the content areas, and (3) conceptualize, design, and implement a content area research project with their students. Using a workshop model, participants will be immersed in the process of researching and reporting out new content knowledge first as learners, and then through the lens of a teacher. (2 credits)

ED.811.628   Reading in the Upper Grades
Reading is an active process of constructing meaning from text. It requires the integration of a complex set of non-linear processes and is influenced by developmental, cognitive, social, and cultural factors. Participants will understand the research and use multiple ways and strategies to teach reading. Participants will use a wide array of assessment tools selected for their usefulness in improving instruction and monitoring progress. (2 credits)

ED.811.629   Measurement, Data, and Geometry
Participants investigate the conceptual and procedural knowledge involved in measurement, geometry, and data. Particular attention is given to connections among these domains; ways these domains support learning in other areas of mathematics; and strategies for interdisciplinary learning. The use of technology to support conceptual inquiry-based learning is also emphasized. (2 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.811.641   Language Acquisition
Participants will look deeply at three major topics that are important to supporting linguistically and culturally diverse students in urban, secondary education settings: language variation, academic language, and second language acquisition. The course will explore these interrelated topics, attending to both socio-cultural and cognitive-linguistic perspectives on learning and learning environments. The purpose of the course is to guide educators to use linguistic awareness to inform their teaching. The course will examine the Common Core State Standards and the role of language in assessment. (3 credits)

ED.811.642   Reading Diagnosis and Intervention
In this course, participants will learn how to diagnose reading difficulties among struggling adolescent readers. In addition, they will learn about interventions that may be used to address Tier 2 support in the English Language Arts classroom. Specifically, participants will learn how to assess students, analyze assessment data, plan appropriate interventions, and monitor students' progress toward literacy goals. Participants will learn research-based interventions that support the literacy development of a diverse population of secondary students. (3 credits)

ED.811.643   Writing in the Secondary Classroom
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. Explicit attention will be paid to reading and writing connections, and technology will be used to explore new literacy practices. Data will be used to plan lessons, monitor progress, provide ongoing feedback, and differentiate instruction. (3 credits)

ED.811.644   Genre Study I: Argument and Informational Texts
This course is divided into two modules: immersion in reading and writing informational texts, and immersion in reading and writing argument. Participants will analyze texts to identify the characteristics, structures, and techniques commonly used in a variety of texts within each genre. Participants will develop and deliver comprehension lessons in each genre and will develop two mini-units, one that integrates reading and writing of informational texts and a parallel one for argument. (2 credits)

ED.811.645   Selecting Texts for Secondary ELA Instruction
In this course, participants explore a wide range of texts and genres for their quality, complexity, and the diverse roles they play in secondary ELA. Methods will be introduced for finding and locating texts appropriate for and appealing to urban teenagers. Participants will evaluate canonical, contemporary, and young adult books to consider the challenges and opportunities they provide. In addition to developing the vocabulary for analyzing how texts operate, participants will explore quantitative and qualitative methods for targeting their complexity.

Participants will also examine how the text complexity of any single text is dependent on classroom context and the additional texts being used in conjunction with it, through the process of reading and then designing original multimodal, multi-genre text sets. (2 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.811.654   Geometrical Thinking
In this course, participants learn how students in grades 6-12 develop geometric thinking and skill; learn and practice the skills necessary to plan; and enact and reflect on teaching in terms of its effect on student learning. Through field experiences, observation, reflection and reading, participants will continue to identify and analyze teacher moves and mathematical tasks in terms of how well they support the development of students' geometric thinking. (2 credits)

ED.811.655   Math Methods II
This course will continue the work done in Math Methods I around planning, collaborating, data collection, self-assessment, rehearsal, revision of lessons to suit students' needs, and general support. Participants will continue to receive guidance on addressing the Specially Designed Instruction (SDI) needed for students with IEPs and 504 plans. This course will focus on issues arising in the participants' clinical work providing effective math instruction to a diverse group of learners. (3 credits)

ED.811.656   Practices Concepts, and Core Ideas in Secondary Science (6-12)
This course integrates physical, life, and earth science; space, engineering, and technology. 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.811.663   Secondary Content Area Reading/Literacy
This course explores how listening, speaking, reading, writing, and viewing are tools for both accessing and demonstrating content knowledge within an academic discipline at the secondary level. Through the lens of disciplinary literacy, participants will explore the centrality of word knowledge in the academic disciplines, and a range of reading and writing strategies to support comprehension of diverse content area texts. (2 credits)

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.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. (1 credit)

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. (1 credit)

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 advisors 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 advisors 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 advisors 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.813.661   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
This course is required for Master of Science in Education candidates. 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
This course is required for Master of Science in Education candidates. 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. The course requires successful completion of 813.664. (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.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 curricula 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.851.642   Leadership in Curriculum, Instruction, and Assessment for Independent Schools
Students examine curriculum theory, design, and content and their relation to instruction and assessment as applied to independent schools. Topics include: curriculum and the independent school mission statement; K-12 curriculum scope and sequence; leadership of curriculum change; curriculum mapping and its implications; methods of assessment; interdisciplinary curriculum development; culturally responsive curriculum, instruction, and assessment; and differentiation of curriculum and instruction. Participants apply course content by developing a plan for curriculum implementation in their own schools. (3 credits)

ED.851.643   Supervision and Professional Development for Personnel in Independent Schools
Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies appropriate for independent schools. Emphasis is on development of an annual, school-based professional development plan; alignment of instructional goals with the supervision and evaluation of teachers; delegation of supervisory roles; recruitment, retention, and support of faculty and staff in independent schools; designing teacher incentives, recognition, and award programs; and using the principles of high-quality professional development to enhance teachers' knowledge and skills. Students apply concepts to practical situations in laboratory sessions. (3 credits)

ED.851.644   Public Relations, Marketing, and Fund-raising for Independent Schools
Students explore the importance of public relations, marketing principles, and fund raising to independent school success. Topics include: maintaining positive community relations; management of admission policies and procedures; operation of public relations and publicity functions; coordination of relations with other independent schools; facilitating relations with educational, governmental, and social service agencies; and fund-raising strategies. Students analyze and critique various strategies through case studies and discussion. (3 credits)

ED.851.645   Governance of Independent Schools
Students learn to facilitate positive working relationships within the board of trustees and build effective partnerships between the board and the school's faculty and staff. Topics include: setting, communicating, and evaluating progress toward annual goals; strategic planning with faculty, staff, and board members; establishing structures for boards to accomplish their work; reporting effectively to boards on important issues and concerns; models for evaluating the head of school; models for evaluating board performance and contributions of individual board members; developing trustees as effective school advocates; and managing crises. Students gain an understanding of the pressures exerted from multiple constituencies, finding ways to base decisions on what is good for students, what is good for the institution, and what is consistent with their own values. (3 credits)

ED.851.646   Business Management and Finance for Independent Schools
Students learn to apply business principles and financial processes that are the foundation for successful independent school management. Content includes: oversight of independent school

budgets; understanding of tuition and other revenue sources; knowledge and effective use of endowments, financial aid, and loans; understanding of major expenses; annual budget planning; grasping the legal and ethical implications of financial management; developing salary scales and policies; using principles of strategic, long-range planning; and facilities planning, maintenance, and management. Applications include case studies for identifying and resolving common problems and challenges. (3 credits)

ED.851.705   Effective Leadership
Students review the principles and techniques required of principals, assistant principals, and teacher leaders. The course emphasizes diagnosis of the school climate, principles of distributed leadership, motivation of faculty teams, and the dynamics of working in and with groups to accomplish school improvement goals. Emphasis is placed on the leader's role in creating a collaborative vision/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. Students must attend an organizational meeting in the semester prior to the semester in which they wish to intern and obtain approval to register for the internship. (3 credits)

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.855.610   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, 21st 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 studies as means for promoting social justice, access, and equity for all learners. (3 credits)

ED.855.621   Instructional Theory in Online Teaching and Learning
This course will provide an empirical and theoretical foundation for effective online teaching and learning. Participants will explore cutting-edge research, theory, and practice of online instruction and engage in collaborative inquiry to address common assumptions about online and blended learning including cultural competence and ethical issues. Participants will draw upon relevant instructional theories, conceptual frameworks, and effective best practices as criteria for selection, implementation, and integration of online learning environments, and apply these theories and frameworks as they begin to construct a literature review to inform the intervention that addresses underlying causes and factors related to their Problem of Practice project. (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 instructional design to enhance interdisciplinary learning experiences in online and blended educational environments. Instructional design theories and approaches will be discussed and contrasting views and perspectives of instructional design 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 instructional design 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 and will continue constructing a literature review that addresses underlying causes and factors related to their Problem of Practice. (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. Participants will apply these novel perspectives as they complete constructing a literature review to inform the intervention for their Problem of Practice project. (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 advisor; and 4) anticipate the challenges of navigating through politics, policy, fundraising, marketing, social networking, and possible media involvement. This course will include creating multiple strategies for communicating with internal and external stakeholders as appropriate to disseminate findings related to their Applied Dissertation topic. (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. Students will apply these novel concepts and perspectives to continued construction of the literature review to inform their Problem of Practice. (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 related to their Problem of Practice and the leadership required to initiate such an effort. (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, depending on the student's Problem of Practice. This course will offer insights and opportunities to further explore the literature to support proposed solutions and/or interventions to ameliorate the identified Problem of Practice. (3 credits)

ED.855.708   Mind, Brain Science and Learning
Building on 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. Students will create a conceptual framework to

organize research approaches related to this model and to inform the development of their applied project of practice. (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 and to inform the development of their Problem of Practice. (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. The final outcome of this course is a synthesis of literature relevant to factors associated with and underlying causes for their Problem of Practice. The course also includes a focus on academic writing. (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 and will develop a theoretical frame for their Problem of Practice project based on the perspectives examined in the class. (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. Course participants will continue to frame and examine a contemporary problem of practice significant to their workplaces and develop innovative solutions to these issues. (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.855.754   Evaluation of Digital Age Learning Environments
This course provides participants the opportunity to determine how digital-age technologies improve critical thinking and achievement in the k-12 classroom. Topics include evaluating the effectiveness and application of learning technologies to improve student-learning outcomes, using learning analytics to determine instruction effectiveness, online and computer-assisted testing and strategies to maximize results, federal and state reporting practices, as well as formative and summative program and performance evaluation. Participants in this course analyze technology mediated education and learning environments as they relate to instruction and learning. (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 PhD program to obtain credits as a teaching assistant. (3 credits)

ED.855.764   Schools in Society
After a consideration of the historical development of modern educational systems as institutions that socialize, select, and allocate children to positions in the adult society, the course examines the origins of alternative explanations for why individuals obtain different amounts and types of

educational training, considering how family background, race, and nativity shape modal trajectories through the educational system. The course also considers the particularities of the urban schooling in America since the 1960s, including the foundational literature on the effects of school and community resources on student achievement as well as the development and subsequent evaluation of school desegregation efforts. Debates over the meaning and pursuit of equality of opportunity are considered throughout the course, as they arise from broader concerns about the fairness of society, the prospects for upward social mobility, and the role that educational institutions have played in the production of socioeconomic inequalities across generations. (3 credits)

ED.855.773   Organizations and Institutions
Organizations and Institutions takes as its object of study the school, the school system, and those governmental and non-governmental organizations most central to the educational process. How are schools and school systems best organized, and what has recent research shown about how to reorganize them to improve outcomes for urban students? What other social institutions play an important role in determining outcomes for these students? This course helps students to make sense of and to improve the organizational context impacting urban students. (3 credits)

ED.855.774   Partnerships and Community Organizing
Partnerships and Community Organizing begins from the premise that schools alone are not going to solve the educational crises facing urban students, whether at the K12 level or settings such as community colleges. Building from the Organizations and Institutions course, this course examines how best to build partnerships with families, communities and other institutions to improve outcomes for urban students. What partnership models have demonstrated success in the past? What strategies have demonstrated success in involving students' families? This course examines partnerships at the level of the school and the school district. (3 credits)

ED.855.825   Human Development from Educational Psychology Perspectives
This course will provide an overview of major concepts, theories, and psychological research related to human development, primarily from birth to the transition to adulthood. This will include discussions of developmental milestones, individual functioning, human learning, motivation, cognitive and social-emotional development, and environmental influences. In addition, we will discuss the application of psychological principles to educational research and practice. (3 credits)

ED.855.840   Doctoral Research
Doctoral students apply theories and concepts related to their areas of study. (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 a 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.860.528   Post-Traumatic Stress Disorder
This course provides an overview of the etiology of and issues critical to the diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD). An emphasis is placed on the understanding of historical trends and contemporary theoretical and clinical models. (1 credit)

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.860.616   Achieving Change with Difficult Clients
The mechanisms and processes of therapeutic change are detailed according to the latest research literature, and applied in the context of working with defiant, unmotivated, or otherwise resistant clients. Much of the course is devoted to providing specific techniques and strategies that are directly relevant to positive outcomes. (1 credit)

ED.860.619   Spirituality as a Resource in Counseling
Contemporary researchers in medicine Young & Koopsen, 2011; McCormick 2010), nursing (Sawatsky & Petsut, 2005), social work (McKernan, 2005), and counseling and psychotherapy (Walker, Courtois & Aten, 2015; Walker, Gorsuch & Tan, 2004; Johnson, & Hayes, 2003; Fallot, 2001) have studied the contributions religion and spirituality can make to health and mental health. This course, Spirituality as a Resource in Counseling, will identify ways that spirituality can be used intentionally in the counseling process to promote clients' resilience and mental health, as well as ways that spiritual beliefs can function as a barrier to mental health. Various types of spiritual interventions will be discussed and related to different populations, with particular emphasis on clients recovering from trauma. Students will explore their personal spiritual beliefs and identify ways that these could possibly enhance or impede the counseling process. Spirituality will be explored in the context of cultural diversity and cultural competence, understanding spiritual beliefs as centrally important in the way individuals attribute meaning to their life experiences, including mental health and mental health problems. (1 credit)

ED.860.624   Introduction to Psychodynamic Counseling
Participants are introduced to the major concepts inherent to psychodynamic models for counseling and therapy. Emphasis is placed on the contributions of Freud and other theoreticians of his period, object relations models, and contemporary counseling/therapy approaches based on psychodynamic concepts and methods. (1 credit)

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.860.692   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
(Lab course) This course provides an overview of the major theories of counseling and therapy, such as cognitive, behavioral, existential, Gestalt, and Adlerian. Students explore integrative approaches, as well as multicultural and feminist perspectives. Participants focus on a wide range of specific techniques and practices that are associated with each theory and how they are applied in various situations. (3 credits)

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
The course titled Integrating Alternative Approaches to Mental Wellness 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 & cognitive behavioral therapies. It builds on the foundation established in Counseling Theory & Practice (ED.861.502), 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 a 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.863.503   Introduction to Neuroscience for Mental Health Clinicians
This course will examine a selection of recent advances in neuroscience that provide clinicians with alternative ways of thinking about mental disorders. As we have moved beyond the Decade of the Brain (1990-2000), ever more exciting findings from research have emerged. We will examine examples of mental disorders where the evidence for structural and/or functional brain abnormalities is strongest. The implications of this for assessment, prevention, and treatment will be discussed. Examples from the major life stages of childhood, adolescence, adulthood, and old age will be examined. We will make use of recent research articles to frame the discussion. (1 credit)

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.863.629 College Admissions Counseling
This course presents an overview of college admissions counseling for those who work with students making the transition from high school to college (e.g., middle and high school counselors, teachers, and college admissions personnel who want to become more familiar with high school processes and protocol). Effective strategies and practices that enhance students' college readiness will be introduced and practiced. Topics for the course include: the college counselor's timeline, resources available to counselors for college applications and financial aid planning, academic planning for college readiness, tips for writing college recommendations, developing a school-wide college-going culture, dismantling inequities in college admissions, and managing a college counseling office. (3 credits)

ED.863.630 Addictions Counseling I: Theory and Approaches
Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered and 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.863.650 Working with Children's Contemporary Issues of Grief and Trauma
This course recognizes a multitude of loss and grief issues faced by children in a contemporary world. Students gain an understanding of children's complicated grief issues including suicide, homicide, AIDS, violence, abuse, bullying, terrorism, and trauma. Through the use of case studies, students learn how to utilize specific clinical techniques when working with children experiencing traumatic loss. Participants gain an awareness of normal grief responses in children, tasks of grief, myths of grief, and techniques useful in helping children grieve. Students learn

practical ways to respond to children's grief reactions and questions and learn grief resolution techniques to work with children in educational and counseling situations. They also learn how to recognize behaviors that signal loss and how to identify at-risk and traumatized children. (3 credits)

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 advisor 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
This supervised internship in counseling includes both class instruction and either a 600- or 1000-hour internship. Students must register for this course in consecutive fall and spring semesters, as it is a two-semester course. (6-12 credits; taken over two semesters)

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.872.506   Instruction of Reading for Young Children with Disabilities: Grades K-3
Students will explore evidence-based techniques that can be applied in classroom reading instruction for kindergarten and primary students with disabilities. Assessment data will be used to prepare and implement instruction in phonemic awareness, phonics, word recognition, spelling, fluency, comprehension and organizational skills. Students will develop strategies for differentiating instruction to address the wide range of reading and related language abilities found in K-3 inclusion classrooms. (3 credits)

ED.872.509   Assessment of Reading for Young Children with Disabilities: Grades K-3
In this course, students will select, administer, and interpret a variety of reading assessments to use as the basis to create individualized prevention and intervention strategies. These assessments will include formal and informal measures with a focus on the diagnosis of reading problems, individualized planning for reading instruction, and implementation of such reading programs as Orton-Gillingham, the Stevenson method, phonemic awareness, the alphabetic principle, and modification of the literacy environment. (3 credits)

ED.872.514   Development of Young Children with Disabilities
This course examines typical and atypical development of young children, with a special emphasis on the etiology of developmental disabilities. Biological and environmental influences on young children are explored within the context of family and culture. (3 credits)

ED.872.810   Internship: Early Intervention and Preschool Special Education
Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in early intervention or preschool special education programs for young children with disabilities in the birth-to-five-years age range. Internship sites and activities are individually selected according to student interest and training needs. (3 credits)

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 also 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; www.bacb.com). 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; www.bacb.com). 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, 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, 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, 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.877.550   Inclusive Practices for Autism Spectrum Disorders
This course examines the legal mandates for inclusive practices in public schools and barriers to successful inclusion for students with autism. Students will identify the process for determining the most appropriate educational environment and learn the critical steps in preparing students and teachers for inclusion. Models of inclusion and instructional modifications for the general education classroom will be reviewed. Students will learn to define the varying applications of inclusive settings, plan goals and objectives that reflect the inclusion goals, and implement strategies that lead toward inclusion. (3 credits)

ED.877.551   Survey of Autism and Other Pervasive Developmental Disorders
Providing a comprehensive review of current information about autism and other pervasive developmental disorders, this course draws on research findings and clinical experience from a number of related disciplines, including psychiatry, psychology, neurobiology, and pediatrics. In addition to exploring theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues, students are introduced to the primary therapeutic and intervention strategies employed with students who have autism. The theoretical basis of, and empirical evidence for, the diverse traditional and 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 and advanced mastery level. (3 credits)

ED.877.830   Graduate Project in Severe Disabilities
Students of demonstrated ability with special interest in services for persons with severe and multiple disabilities study under the direction of a faculty member in the School of Education. Students must meet with their faculty advisor and prepare an outline of their proposed projects prior to registration. (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.880.647   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 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 Educational Scholarship: Implementation. (1 credit)

ED.880.662   Educational Scholarship: Implementation
Participants will continue the development of their proposals begun in the 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.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 place 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
Students are introduced to qualitative research methodology and designs in education. The theory and principles of observational research techniques and interpretative methodology are examined. Students are assisted in identifying components of qualitative research to look at patterns and relationships between subject and variables in a natural setting. (3 credits)

ED.883.718　　Research Methods and Systematic Inquiry I
This is the first in a two-course series designed to teach students the skills necessary to design mixed methods research focused on problems of practice. The course is structured to introduce students to mixed methodology while focusing on quantitative methods including conceptualizing and identifying problems of practice. 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. The goals for the class include a greater comfort in reading, reviewing and critiquing educational research, increased understanding of the various designs for research in educational and related fields especially mixed methods research design. Students will design a research project related to a problem-of-practice within the students' organizational context as partial completion of Year 1 comprehensive assessments. (3 credits)

ED.883.719   Research Methods and Systematic Inquiry II
This is the second in a two-course series focused on mixed methodology research. In this course, students continue deepening their understanding of mixed methods research through course readings, discussions, and assignments. Students will be encouraged to explore, critique, design, and conduct mixed methods research with a focus on qualitative research methodology. This course covers key strategies of qualitative inquiry, common qualitative methods (e.g., observational research techniques and interpretative methodology), and elements of effective qualitative research proposals. Students will design a research project related to a problem-of-practice within the students' organizational context as partial completion of their Year 2 comprehensive assessments. (3 credits)

ED.883.721   Evaluation of Education Policies and Programs
This course is intended to provide an overview of key elements and topics related to program and policy evaluation and research. Students will become familiar with types of evaluation and their purposes including their role in research and development and program improvement. The course will also cover developing researchable questions and problem identification, logic models and program theory, threats to validity, experimental and quasi-experimental designs, qualitative and mixed methods designs, ethics, and cost-benefit analysis. (3 credits)

ED.883.723   Hierarchical Linear Models
This course offers an introduction to methods for the analysis of multilevel or clustered data, hands-on development, and interpretation of hierarchical linear models. The topics include conceptual development of multilevel models, estimation, model assessment, power, modeling longitudinal data, and models for continuous outcomes as well as categorical or limited dependent variables. (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 advisor 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 Content Reading I to include applications in the classroom, with connections to assessment and informal diagnostic work done by content classroom teachers. Development of a classroom learning community, uniting theoretical, diagnostic, and instructional structures with carefully selected materials, is the goal of this course. Additionally, participants extend skill building related to reading across other language areas, such as writing, speaking, and listening, and throughout content areas. Discussion includes adult literacy, ESOL and reading in content classrooms, and organizational/study skills in preparation for employment and higher education. (3 credits)

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 alphabetics, word identification, and word study strategies for classroom instruction; designing and providing authentic early literacy experiences and literacy-rich environments; and strategies and methods for storytelling and in developing contextual oral reading fluency. (3 credits)

ED.884.610   Advanced Diagnosis for Reading Instruction
This course advances and refines the knowledge of students about advanced diagnostic processes

in determining reading difficulties and designing appropriate and related interventions. Case study and small group collaboration are used to develop students' abilities to integrate data from multiple sources, generate diagnostic profiles, and make instructional recommendations. Students learn to administer standardized and criterion-referenced assessments and about the principles, philosophies, and strategies of effective remedial approaches. (3 credits)

ED.884.612   Teaching Reading and Writing in the Content Areas to ESL Students
The reading process for speakers of other languages is examined so that participants are able to provide a variety of instructional, cognitive, motivation, and study skill strategies. Technology instruction is addressed for teaching ESL students Internet skills, as well as other computer applications to enhance reading and writing skills. Participants become familiar with the English Language Arts Content Standards, the Core Learning Goals, and their relationship to the ESL Content Standards. (3 credits)

ED.884.615   Cross-Cultural Studies in Literacy
Students in this class investigate how culture, language, school and out-of-school literacy experiences, and education policy influence student attitude, learning, and content area knowledge. Participants evaluate multicultural literacy research, curriculum, literature, and new literacies, and how social and cultural factors contribute to daily classroom literacy instruction and everyday life. The course emphasizes creating democratic and culturally sensitive learning environments. (3 credits)

ED.884.617   Children and Adolescent Literature
This course examines in-depth instructional issues involving multiple genres of children and adolescent literature. Topics include the examination of text structures in informational, expository, and narrative materials; effective identification and selection of instructional and independent level texts for student reading; developing awareness of literature about, and resources related to, culturally diverse groups in the United States; understanding self as a reader and to use that understanding to inform teaching practices, engagement and motivational issues related to text instruction and selection; and how digital literature can be used in classroom instruction. (3 credits)

ED.884.620   Seminar in Reading: Roles of the Reading Specialist
Students in the final year present and evaluate their projects and plans for addressing the needs of students at all levels of reading ability in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in reading instruction. (3 credits)

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.884.810   Supervised Clinical Practicum I for Reading Certificate Students
The practicum for advanced reading education certificate students is a capstone experience of students enrolled in reading certificates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates' knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

ED.884.811   Supervised Clinical Practicum I for Masters in Reading Candidates
This first practicum is a midpoint program experience of Reading Specialist candidates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates' knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. (3 credits)

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 "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 21st century. Using digital literacies, writing, and object-centered multimedia ideas and instructional approaches, candidates work with teachers and students in designing, producing, and using new and traditional literacies to best prepare themselves and others for advancing technologies and practices that are changing the ways that people communicate and network. (3 credits)

ED.885.501   The Gifted Learner
Students survey a historical overview of gifted education and examine research literature, intelligence theorists, and current practices used with gifted learners to gain perspective on the academic, social, and affective nature and manifestations of giftedness. Special needs populations are examined for unique characteristics and needs to further support the premise of a diverse gifted audience. Emphasis will be placed on gifted learning characteristics as they inform identification, planning, and support strategies. Participants explore the potential role they play in working with gifted youth, alternate placement opportunities, and the identification process through case studies. (3 credits)

ED.885.505   Creativity and Critical Thinking
Participants 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 in all subjects at both the elementary and secondary school levels. Participants will review studies of creative people and teaching strategies that foster creative behavior. Strategies for teaching higher level critical and creative thinking will be explored and practiced. (3 credits)

ED.885.510   Curriculum, Assessment, and Instruction for Gifted Learners
Students explore the various approaches to differentiating curriculum, instruction, and assessment for gifted students. Strategies and techniques that are supported by research and best practice are discussed and analyzed. Comparisons of existing programs, theories, concepts, and ideas related to instructional programs for gifted students are encouraged. Students design interventions for translating theories about gifted education into practice in their personal workplaces. (3 credits)

ED.885.512   The Gifted/ Learning Disabled Learner
Participants review recent research-based findings into identification and programming for the gifted child with learning disabilities. Participants consider appropriate strategies and teaching techniques for the remediation of difficulties, as well as the development of enriched content and accelerated and innovative approaches for maximization of potential in areas of giftedness. (3 credits)

ED.885.515   Program Development and Assessment in Gifted Education
Students will consider all the parts of a successful system-wide program for gifted and talented students. Emphasis will be on finding and serving diverse populations, using various assessment methods to identify and place students in a gifted program, monitor progress, and measure value added for students. (3 credits)

ED.885.604   Social and Emotional Needs of the Gifted
Participants will examine the unique social and emotional needs of gifted and talented learners and their families. Primary emphasis will be on consultation, guidance and counseling strategies for use with diverse gifted learners including those from special populations. (3 credits)

ED.885.820   Practicum in Gifted Education
Students participate in a supervised practicum experience in an educational setting under the direction of the faculty. Individual assessment sessions are held. Students must receive written approval at least two months prior to registration. (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-20th century to recent and ongoing research in the neuro- and cognitive sciences. Topics include the development of language, motivation, and intelligence, as well as the acquisition of skills and concepts related to mathematics, reading, writing, and problem-solving. Implications for education are considered. (3 credits)

ED.887.617   Neurobiology of Learning Differences
This course is intended to prepare educators with information about how differences and disabilities in brain development impact the abilities of school aged children and adolescents to participate in instructional activities. Particular attention is given to autism spectrum disorder (ASD), specific learning disabilities (SLD), attention deficit disorder and attention deficit disorder with hyperactivity (ADD and ADHD), and psychiatric disorders that are found in the constellation of disabling conditions identified as emotional disturbance (ED). The course will include case studies of students with each disabling condition, with a focus on how the disability affects learning, the current status of imaging technologies, and the current uses of medications for assisting students in school settings. Students taking this course will review research and link information from lecture to the creation of an instructional unit demonstrating knowledge of how a disabling condition can be accommodated in school. (3 credits)

ED.887.618   Cognitive Processes of Literacy & Numeracy
This course is designed to offer students an opportunity to study, discuss and explore aspects of brain function that influence 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.893.550   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 21st 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 graduate 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. Henessey and Amabile (2010) state that creativity is essential to human progress. Through evidence-based research, learners will explore the computer culture and how it is shaping instruction. The age of machines is creating an identity crisis, the identity life-cycle will be explored as well as the field of human-computer interaction and its effects on creative thinking. The concept of participatory culture and media education will be discussed and how they support developing digital communities of learners. We will also 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. Students will submit a final project related to design and how people create and learn with a particular technology. Part of the project is to write a theoretical or critical reflection on creative learning experiences. (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 advisor 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 45 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. e 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, IEP has direct access to leading national and international scholars. At the same time, located in Baltimore, the Institute 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. The Institute 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/.

SCHOOL OF EDUCATION FACULTY

Graduate Education Faculty

Yolanda Abel, EdD
Associate Professor

Chadia Abras, PhD
Associate Professor & Associate Dean for
Accreditation, Assessment and Technology

Jennifer Albro, PhD
Lecturer

Annette C. Anderson, PhD
Assistant Professor

Courtney Bauer, PhD
Lecturer

Mary Ellen Beaty-O'Ferrall, PhD
Associate Professor

Carey C. Borkoski, PhD, EdD
Assistant Professor

Camille L. Bryant, PhD
Associate Professor

Shawnette L. Bryant, MS
Lecturer

Julia Burdick-Will, PhD
Assistant Professor

Deborah Carran, PhD
Professor

Angela D. Coker, PhD
Visiting Associate Professor

Kristina Colbert, MEd
Lecturer

Alice Cook, PhD
Lecturer

Norma Day-Vines, PhD
Professor

Laurie U. deBettencourt, PhD
Professor

Joan DeSimone, PhD
Assistant Professor

Laken D. Detchemendy, MEd
Lecturer

Wendy Drexler, PhD
Assistant Professor

Christine Eccles, PhD
Visiting Assistant Professor

Christine Eith, PhD
Assistant Professor

Elizabeth R. Eny, MA
Lecturer

Ferne Farkas, EdD
Lecturer

Robyn A. Ford, MAT
Lecturer

Amber Glaros, MS
Lecturer

Ileana A. Gonzalez, PhD
Assistant Professor

Darci Gueta, MEd
Lecturer

Keri M. Guilbault, EdD
Assistant Professor

Alison T. Gunter, MEd
Lecturer

Mariale M. Hardiman, EdD
Professor & Vice Dean of Academic Affairs

Christina Harnett, PhD
Associate Professor

Onaje Harper, MS
Lecturer

Lillian Hartmann, PhD
Lecturer

Lieny Jeon, PhD
Assistant Professor

Ranjini M. JohnBull, PhD
Assistant Professor

Jennifer Jones, EdD
Lecturer

Tyi-Sanna Jones, PhD
Lecturer

Karen Karp, EdD
Visiting Professor

Kathleen Kennedy, MEd
Lecturer

Vivian V. Lee, EdD
Associate Professor

Mary Ellen B. Lewis, EdD
Visiting Assistant Professor

Jacqueline Lovelace, EdD
Lecturer

Tamara Marder, PhD
Associate Professor

Marcia V. Marinelli, PhD
Visiting Assistant Professor

Tiffani Martin-Few, MAT
Lecturer

Eric T. Mayes, PhD
Assistant Professor

Donna McConnell, MEd
Lecturer

Laura S. Minicucci, MS
Lecturer

Stephen L. Morgan, PhD
Bloomberg Distinguished Professor of
Sociology and Education

Christopher C. Morphew, PhD
Professor & Dean of the School of
Education

Wendy Osefo, PhD
Visiting Assistant Professor

Mora Owens, MEd
Lecturer

Stephen J. Pape, PhD
Professor

E. Juliana Paré-Blagoev, EdD
Assistant Professor

Jennifer Pastrone, MEd
Lecturer

Jonathan A. Plucker, PhD
Julian C. Stanley Professor of Talent
Development

Jessica N. Proffitt, MAT
Lecturer

Sherri Prosser, PhD
Visiting Assistant Professor

Aparna Ramaswamy, PhD
Visiting Assistant Professor

Eric P. Rice, PhD
Assistant Professor

Marsha Riggio, PhD
Visiting Assistant Professor

John Sharkey, MAT
Lecturer

Robin W. Shay, MS
Lecturer

Amy L. Shelton, PhD
Professor & Associate Dean for Research

Henry M. Smith, EdD
Assistant Professor

R. William Sowders, PhD
Assistant Professor

Laura Stagnaro-Green, MEd
Lecturer

Marc L. Stein, PhD
Associate Professor

Trina Tran, MEd, MSW
Lecturer

Linda A. Tsantis, EdD
Associate Professor

Antoinette (Toni) Ungaretti, PhD
Assistant Professor & Assistant Dean

Alicia F. Woolf, MEd
Lecturer

Emily J. Yanisko, PhD
Lecturer

Anita Young, PhD
Associate Professor

Division of Public Safety Leadership Faculty

Ira Blatstein, PhD
Assistant Professor

Christopher Dreisbach, PhD
Associate Professor

Sheldon F. Greenberg, PhD
Professor

Phyllis McDonald, EdD
Associate Professor

Antigoni Papadimitriou, PhD
Assistant Professor

Research Center/Institute Faculty

Christine Alexander, EdS
Instructor
Center for Technology in Education

Robert Balfanz, PhD
Professor
Center for Social Organization of Schools

Ashley R. Berner, DPhil
Assistant Professor
Institute for Education Policy

Alanna Bjorklund-Young, PhD
Assistant Professor
Institute for Education Policy

Elizabeth A. Boyle, EdD
Assistant Research Scientist
Center for Technology in Education

Linda Carling, EdD
Associate Research Scientist
Center for Technology in Education

Chi-Keung (Alan) Cheung, PhD
Associate Professor
Center for Research and Reform in
Education

Faith Connolly, PhD
Assistant Professor
Center for Social Organization of Schools

Marcia Davis, PhD
Assistant Professor
Center for Social Organization of Schools

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

Rachel E. Durham, PhD
Assistant Professor
Center for Social Organization of Schools

Jeanne Dwyer, MS
Instructor
Center for Technology in Education

Joyce L. Epstein, PhD
Professor
Center for Social Organization of Schools

Jeffrey Grigg, PhD
Assistant Professor
Center for Social Organization of Schools

Veronique C. Gugliucciello, MS
Instructor
Center for Technology in Education

Maureen Jones, MS
Instructor
Center for Technology in Education

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

Richard Lofton, PhD
Assistant Professor
Center for Social Organization of Schools

Douglas Mac Iver, PhD
Professor
Center for Social Organization of Schools

Martha A. Mac Iver, PhD
Associate Professor
Center for Social Organization of Schools

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

K. Lynne Mainzer, EdD
Associate Professor
Center for Technology in Education

Cynthia Millikin, PhD
Assistant Professor
Center for Technology in Education

Jennifer R. Morrison, PhD
Assistant Professor
Center for Research and Reform in
Education

Jacqueline A. Nunn, EdD
Professor & Associate Dean of Educational
Technology
Center for Technology in Education

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

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

Steven B. Sheldon, PhD
Associate Professor
Center for Social Organization of Schools

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

David M. Steiner, PhD
Professor
Institute for Education Policy

R. Christopher Swanson, EdD
Associate Research Scientist
Center for Technology in Education

Kristen Thompson, MS
Instructor
Center for Technology in Education

Mark Trexler, EdD
Assistant Research Scientist
Center for Technology in Education

Rebecca Wolf, PhD
Assistant Professor
Center for Research and Reform in
Education

Joint/Courtesy Appointments in the School of Education

Karl L. Alexander, PhD
John Dewey Professor Emeritus of
Sociology, Academy Professor and
Research Professor of Sociology
JHU Krieger School of Arts and Sciences

Robert W. Blum, MD, PhD, MPH
Professor & William H. Gates Sr. Chair,
Department of Population, Family &
Reproductive Health
JHU Bloomberg School of Public Health

Julia Burdick-Will, PhD
Assistant Professor, Department of
Sociology
JHU Krieger School of Arts and Sciences

Margarita Calderón, PhD
Professor Emerita
Center for Research and Reform in
Education

Margaret (Bette) Chambers, PhD
Professor and Director of the Institute for
Effective Education
University of York (UK)

Chi-Keung (Alan) Cheung, PhD
Professor
The Chinese University of Hong Kong

Steven A. Farber, PhD
Staff Scientist
Carnegie Institution for Science, Department
of Embryology

John A. Flynn, MD
D. William Schlott Professor of Medicine &
Director, Spondyloarthritis Program
JHU School of Medicine

Wayne P. Hunt, EdD
Assistant Professor
Department of Psychiatry and Behavioral
Sciences
JHU School of Medicine

Philip J. Leaf, PhD
Professor & Director, Center for the
Prevention of Youth Violence
JHU Bloomberg School of Public Health
Secondary Appointment—JHU School of
Medicine

Jonathan M. Links, PhD
Professor & Deputy Chair, Environmental
Health Sciences; Director, Public Health
Preparedness Programs
JHU Bloomberg School of Public Health
Joint Appointments—Radiology &
Emergency Medicine, JHU School of
Medicine; Deputy Director, Office of
Critical Event Preparedness and Response
(CEPAR), Johns Hopkins University &
Health System

Stephen L. Morgan, PhD
Bloomberg Distinguished Professor of
Sociology and Education
Department of Sociology
JHU Krieger School of Arts and Sciences

Jonathan A. Plucker, PhD
Julian C. Stanley Professor of Talent
Development
Johns Hopkins Center for Talented Youth

Michael S. Rosenberg, PhD
Professor Emeritus & Dean of the School of
Education
SUNY New Paltz

John H. Shatzer, Jr., PhD
Associate Professor of Medical Education
and Administration
Vanderbilt University School of Medicine

Amy L. Shelton, PhD
Director of Research
Johns Hopkins Center for Talented Youth

Barbara A. Wasik, PhD
Professor, Early Childhood Education
Temple University

Daniel Webster, ScD, MPH
Professor & Co-Director, Johns Hopkins
Center for Gun Policy and Research
JHU Bloomberg School of Public Health

W. Stephen Wilson, PhD
Professor, Department of Mathematics
JHU Krieger School of Arts and Sciences

ADMINISTRATION

Johns Hopkins University Administration

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Global Head of Patient Outcomes and
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Sanofi

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Charles (Chuck) Fleischman
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Leslie Gilbert-Lurie
Board Member and Immediate Past
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National Medical Director
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Nancy Grasmick
Presidential Scholar
Towson University &
Co-Director
Center for Innovation and Leadership in
Special Education, Kennedy Krieger
Institute

Hill Harper
Actor/Author

Howard Mandel
Obstetrician Gynecologist

Eric Paquette
Senior Vice President of Production
Sony Pictures Entertainment, Screen Gems

Abhay Parekh
CEO
Lytmus, Inc.

E. Magruder Passano, Jr.
President and CEO
One Waverly LLC

Maxine Phillips
Vice President of International Business
Development
Phillips Food, Inc.

Courtney Williams
Co-Founder & CEO
Torsh