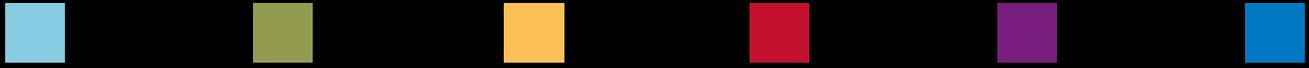# Johns Hopkins University
School of Education

Academic Catalog 2012 - 2013

JOHNS HOPKINS
U N I V E R S I T Y

School of Education

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INTRODUCTION

ABOUT JOHNS HOPKINS UNIVERSITY

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

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

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

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

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

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

Johns Hopkins also has a campus near Rockville in Montgomery County, MD, and has academic facilities in Nanjing, China, and in Bologna, Italy. It maintains a network of continuing education facilities throughout the Baltimore-Washington region, including centers in downtown Baltimore, in downtown Washington and in Columbia.

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

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

ABOUT THE SCHOOL OF EDUCATION

For over a century, the Johns Hopkins University School of Education has been preparing educators to make a difference in the lives of children, youths and adults. Founded in 1909 as the College Courses for teachers, the school offers doctorate and graduate programs and develops research-based models of instruction that are improving learning outcomes worldwide—from early childhood to the adult learner. Grounded in the Johns Hopkins tradition of research and innovation, the school continues to shape the fields of teaching, school administration, special education, counseling, education in the health professions, and public safety leadership.

The School of Education is among the nation's top recipients of federal education reform grants and is involved in a variety of research and development activities, external partnerships, and collaborative connections to the broader Johns Hopkins research community. Three research and development centers support its work: the Center for Research and Reform in Education, the Center for Social Organization of Schools, and the Center for Technology in Education. In addition, the school's nationally recognized Division of Public Safety Leadership provides graduate and undergraduate programs in management, and conducts applied research in various areas of public safety leadership. Approximately 1,500 School of Education students are enrolled at the university's Homewood campus in Baltimore and two off-campus centers located in the Baltimore-Washington area. The school also offers online and professional development programs to national and international learners. For more information, please visit **www.education.jhu.edu**.

ACCREDITATION

The Johns Hopkins University is accredited by the:

Middle States Commission on Higher Education
3624 Market St.
Philadelphia, PA 19104
267-284-5000
www.msche.org

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

National Council for Accreditation of
   Teacher Education
2010 Massachusetts Ave, NW
Suite 500
Washington, DC 20036
202-466-7496
www.ncate.org

CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in counseling. CACREP may be contacted at:

Council for Accreditation of Counseling
   and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
703-535-5990
http://www.cacrep.org

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

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
410-767-0600
www.marylandpublicschools.org

MISSION

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

- Teaching
- Research
- Program development
- Leadership and service
- Partnership programs

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

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

VISION

The Johns Hopkins University School of Education will lead the world in attracting the most talented and diverse individuals into the fields of education, counseling, and public safety. We will guarantee educational improvement and community well-being by assuring that our students, and others in the profession, have the most innovative tools and effective approaches to advance learning.

Core Values

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

- **Innovation (in discovery, scholarship, leadership, and application):** As members of a university community known preeminently for research and its application, we challenge ourselves to create and test new approaches to the educational needs of our schools and communities, as well as in our own administrative and student support systems.

- **Excellence:** As reflective practitioners, we engage in regular self assessment and invite external peer reviews to drive the continuous improvement of our academic programs, research activities, and administrative systems.

- **Collaboration and Partnerships:** We believe that multi-disciplinary and inter-institutional teams, including other schools within Johns Hopkins and public school systems, provide the range of perspectives required to address the most challenging issues facing PK-12 schools and communities.

- **Evidence-based Practice:** Research and its application and evaluation form an iterative cycle that guides informed practice in our program development, policy formulation, and school reform initiatives. So, too, evidence-based decision making shapes our internal activities such as student and financial services.

- **Integrity:** One hundred years of continuous service to our region's public schools and urban neighborhoods has earned us a reputation as a trustworthy partner in enhancing the quality of life for children, youth, and adults. By continuing to focus our actions and decisions on the students, schools, and communities we serve, we will sustain this primary commitment.

- **Civility and Diversity (in people, thought, and practice):** Civility and diversity are processes that form the warp and weft of our school community, weaving together the multiplicity of perspectives and experiences that enhance all our work.

School of Education
Johns Hopkins University
CONCEPTUAL FRAMEWORK

Candidate Outcomes   Methods of Delivery   Mission

INTEGRATORS OF APPLIED TECHNOLOGY

COMMITMENT TO DIVERSITY

Teaching

Program Development

Research

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

DATA-BASED DECISION MAKERS

KNOWLEDGEABLE IN CONTENT/DISCIPLINE

Leadership and Service

Partnerships

REFLECTIVE PRACTITIONERS
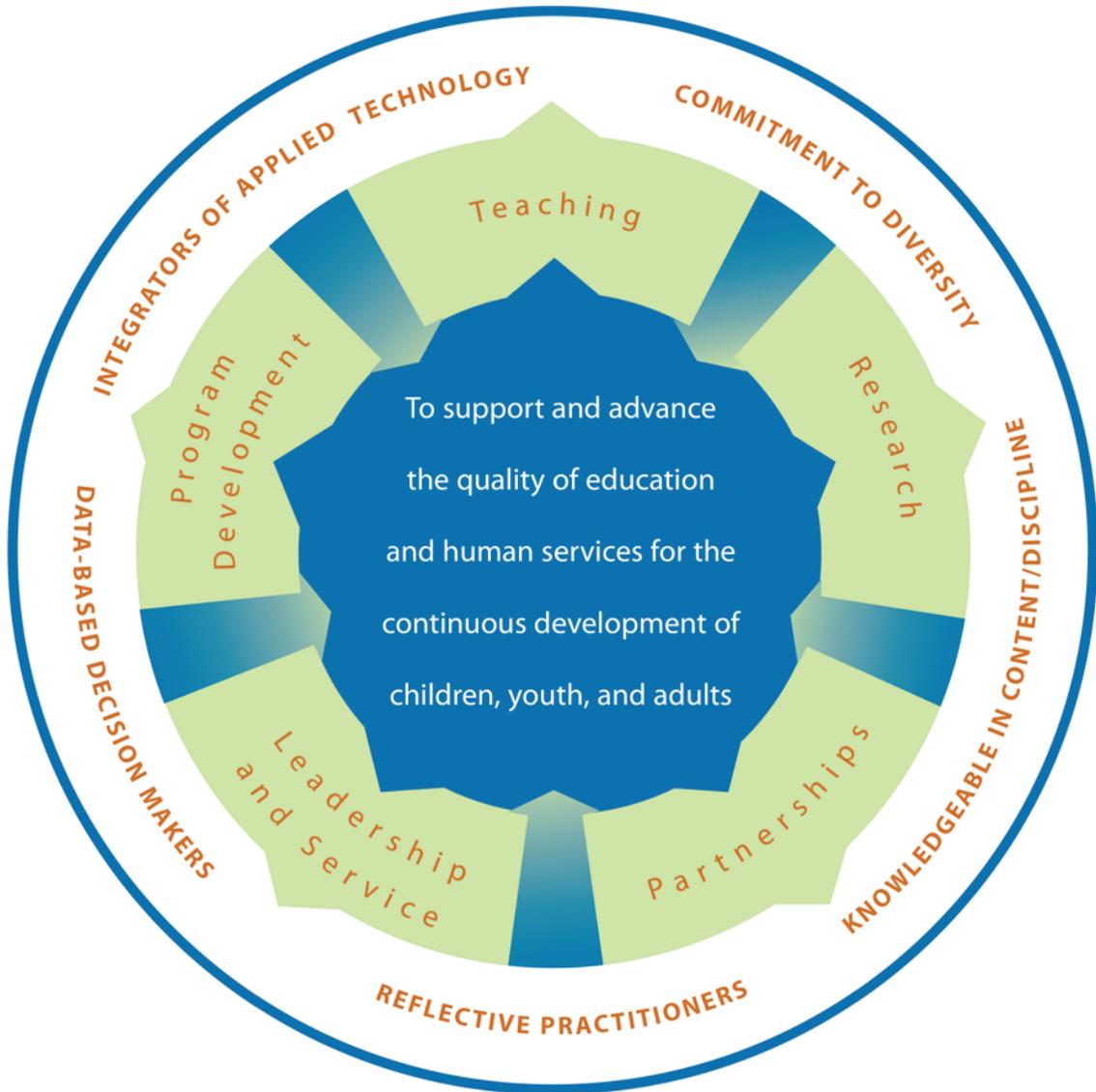
SCHOOL OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

Educator Preparation Programs—Master's Degrees

Program		Academic Area of Emphasis	Number of Credits	Program Information on Page
Master of Arts in Teaching (MAT)				
Concentrations (Certification Programs)	Elementary Education (Grades 1-6)	Teacher and Learning	39	58-60
	Secondary Education (Grades 7-12)	Teacher and Learning	39	58-60
Master of Education				
Concentration	Health Professions	Education in the Health Professions	33	44
Master of Science in Counseling				
Concentrations	Mental Health Counseling	Counseling and Human Development	60	40
	School Counseling (Flexible and Fellows Programs)	Counseling and Human Development	48	41-43
Master of Science in Education				
Concentrations	Educational Studies (Teach for America Option)	Teaching and Learning	39	60
	Educational Studies (Individualized Interdisciplinary Program of Study Option)	Teaching and Learning	33-39	61
	Reading	Language, Literacy and Reading Education	39	46
	School Administration and Supervision	Administration, Supervision and Leadership	39	36
	Technology for Educators	Teaching and Learning	36	61
Master of Science in Special Education				
Concentrations (Certification Programs):	Early Childhood Special Education (Infant/Primary)	Special Education	39	49
	Mild to Moderate Disabilities (Elementary/Middle & Secondary/Adult)	Special Education	39	50
	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Special Education	36	51
	Severe Disabilities (Grades K-12)	Special Education	36	52

	General Special Education Studies	Special Education	36-39	53
Concentrations (Non-Certification Programs)	Mild to Moderate Disabilities: Differentiated and Inclusive Education	Special Education	36	53
	Severe Disabilities	Special Education	36	54
	Severe Disabilities: Emphasis in Autism Spectrum Disorders	Special Education	36	54
	Technology in Special Education	Special Education	36	55

Educator Preparation Programs—Graduate Certificates

Subject Area/Theme	Program	Academic Area of Emphasis	Number of Credits	Program Information on Page
Adult Learning	Online Teaching and Learning for Adults	Teaching and Learning	15	65
	Teaching the Adult Learner	Teaching and Learning	15	65
Counseling	Counseling (Certificate of Advanced Graduate Study [CAGS])	Counseling and Human Development	30	44
	Mental Health Counseling	Counseling and Human Development	15	44
Reading	Adolescent Literacy Education	Language, Literacy and Reading Education	15	47
	Effective Teaching of Reading	Language, Literacy and Reading Education	15	47
	Emergent Literacy Education	Language, Literacy and Reading Education	15	47
School Leadership	Educational Leadership for Independent Schools	Administration, Supervision and Leadership	15	37
	Leadership for School, Family, and Community Collaboration	Administration, Supervision and Leadership	15	37
	School Administration and Supervision (Online and Face-to-Face Program Options)	Administration, Supervision and Leadership	18	38-39
	Teacher Leadership: Instructional Leadership in School Settings	Administration, Supervision and Leadership	15	39

Subject Area/Theme	Program	Academic Area of Emphasis	Number of Credits	Program Information on Page
Special Education	Advanced Methods for Differentiated Instruction and Inclusive Education	Special Education	15	56
	Assistive Technology	Special Education	15	56
	Early Intervention/ Preschool Special Education Specialist	Special Education	15	56
	Education of Students with Autism and other Pervasive Developmental Disorders	Special Education	18	57
	Education of Students with Severe Disabilities	Special Education	15	57
STEM (Science, Technology, Engineering, Mathematics) Education	Earth/Space Science	Teaching and Learning	18	62
	K-8 Mathematics Lead-Teacher Education	Teaching and Learning	18	63
	K-8 Science Lead-Teacher Education	Teaching and Learning	18	63
	K-8 STEM Lead-Teacher Education	Teaching and Learning	15	63
	Mind, Brain, and Teaching (Online and Face-to-Face Program Options)	Teaching and Learning	15	64
Technology for Educators	Data-Based Decision Making and Organizational Improvement	Teaching and Learning	15	62
	Leadership in Technology Integration	Teaching and Learning	15	64
Other Specializations	English as a Second Language (ESL) Instruction	Language, Literacy and Reading Education	15	48
	Evidence-Based Teaching in the Health Professions	Education in the Health Professions	18	44
	Gifted Education	Teaching and Learning	18	63
	Urban Education	Teaching and Learning	15	66

Doctoral Programs

Program Concentrations	Number of Credits	Program Information on Page
Doctor of Education (Ed.D.)		
General (No Concentration)	87	66
Counseling	87	66
Special Education	87	66
Teacher Development and Leadership	87	66
Doctor of Philosophy (Ph.D.) in Education		
General (No Concentration)	90	66

Division of Public Safety Leadership Programs

Program Concentrations	Number of Credits	Program Information on Page
Bachelor of Science		
Management and Leadership	60	105
Master of Science		
Intelligence Analysis	42	107
Management (Online and Face-to-Face Program Options)	45	106
Management (Accelerated Program)	30	107

2012–13 ACADEMIC YEAR CALENDAR

SUMMER SEMESTER 2012

April 1
Financial aid priority filing date for 2012 summer semester

April 2–May 29
Registration period for 2011 summer semester

May 30
2012 Summer Session I begins

May 31
Last day to submit graduation application for 2012 summer semester

July 1
Last day for students to submit incomplete work from 2012 spring semester and May Session

July 4
Fourth of July holiday; no classes held

July 14
Summer Session I ends

July 16
Summer Session II begins

August 25
2012 Summer Session II ends

October 4
Last day for students to submit incomplete work from the 2012 summer semester

FALL SEMESTER 2012

June 1
Financial aid priority filing date for 2012 fall semester

July 1
Deadline for Maryland State Workforce Shortage Student Assistance Grants application

July 1
Deadline for 2012–13 campus-based scholarships

July 9–August 26
Registration period for 2012 fall semester

August 24
Last day to submit graduation application for 2012 fall semester

August 27
2012 fall semester classes begin

September 3
Labor Day; no classes held

November 21–25
Thanksgiving Holiday; no classes held

December 4
Last day of term/final exam—only for 15 week Tuesday classes

December 10–15
Final examination period for 15-week classes

December 15
Last day of 2012 fall semester

February 11
Last day for students to submit incomplete work from 2012 fall semester and 2013 January Intersession

JANUARY INTERSESSION 2013

January 2–26
2013 January Intersession

January 21
Martin Luther King Jr., holiday; no classes held

SPRING SEMESTER 2013

October 29–January 23
Registration period for 2013 spring semester

November 1
Financial aid priority filing date for 2013 spring semester

January 4
Last day to submit graduation application for 2013 spring semester

January 28
2013 spring semester classes begin

March 1
Deadline for 2013–2014 Maryland State Scholarships

April 1
Financial aid priority filing date for 2013 summer semester

May 6–May 11
Final examination period for 15-week classes

May 11
Last day of 2013 spring semester

May 23
University-wide Commencement;
School of Education Diploma Ceremony

MAY SESSION 2013

May 7–May 25
May Session classes

July 1
Last day for students to submit incomplete work from
2013 spring semester and 2013 May Session

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 submit a formal application. At minimum, this will include:

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

Note: Applicants seeking to start a full-time master's program in the School of Education in summer 2014 must submit GRE scores as part of the application process. While, for the 2014 admission cycle onwards, the GRE will be compulsory only for applicants seeking to enroll in a full-time master's program, all applicants to School of Education part-time master's programs are encouraged to submit GRE scores as part of their application package.

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

The admission process, while considering grade point average and, for some programs, standardized test scores, also takes into consideration professional experience and other distinctive characteristics of individual learners. Students who provide fraudulent or incomplete information during the admission process will be disqualified or dismissed.

Applications are processed and files managed through the School of Education's Office of Admissions; however, admission decisions are made by program admissions committees. All admission decisions rendered are final and cannot be appealed. To expedite the process, applicants must submit official copies of undergraduate and, where applicable, graduate transcripts with their admission application. To be considered "official," transcripts must be submitted in the institution's sealed envelope. Unless otherwise noted for a specific academic program, all application materials should be mailed directly to:

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

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

To be eligible for federal financial aid, federal regulations require that a student be accepted (unconditionally) into a 15-credit or greater degree or certificate program and maintain an enrollment status of at least half-time each semester (i.e. 6 credits). No funds are available for repeated courses.

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. Applicants are required to respond to an offer of admission within the time period provided by returning the Notice of Intent form enclosed with their acceptance letter. A deferral of an acceptance may also be granted when requested in writing by submitting the Notice of Intent form and indicating the desired deferral date. Deferrals may be granted for up to one year from the semester of admission. The decision to grant a deferral beyond the one-year time period is at the discretion of the Associate Dean with responsibility for oversight of the program.

Undergraduate Programs Admission Policy—Division of Public Safety Leadership

The Division of Public Safety Leadership (PSL) is the only unit in the School of Education that offers undergraduate programs. In addition to the above 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 a regionally or nationally accredited college or university and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
- Be endorsed by their chief, CEO, or their designee.

Qualified applicants will be contacted for an admissions interview. For more information about admission to the School of Education's undergraduate programs, please contact the Division of Public Safety Leadership at 410-516-9900.

Graduate Certificate and Master's Degree Admission Policy

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

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

Doctoral Degree Admission Policy

See the Doctoral Admissions web page—**http://education. jhu.edu/Academics/doctoral/admissions.html**.

Application Deadlines

Unless otherwise indicated, the following application deadlines shall apply to all School of Education programs:

April 1	Fall Admission (except for the part-time Master of Science in Counseling programs)
October 1	Spring Admission
December 1	Priority deadline for all full-time programs (for Summer Admission) and for the part-time Master of Science in Counseling programs (for Fall Admission).

(*Note: The priority application deadline is for those applicants who wish to receive early consideration for the above programs. Applicants who do not meet the December 1 priority deadline may still be considered for the February 1 deadline.*)

February 1	Summer Admission (and Fall Admission for the part-time Master of Science in Counseling programs only)

Note: To determine if a program is exempt from the above application deadlines, please contact the Office of Admissions at 410-516-9797 or refer to the School of Education's admissions website, **http://education.jhu.edu/admission/**.

HEALTH INSURANCE FOR FULL-TIME STUDENTS

Full-Time Students

It is University policy that all full-time students maintain adequate health insurance coverage to provide protection against unexpected accidents and illnesses. For the 2012–13 academic year, students in full-time programs must complete an online enrollment form with the University Health Insurance Plan (Aetna Student Health, **http://www. aetnastudenthealth.com**) to obtain health insurance. Enrollment deadline dates vary based on the program of study. Please contact the Office of Student Affairs at **soe. students@jhu.edu** or 410-516-6027 for the 2012–13 academic year deadline dates and to answer other questions.

Part-Time Students

New part-time students starting in the fall semester who are not covered by adequate health insurance may enroll in the annual University Health Insurance Plan (Aetna Student Health, **http://www.aetnastudenthealth.com**) by September 15, 2012. Students starting in the spring semester may enroll in the University's health plan by February 15, 2013.

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), 250 (computer-based), or 100 (Internet-based). The minimum IELTS requirement is 7.0. In addition, applicants to certain graduate programs may be required to provide additional evidence of English proficiency, including:

- an official TSE (Test of Spoken English) score of at least 520
- an in-person or telephone interview (for example, via Skype) with an admission committee member

- a writing sample certified to be the applicant's own work
- a writing examination administered by the School of Education

The respective program admissions committee will determine and request the additional evidence of English proficiency required for admission to the given program. The program admissions committee 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://www.students.education.jhu.edu/forms/**.

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 provisional or conditional acceptance to a degree program, nor does it issue an I-20 for any certificate programs. The application and other required admission documents must be received by the Office of Admissions on or before the posted application deadlines. If applications and other required documents are not received by the Office of Admissions on or before the deadline, the application will automatically be considered for the next available semester.

Note: For summer semester admissions, international applicants may be considered for full-time graduate degree programs only. Applications for part-time 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 Graduate Special Student (Non-Degree) status or admission to a degree/certificate program. Applicants should make arrangements with an authorized credential evaluation agency, such as those listed here, for an evaluation of 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 list of preferred agencies:

World Education Services, Inc.
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
Telephone: (202) 331-2925
Fax: (212) 739-6100
Email: **info@wes.org**
Website: **www.wes.org**

International Consultants of Delaware, Inc.
P.O. Box 8629
Philadelphia, PA 19101-8629
Telephone: (215) 222-8454 ext. 603
Fax: (215) 349-0026
Email: **icd@icdel.com**
Website: **www.icdel.com**

World Educational Credential Evaluators
P.O. Box 341468
Tampa, FL 33694-1468
Telephone: (813) 962-6506
Email: **wecewellington@erols.com**
Website: **http://users.erols.com/wecewellington/**

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

International Student Services
Upon receipt of an acceptance package from the School of Education, the international student who needs to obtain a student (F-1) visa is required to contact the International Services Office at 410-516-1013 to request a certificate of eligibility (Form I-20). The I-20 is not automatically sent with the acceptance package. Before an I-20 is issued, the international student is required to send financial documentation and a notarized affidavit of support to:

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

Current information on the required amount of funds, types of acceptable financial documentation, and forms may be found online at **http://www.students.education.jhu.edu/studentaffairs/international/**. In order to maintain F-1 visa

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

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

Students on an F-1 visa must pursue a full course of study at the school listed on the currently valid Form I-20 during every academic session or semester, except during official school breaks. Full-time status/full course of study is defined by the School of Education as being enrolled in minimally nine credits each fall and nine credits each spring semester for graduate study, and as being enrolled in minimally 12 credits each fall and 12 credits each spring semester for undergraduate study. Credits completed during the January intersession are included in the total number of credits for the preceding fall semester, and those in the May session are included in the total number of preceding spring credits (for example, six credits completed in fall 2012 and three credits completed in the January intersession 2013 total nine credits for the fall 2012 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. Furthermore, a newly enrolled F-1 student can only begin his/her program in the fall or spring semester (not in the summer semester). Other regulations are outlined in the letter the international student receives with the Form I-20.

Assisting students on F-1 visas is central to the support for international students provided by the International Services Office. The office can also assist students who hold other nonimmigrant visas and direct them to the appropriate resources or government offices. If students are unclear about the type of visa they should obtain, they should visit the USCIS website at **www.uscis.gov** for additional information, or contact International Services at 410-516-1013 or **theworld@jhu.edu** with any questions.

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

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

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

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 (410-516-9797) before applying.

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

Graduate Special Students (Non-Degree) must meet all prerequisites for course registration and are subject to School of Education academic standards. Graduate Special Students (Non-Degree) must possess a bachelor's or graduate degree from a regionally or nationally accredited college or university and have earned a minimum cumulative grade point average of at least 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and for programs still in progress). Applicants wishing to register for courses above the .500-level must receive the approval of the Associate Dean with responsibility for oversight of the course. Some courses are restricted to degree-seeking students only.

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

- an application online at **http://education.jhu.edu/admission/special-student.html**
- $25 application fee
- official transcripts from all accredited post-secondary institutions attended

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

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

Graduate Special Students (Non-Degree) who subsequently wish to enroll in a School of Education degree or certificate program must submit a new application and all required supporting materials (see General Admission Policy above). Prior admission as a Graduate Special Student (Non-Degree) does not guarantee subsequent admission to a School of Education degree or certificate 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 admissions committee. 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 Enrollment as Graduate Special Students (Non-Degree)

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

Visiting Graduate Special Students (Non-Degree)

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

TRANSFER OF CREDITS

Transfer of Undergraduate Credits

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

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

A maximum of 60 credits may be transferred into an undergraduate degree program in the School of Education, including credits by examination. Decisions regarding the acceptance of undergraduate transfer credits are made by the Division of Public Safety Leadership's admissions committee and will be evaluated on a case by case basis. Prospective students should request a preliminary transfer evaluation by calling the Division at 410-516-9900 prior to submitting an application.

Transfer of Graduate Credits

The maximum number of credits earned at another regionally or nationally accredited college or university that may be transferred into a graduate certificate or master's program in the School of Education varies by program, but in no case shall exceed three credits for graduate certificates and six credits for master's degrees. For doctoral programs, the maximum number of transferable credits allowed is 36 credits for the Ed.D. program and 18 credits for the Ph.D. 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 admissions committee, 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 Associate Dean with responsibility for oversight of the program. 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.

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 Associate Dean with responsibility for oversight of the program into which the student is seeking admission. The Associate Dean 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 formal applications and all required materials (excluding transcripts and fees) to:

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

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

ADMISSION TO OTHER SCHOOLS OF THE UNIVERSITY

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

LENGTH OF TIME ADMISSION DECISIONS REMAIN ACTIVE

Admission decisions remain active for one year from the semester of admission into a degree or certificate program. Applicants are required to respond to an offer of admission within the time period provided by returning the Notice of Intent form enclosed with their acceptance letter. A deferral of an acceptance may also be granted when requested in writing by submitting the Notice of Intent form and indicating the desired deferral date. Deferrals may be granted for up to one year from the semester of admission. The decision to grant a deferral beyond the one-year time period is at the discretion of the Associate Dean with responsibility for oversight of the program.

INACTIVE/DEACTIVATED CERTIFICATE OR DEGREE APPLICATIONS

If it has been longer than a year since a student was admitted to the School of Education, and the student has not enrolled during that time, nor sought and received written approval to extend the admission time period from the Associate Dean with responsibility for oversight of the program into which the student was admitted, the student will be required to submit another application, with all supporting documents and the $80 application fee, to:

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

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

FACULTY ADVISING

By consulting with their faculty adviser throughout their degree or certificate 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 should consult with an academic program coordinator rather than their faculty adviser.)* Faculty advisers are assigned to each student upon admission to a program. Advising may be done in person, by phone, or by email.

When to seek advising:

- Prospective students are encouraged to speak with the academic program coordinator or (for educator preparation programs) the faculty contact designated for each academic area of emphasis prior to submitting an application, and prospective students must speak with their assigned faculty adviser to set up a program of study prior to their acceptance into a degree or certificate program.

- New students are expected to speak to their faculty adviser prior to registering for their first class.
- Graduate Special Students (Non-Degree) students should contact the Office of Admissions (410-516-9797) prior to applying. *(Note: Graduate Special Students (Non-Degree) students wishing to register for courses above the .500-level must receive the approval of the respective Associate Dean with responsibility for oversight of the course being offered.)*
- Matriculated students who have not registered for a course in more than a year should consult with their faculty adviser prior to registering for additional classes.
- When planning courses in their concentration area, 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 prior to re-registration.

REGISTRATION

GENERAL REGISTRATION POLICY

Only students who have been fully 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 cancelled due to low enrollment before the end of registration. Students may not sit in on a class without being officially registered for that class, nor should they contact instructors to request permission to register for or attend a closed course. Students who fail to complete their registration and sit in on a class will not receive a grade or credit for attending class.

Registration begins several months before each semester (see Registration Calendar). Students who have been admitted to a program may register for courses online using the School of Education's ISIS Self-Service website at **https://isis.jhu.edu/**. (Students should refer to the School's Current Students website, **http://www.students. education.jhu.edu/**, for instructions.) Registration materials may also be brought to any campus center or to the Office of the Registrar at the Columbia Center. When registering online, by mail, or by fax, students may choose to pay then or be electronically billed (see the Student Accounts section in the catalog for more details).

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

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

Registrations are processed as they are received. If a selected course is full, a student may be placed in an alternate course. Additional information regarding registration may be found in the online course schedule, **http://education.jhu.edu/courseschedule/**.

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

REGISTRATION CALENDAR: REGISTRATION START AND END DATES FOR ACADEMIC YEAR 2012–13	
Semester	**Start and End Dates**
Summer Registration	April 2 – May 29
Summer Session I	May 30 – July 14
Summer Session II	July 16 – August 25
Fall/January Intersession Registration	July 9 – August 26
Fall Start and End Dates	August 27 – December 15
January Intersession Start and End Dates	January 2 – 26
Spring/May Session Registration	October 29 – January 23
Spring Start and End Dates	January 28 – May 11
May Session Start and End Dates	May 7 – 25
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.	

ADDING A COURSE

Following initial course registration (see General Registration Policy above), students may register for additional courses (or "add" a course), provided that the course(s) has not met for the first time and is not already closed. Students also may add alternate format courses (i.e., mini-courses, or those that meet for one or two weeks) 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 ISIS Self-Service website at **https://isis.jhu.edu/**, or by submitting the facsimile Add/Drop Form (downloadable from the School of Education's Current Students website at **http://www.students.education.jhu.edu/forms/**) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. (Johns Hopkins employees must submit a tuition remission voucher. Faxed copies of the vouchers are acceptable).

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

course has not already held its first class meeting or is closed) may apply the appropriate refund from the dropped course to the tuition of the added course.

DROPPING A COURSE

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

WITHDRAWING FROM A COURSE

To withdraw from a course, students must submit the facsimile Add/Drop Form (downloadable from the School of Education's Current Students website at **http://www.students.education.jhu.edu/forms/**) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education,

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

Students who withdraw after the official withdrawal date deadline or stop attending class at any time without properly submitting an official Add/Drop Form receive an F (Failure) grade for the course(s). Tuition refunds are calculated from the date the Office of the Registrar receives the Add/Drop Form (see Refund Schedule). The registration fee is 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 or dropping a course.

AUDITING COURSES

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

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

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 ISIS Self-Service website at **https://isis.jhu.edu/** 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.

WITHDRAWAL/AUDIT CALENDAR					
Transcript Notation	2-Day Minicourses	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 the 1st class meeting	prior to the 3rd class meeting	prior to the 2nd class meeting	prior to the 3rd class meeting	prior to the 4th class meeting
WD notation if course is dropped	from the 1st to the 2nd class meeting	from the 3rd to the 5th class meeting	from the 2nd to the 3rd class meeting	from the 3rd to the 6th class meeting	from the 4th to the 8th class meeting
May not withdraw or change	once the 2nd class begins	once the 6th class begins	once the 4th class begins	once the 7th class begins	once the 9th class begins

LEAVE OF ABSENCE

A student may be placed on leave of absence for personal reasons. The approval of the respective Associate Dean with responsibility for oversight of the program in which the student is enrolled 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 Associate Dean.) Once a leave of absence is granted, the Associate Dean 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 leave of absence, or extend a leave of absence, must submit the request in writing to the Associate Dean.

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 Associate Dean with responsibility for oversight of the program in which the student is enrolled 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 from the School's Current Students website at **http://www.students.education.jhu.edu/forms/**) with the host school's course

and section number. This form may be submitted in person, by fax at 410-516-9817, or by mail to:

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

The student's 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. 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 Associate Dean in the School of Education with responsibility for oversight of the program. 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.

REFUND SCHEDULE					
Note: 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

REFUNDS

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

Federal aid recipients who withdraw from all coursework will have aid returned to the federal government according to federal "Return of Title IV funds" regulations (see Policy on Return of Title IV Funds online at **http://www.students.education.jhu.edu/financial/titleivreturns.html**). 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, provided that the request is made during the same semester in which the course is taken and that the circumstances can be documented. Maximum refunds under such circumstances will be equal to one refund level higher than the student received. Students who experience severe medical problems, a death in their immediate family, or are called into active duty may receive a 100 percent refund. All petitions including supporting documentation should be submitted in writing to:

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

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

According to Washington, DC, Immunization Law 3-20, students under the age of 26 who attend classes in Washington, DC, must get vaccinations for Measles, Mumps, Rubella (MMR) and Tetanus/Diphtheria.

Students will need to submit proof of their immunizations (using the Immunization Form downloadable from the School of Education's Current Students website at **http://www.students.education.jhu.edu/forms/**) 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 in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often include classroom participation and attendance in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus. Students who expect to miss several class sessions for personal, professional, religious, or other reasons are encouraged to meet with their 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 are encouraged to meet with their faculty adviser to consider alternative courses prior to registration.

GRADUATE DEGREE PROGRAM REQUIREMENTS

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

Graduate students must have a cumulative grade point average of at least 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation.

Unless indicated otherwise, graduate students enrolled in master's or certificate programs have a maximum of five years to complete their degree. Furthermore, 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 Associate Dean with responsibility for oversight of the program in question.

DISABILITY SERVICES

The Disability Services Office collaborates with students, instructors, and staff to provide equitable, inclusive, and sustainable learning environments that promote academic success for all students. Students needing academic accommodations must register with the Disability Services Office by contacting **soedisabilityservices@jhu.edu** or 410-516-9734. Recent documentation from a credentialed 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://www.students.education.jhu.edu/disability/**.

TUITION AND FEES

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

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

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

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

AY 2012–13 Tuition

Graduate Education Courses

- $635 per credit for graduate-level (non-doctoral) courses (all locations)
- $790 per credit for online courses
- $1,200 per credit for the Master of Education in the Health Professions (MEHP)/Post-Master's Certificate in Evidence-Based Teaching in the Health Professions programs *(Please note that the tuition rate for these programs for Johns Hopkins University and John Hopkins Hospital and Health System employees is $700)*
- $1,000 per credit for full-time master's program
- $39,000 for the full-time Master of Arts in Teaching (MAT) program
- $39,000 for the full-time Master of Science in Special Education with a concentration in Mild-to-Moderate Disabilities program
- $48,000 for the full-time Master of Science in Counseling with a concentration in School Counseling (Fellows) program
- $1,331 per credit for doctoral-level courses
- $39,930 per academic year for full-time doctoral program

Note: Students in full-time doctoral programs who take courses over the summer semester pay the standard part-time doctoral credit tuition rate ($1,331 per credit).

Public Safety Leadership Courses

- $670 per credit for undergraduate-level courses
- $890 per credit for graduate-level courses
- $1,015 per credit for graduate accelerated programs
- $1,200 per credit for online graduate-level courses

- $1,260 per credit for the Master of Science in Intelligence Analysis graduate program

Application Fee

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

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

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

Matriculation Fee

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

Registration Fee

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

Late Registration Fee

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

Late Payment Fee

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

Returned Check Fee

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

Payment Plan Termination Fee

Students who are terminated from the monthly payment plan will be charged a $75 termination fee.

Laboratory Fees

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

Graduation Fees

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

Note: See Application for Graduation deadline information.

Delinquent Account Collections

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

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

STUDENT ACCOUNTS

Questions Concerning your Student Account
For general inquiries about student accounts, specifically receipt of payments, refunds, online tuition payments, financial holds, 1098T, collections, company billing, etc., call 410-516-9722 or 1-800-GO-TO-JHU (1-800-468-6548), fax 410-516-9721, or email **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

Students with approved financial aid should elect to be electronically billed for any charges not covered by their award. See Schedule A (for students enrolled in a part-time program) and Schedule C (for students enrolled in a full-time program) below for billing periods and payment due dates. A late payment fee of $100 will be assessed if payment is not received by the specified due date. Students who choose the monthly payment plan option may use Schedule B as a payment guide. Schedules A, B and C can also be found online at **http://www.students.education.jhu.edu/pay/**.

Students are responsible for their financial obligations to the School of Education, no matter what payment option is chosen. If the School of Education does not receive payment in the agreed scheduled time (see billing schedules), students will be placed on financial hold and may be removed from courses for which they are currently registered. Grades may be withheld, and students will be prevented from registering for future courses until payment is received. Payments from students seeking to register may be kept and applied against prior obligations to the university. Delinquent accounts turned over to our collection agency will be assessed an additional 25% of their outstanding debt.

Pay your Account Online

The fastest way for students to have their tuition payment credited to their JHU student account is to pay via ISIS Self Service. Payments can be made in Self Service by using a credit card (Visa, MasterCard, Discover or American Express) or an electronic check. Students must log into ISIS Self Service using their Johns Hopkins Enterprise Directory (JHED) Logon ID (LID) and password. To make payments online or view your student account, go to **https://isis.jhu.edu/**.

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

Pay with a Check by Mail

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

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

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

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

Pay in Person

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

- Columbia Center (6740 Alexander Bell Drive, Columbia, MD, 21046) – first floor information desk
- Montgomery County Campus (9601 Medical Center Drive, Rockville, MD 20850) – ask at the main reception desk in the center building for directions
- Education Building (2800 North Charles Street, Baltimore, MD 21218) – Room 120

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

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

Monthly Payment Plan

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

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

Please be aware of the following:

- Payment plans are semester specific and cannot be used to pay past due balances from previous semesters.
- Book charges are excluded from the payment plan.
- Students in part-time programs pay a nominal enrollment fee of $50 each semester to join the payment plan (summer, fall, and spring).
- Students in full-time programs pay a nominal enrollment fee of $75 at the beginning of each academic year to join the annual plan.
- See Schedule B for open enrollment and payment due dates for the current payment plan.

If payment has not been made in accordance with the payment schedule, TMS has the right to assess a $50 late payment fee and/or terminate your agreement. In addition, if you are no longer eligible to participate in the monthly payment plan, a $75 termination fee will be charged to your student account by the School of Education.

Employer Contract

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

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

Johns Hopkins Remission

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

- Tuition remission covers tuition costs only. Fees are not covered.
- Students must submit a completed tuition remission application form for each course to the Office of Student Accounts.
- The application(s) can be faxed to 410-516-9721 or mailed to:

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

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

For additional questions about tuition remission, contact the Office of Student Accounts at 410-516-9722 or email **soe.studentaccounts@jhu.edu**.

Electronic Billing

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

Notification of outstanding tuition balances will be sent electronically to a student's JHU email account. Billing statements are emailed the second Wednesday of each month if activity has occurred since the last billing cycle. Students are required to make payment upon notification of this bill. Balances not paid by the due date will be assessed a $100 late payment fee. Paper statements are no longer mailed to students. Students can update their email address by calling 1-800-GO-TO-JHU or emailing **soe.registration@jhu.edu**.

For current billing periods and due dates, see Schedule A for part-time programs and Schedule C for full-time programs below or online at **http://www.students .education.jhu.edu/pay/electronic.html**.

Student Account and Bill Viewing Online

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

SCHEDULE A: BILLING CYCLES – MARCH 2012 THROUGH MAY 2013 JHU SCHOOL OF EDUCATION PART-TIME PROGRAMS		
The Bill Covers Charges and Payments Applied to your Student Account Between the Following Dates	**The Date when the Electronic Bill is Presented on the Web**	**Statement Due Date**
March 15, 2012 – April 11, 2012	April 12, 2012	April 27, 2012
April 12, 2012 – May 9, 2012	May 10, 2012	May 25, 2012
May 10, 2012 – June 13, 2012	June 14, 2012	June 22, 2012
June 14, 2012 – July 11, 2012	July 12, 2012	July 20, 2012
July 12, 2012 – August 8, 2012	August 9, 2012	August 17, 2012
August 9, 2012 – September 12, 2012	September 13, 2012	September 21, 2012
September 13, 2012 – October 10, 2012	October 11, 2012	October 19, 2012
October 11, 2012 – November 14, 2012	November 15, 2012	November 23, 2012
November 15, 2012 – December 12, 2012	December 13, 2012	December 21, 2012
December 13, 2012 – January 9, 2013	January 10, 2013	January 18, 2013
January 10, 2013 – February 13, 2013	February 14, 2013	February 22, 2013
February 14, 2013 – March 13, 2013	March 14, 2013	March 22, 2013
March 14, 2013 – April 10, 2013	April 11, 2013	April 19, 2013
April 11, 2013 – May 8, 2013	May 9, 2013	May 17, 2013
Note: Due dates are subject to change		

SCHEDULE C: BILLING CYCLES – MARCH 2012 THROUGH MAY 2013
JHU SCHOOL OF EDUCATION PART-TIME PROGRAMS

The Bill Covers Charges and Payments Applied to your Student Account Between the Following Dates	The Date when the Electronic Bill is Presented on the Web	Statement Due Date
March 15, 2012 – April 11, 2012	April 12, 2012	May 25, 2012
April 12, 2012 – May 9, 2012	May 10, 2012	May 25, 2012
May 10, 2012 – June 13, 2012	June 14, 2012	June 22, 2012
June 14, 2012 – July 11, 2012	July 12, 2012	August 24, 2012
July 12, 2012 – August 8, 2012	August 9, 2012	August 24, 2012
August 9, 2012 – September 12, 2012	September 13, 2012	September 21, 2012
September 13, 2012 – October 10, 2012	October 11, 2012	October 19, 2012
October 11, 2012 – November 14, 2012	November 15, 2012	January 25, 2013
November 15, 2012 – December 12, 2012	December 13, 2012	January 25, 2013
December 13, 2012 – January 9, 2013	January 10, 2013	January 25, 2013
January 10, 2013 – February 13, 2013	February 14, 2013	February 22, 2013
February 14, 2013 – March 13, 2013	March 14, 2013	March 22, 2013
March 14, 2013 – April 10, 2013	April 11, 2013	April 26, 2013
April 11, 2013 – May 8, 2013	May 9, 2013	May 24, 2013

Note: Due dates are subject to change

SCHEDULE B: 2012/2013 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 2012	April 2, 2012	June 1, 2012	June 1, 2012	THREE installments due the 1st of each month. First payment due June 1; remaining balance due on the 1st of July and August.
Fall 2012 and January Intersession 2013	July 9, 2012	Sept. 1, 2012	Sept. 1, 2012	FOUR installments due the 1st of each month. First payment due Sept.1; remaining balance due on the 1st of Oct, Nov, and Dec.
Spring 2013	Oct. 29, 2012	Feb. 1, 2013	Feb. 1, 2013	FOUR installments due the 1st of each month. First payment due Feb.1; remaining balance due on the 1st of March, April, and May.
Annual Plan for Full-Time Programs	April 2, 2012		June 1, 2012	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.

Students can contact Tuition Management Systems (TMS) either by phone at 1-888-713-7238 or visit their website at
https://www.afford.com/jhusoe.

FINANCIAL AID

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

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

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

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 fall semester includes the January intersession and the spring semester includes the May session. Students must maintain satisfactory academic progress and credit compliance (half-time enrollment per semester in which aid is received) to continue to be eligible for financial aid. No funds will be available for repeated courses. 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.

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

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

Note: Deferment of loan repayment is available for students enrolled at least half-time (6 credits each semester for under-graduates; 4.5 credits for graduate students). The Office of the Registrar certifies loan deferment forms (see Loan Deferment Requests under Grade Reports, Transcripts and Academic Record Requests). Students who only need one course to graduate and will enroll less than half-time will go into their grace period as of the date they ceased attending half-time. Deferment is also available for several other reasons, such as for service as a volunteer under the Peace Corps Act or the Domestic Volunteer Service Act of 1973. For more information or to print a paper Deferment Form, visit **www.myfedloan.org**.

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

Gift aid (scholarships and grants) 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. Students whose aid award exceeds the cost of tuition and fees may request book vouchers for use at the school's bookstores three weeks prior to the start of class. When aid from all sources exceeds the tuition and fees charged by the school, the student may request a refund of any credit balance remaining after aid has been disbursed by calling the Student Accounts Office in Columbia at 410-516-9722.

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

In compliance with the Higher Education 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.

> 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**

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

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

SCHOLARSHIPS, GRANTS, AND AWARDS

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

Residents of Maryland can be considered for assistance for the next academic year. Most programs require the submission of the FAFSA to the federal processor by March 1 of each year. Workforce Shortage Student Assistance Grants have a July deadline, but those who file a FAFSA by March 1 will receive priority based on need. Legislative Scholarships are available to full or part-time students through their Maryland delegates and senators. For more information regarding Maryland State aid and scholarship applications, contact the State Office of Student Financial Assistance at 410-767-3301 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 partial tuition scholarships are available each year. Selection is based primarily on financial need, but scholastic merit is also considered. School of Education scholarship applications are available online at **http://www.students.education.jhu. edu/financial/apply/** from February 1 through June 30. Applications must be completed by this deadline. Since need is a factor in the selection process, applicants should file the FAFSA so that results are received prior to the July 1 deadline. As one application provides consideration for all available funds, it is not necessary for students to apply for specific scholarships. All scholarship award decisions are final, authority resting with the scholarship committee of the School of Education.

Information on the new Federal TEACH Grant, which provides grants of up to $4,000 per year to education students who intend to teach in a public or private elementary or secondary school that serves students from low-income families, can be found at **http://studentaid. ed.gov/PORTALSWebApp/students/english/TEACH.jsp**.

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

The following websites provide additional information on financial aid sources:

- Financial Aid Information page (**www.finaid.org**)
- U.S. Department of Education home page (**www.studentaid.ed.gov**)

TAX LAW BENEFITS

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

• Employer-paid tuition assistance for undergraduate and graduate coursework is tax-free up to $5,250.

• Interest paid on student loans is deductible up to $2,500, regardless of the age of the loan.

• The American Opportunity Tax Credit—up to $2,500 credit available for qualifying educational expenses paid for the first four years of post-secondary graduate education for students pursuing an undergraduate degree or other recognized education credential.

• A Lifetime Learning Credit—up to $2,000 credit is available for qualifying educational expenses, limited to 20 percent of tuition and required fees paid for any year of postsecondary education. This includes courses taken to acquire or improve job skills, even if the courses are not part of a degree program.

• Students not qualifying for the American Opportunity Tax Credit or Lifetime Learning Credits may be able to deduct up to $4,000 of qualified tuition and fees paid for by the student, a spouse, or dependents, if modified adjusted gross income is not more than $80,000 if single or $160,000 if married filing jointly (2011 income cutoff; 2012 limits may differ).

EMPLOYMENT-BASED TUITION BENEFITS

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

OTHER STUDENT SERVICES

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

SCHOOL OF EDUCATION SCHOLARSHIPS

Restricted (Need-Based) 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.

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.

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

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

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

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.

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.

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

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

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

Unrestricted Scholarships (Open to All Students)

Marlene K. Barrell Scholarship Fund
Established in 2004 to support students in 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.

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.

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.

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.

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.

Doctoral Degree Scholarships

General Scholarships (Open to All Students)

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.

Nancy Grasmick Fellowship Fund
Established in 1998 to provide financial assistance to doctoral students in the School of Education.

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.

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.

Need-Based Scholarships

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.

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.

Graduate Education Scholarships

General Scholarships (Open to All Students)

Dorothy Davis Scholarship for Gifted Education
Established in 1987, this scholarship is for graduate students in gifted education and provides half-tuition scholarships.

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.

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

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.

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.

Merit-Based Scholarships

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 masters programs.

Undergraduate Degree Scholarships

General Scholarships (Open to All Students)

Isaac and Fannie Fox Scholarship Fund
Established in 1997 by Lillian Bernice Fox, '61, for undergraduate students in memory of her parents.

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

Need-Based Scholarships

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.

VETERANS/G.I. BILL ASSISTANCE

The Johns Hopkins University is approved by the Maryland Higher Education Commission for training veterans and the widows and children of deceased veterans under provisions of the various federal laws pertaining to veterans' educational benefits. Information about veterans' benefits is available at **www.gibill.va.gov**.

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

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

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

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

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

To obtain veterans educational benefits, a veteran must comply with the following procedures:

Initial Enrollment

1. The veteran must first apply and be admitted to one of the schools of the University.
2. He or she then obtains an Application for Program of Education of Training (VA Form 22-1990) from the Department of Veterans Affairs. Forms are available at **http://vabenefits.vba.va.gov/vonapp/about_vonapp.asp**. (Vonapp stands for Veterans On Line Application.) Once logged in, applicants will find links to various veterans' forms required to apply for Veterans Benefits.
3. After completing the application, the veteran sends it, along with a certified copy of the DD214, Copy 4, to the following address:

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

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

Transfers

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

Continuing JHU Student Enrollment

Students are required to email the VA certifying official at **soe.registration@jhu.edu** each semester after they register if they want to use veteran benefits for tuition and fees, including the graduation fee. A student who received veteran's benefits while attending the University during the preceding semester and who re-enrolls with no change of objective needs only to advise the certifying official that re-certification under the provisions of the original VA form 22-1990 is desired.

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

Veterans are also required to advise the certifying official at **soe.registration@jhu.edu** immediately of any change in their program, status or course load that might affect the amount of their monthly payment from the VA. Failure to do so may cause the Department of Veterans Affairs to seek restitution from the veteran of a resulting overpayment of benefits.

Students from other Institutions

Students attending other colleges and universities who enroll for the summer session at Johns Hopkins University should request that a letter be sent from the primary institution to the Department of Veteran Affairs stating that the courses and credits at Johns Hopkins University are accepted toward the student's degree.

Standards of Progress

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

ACADEMIC POLICIES

GRADING SYSTEM AND ACADEMIC RECORDS

GENERAL GRADING POLICY

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

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

Grading Scale

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

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

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

Note: Some programs may have additional grading requirements. For further details, please refer to the individual program descriptions in this catalog.

Alternative Grading Scale
Some courses may choose to employ a Pass (P)/Fail (F) grading system rather than a letter-based grading scale (as outlined in the above table). In such cases, the award of a

Pass (P) grade is equivalent to the award of a "B" grade or above, while the award of a Fail (F), and the consequences thereof, equate to the award of an "F" grade in the letter-based grading scale. The use of the Pass (P)/Fail (F) grading system for courses should be clearly stated in the course syllabus.

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

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 (see below), when a course is repeated, both the original F and repeated course grades appear on the academic record; however, only the repeated course grade is used in calculating the grade point average.)

WITHDRAWAL (WD) GRADE

The WD (withdrawal) grade signifies an official withdrawal from a course approved by the Office of the Registrar. It is not assigned by the instructor. Students who wish to withdraw from a course must submit the

school of Education's Current Students website at **http://www.students.education.jhu.edu/forms/**) in person, by fax at 410-516-9817, or by mail to the Office of the Registrar, Johns Hopkins University, School of Education, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100.

INCOMPLETE (I) GRADE

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

REPEATED COURSES

Graduate Students
A graduate student may voluntarily repeat one course while enrolled in a program; and it can only be a course in which a grade of B- or below was received. The course may be repeated only once. *(Note: Students who are placed on academic probation may be required to repeat one or more courses as part of their plan for reinstatement to good academic standing—see policy on Unsatisfactory Academic Standing below. Courses that students are required to repeat as part of their academic probation do not count as "voluntarily" repeated courses.)*

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

- Only one course with a grade of C+, C, or C- will count toward a graduate degree program. Graduate students do not receive credit toward their degree or certificate for courses in which second or third grades of C+, C, or C- are earned.
- The number of C and F grades used to determine academic disciplinary actions includes repeated course grades. (See section on Unsatisfactory Academic Standing.)
- Graduate students must achieve a minimum cumulative grade point average of 3.0 (on a 4.0 scale)

to maintain eligibility for financial aid and to receive approval for graduation.
- Some programs, particularly at the master's level, may have additional grade requirements for repeated courses—for example, stricter requirements for internship courses. Students should refer to the program page in the Academic Catalog or the program handbook (where applicable) for more information on program-specific course or grading policies.

Please note that a student who repeats a course, irrespective of whether it is taken voluntarily or mandated as part of the requirements for academic probation, may only receive financial aid assistance toward the cost of the repeated course if the student did not previously receive financial aid assistance to pay for the original course.

GRADE APPEALS

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

A student who disagrees with a grade on a particular assignment or for a course should discuss the matter with the faculty member. Students, however, may not appeal grades for individual assignments to the Associate Dean/Dean's level—only final course grades may appealed to the Associate Dean/Dean's level.

Where final course grades are concerned, if the student's discussion with his/her instructor fails to resolve the matter, the student may appeal the faculty member's decision to the to the relevant Associate Dean—either the Associate Dean (Educator Preparation Programs), Associate Dean (Research/Doctoral Programs), or Associate Dean for Public Safety Leadership—with oversight for the course in question. The appeal must be in writing, stating the student's basis for believing that the final course grade assigned was not based on the faculty member's considered academic judgment. Mere disagreement with a faculty member is not basis for a grade appeal.

If the matter is not resolved following consultation with the Associate Dean, a student may appeal in writing to the Dean of the School of Education. In such cases, the Dean (or his/her designee) may appoint a hearing committee to review the case and make a recommendation; the Dean (or his/her designee) shall make the final decision in the matter.

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

All final course grade appeals must be initiated within 30 calendar days after the final course grade has been posted and all appeal cases must be resolved within 90 calendar days from the date the student launches the initial appeal. For appeals that reach the Associate Dean and/or Dean's level review stage, the School of Education shall notify the student in writing that the student's grade appeal has been received. Notification of the final decision concerning a final course grade appeal will be communicated to the Student Affairs office and placed in the student's record.

GRADE REPORTS, TRANSCRIPTS, AND ACADEMIC RECORD REQUESTS

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

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

Transcripts
Students who wish to obtain transcripts of their School of Education academic records should access the School of Education's website **http://www.students.education.jhu. edu/register/grades.html**) for information on how to order transcripts online, by mail, or in person. Students who wish to obtain transcripts from previously attended colleges and universities should contact those institutions directly.

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

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

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

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

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

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

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

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

Retention of Records
The academic record includes all documents related to an individual student such as application for admission, letters

of recommendation, etc., as well as the record of academic performance commonly referred to as the transcript.

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

graduate are retained for six years after the last term of enrollment.

- Records for students who are admitted to a program and graduate from that program are retained permanently.

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

ACADEMIC STANDARDS

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

The University does not guarantee the award of a degree or certificate to students enrolled in any academic program. The award of degrees and certificates is conditional based on satisfaction of all current degree/certificate and instructional requirements at the time of such award, compliance with the University and School regulations, as well as performance meeting the expectations of faculty. Any breach of academic standards may result in disciplinary actions against the student(s) involved; please see the Academic and Student Conduct Policies section for an overview of grievance and due process procedures.

GOOD ACADEMIC STANDING

Undergraduate Students
To remain in good academic standing, undergraduate students in Public Safety Leadership programs in the School of Education must maintain at least a C average (2.0 on a 4.0 scale) throughout their enrollment. Undergraduates may not count any D+, D, or D- grades earned in a course. In addition, undergraduate students must achieve a minimum cumulative grade point average of 2.0 (on a 4.0 scale) to receive approval for graduation.

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

UNSATISFACTORY ACADEMIC STANDING

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

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

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

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

Graduate Students
A graduate student's academic standing is considered unsatisfactory if any of the following outcomes occur:

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

or C- is earned may be counted toward the degree or certificate. Graduate students receive no credits for courses in which a second or third grade of C+, C, or C- is earned.

- The student's cumulative grade point average falls below 3.0 (on a 4.0 point scale).
- The student fails to meet other academic and/or professional expectations as defined by individual programs—for example, failing to display appropriate professional dispositions in a course/program or performing unsatisfactorily during an internship placement.

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

- The student is placed on academic probation for a period of not less than one semester. While a student can appeal the award of a grade (see Grade Appeals policy), a student cannot appeal the decision to place him/her on academic probation.
- The student should contact his/her faculty adviser to develop a plan for reinstatement to good academic standing. Any courses taken during the probationary period must be approved by the student's 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 when s/he has completed the repeated course(s) with a satisfactory grade, has met all other conditions of probation set by his/her faculty adviser, and has regained the 3.0 grade point average (if applicable) required for good academic standing.
- If a student is reinstated to good academic standing, any additional grade of C+ or below, irrespective of his/her cumulative grade point average at the time, will result in academic dismissal, which is final.

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

GRADUATION

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

Students who are planning to graduate by May 2013 must apply for graduation using the online graduation application form, which is available through ISIS Self-Service at **https://isis.jhu.edu/**. Students should use their JHED 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://www.students.education. jhu.edu/forms/** and at all campus locations.

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

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

Office of the Registrar
Johns Hopkins University
School of Education

ATTN: Graduation
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100

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

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

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

The Johns Hopkins University confers degrees at the end of the summer, fall, and spring semesters. The commencement ceremonies are held in May. The May commencement brochure will include the names of those students who applied to graduate by the designated deadlines for the 2012-13 academic year. (See the application deadlines at the end of this section.) Students who submit graduation applications after the spring semester deadline may need to wait until the end of the following semester to have their degree conferred.

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

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

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

Semester	Deadline
Summer	May 31
Fall	August 24
Spring	January 4

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.

These policies are intended to resolve student related matters in as informal an administrative setting as possible. 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.

These policies, where appropriate, make reference to other University policies and procedures. Further, the School of Education considered other JHU divisional student conduct policies in developing these policies, and in some cases statements herein are based on or reiterate statements contained in other JHU divisional policies.

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.

POLICIES GOVERNING ACADEMIC CONDUCT

School of Education students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional con-duct. 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.

The School of Education defines academic misconduct as any intentional or unintentional act that provides an un-fair or improper advantage beyond a student's own work, intellect, or effort, including but not limited to cheating, fabri-cation, plagiarism, unapproved multiple submissions, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what constitutes academic misconduct.

Other violations of academic integrity and ethical conduct include, but are not limited to, knowingly furnishing false or incomplete information to any agent of the University for inclusion in academic records, violation

of the rights of human and animal subjects in research, and falsification, forgery, alteration, destruction, or misuse of the University seal and official documents. (For violations related to non-academic conduct matters, see Polices Governing Student Con-duct below.)

(1) Procedures Governing Student-Initiated Complaints

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

(2) Procedures Governing Faculty-Initiated Complaints

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

- The instructor shall discuss the charge with the student, providing both parties an opportunity to resolve matter directly.

- In the event the matter cannot be resolved directly between the instructor and the student, the student shall receive written notice of the charge from the appropriate Associate Dean—either the Associate Dean (Educator Preparation Programs), Associate Dean (Research/Doctoral Programs), or Associate Dean for Public Safety Leadership.

- Evidence supporting the charge shall be made available to the student by the instructor.

- If the student admits the infraction and a penalty is agreed upon, a written report containing a brief description of the infraction and the penalty agreed to, signed by all parties involved in the case, shall be placed in the student's record. The decision in the signed written report outlining the infraction and penalty is final.

- If no agreement is reached as provided for above, the Associate Dean shall notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The committee shall comprise at least three members and include a faculty member drawn from the division offering the course in which the alleged infraction took place, a senior administrator (equivalent to an Assistant or Associate Dean level ap-pointment), and a representative from the Student Affairs office. Following a presentation of the evidence in support of the charge and the evidence the student offers in response, the committee will render a decision within seven working days and determine the appropriate course of action. A written report prepared by the committee containing a brief de-scription of the infraction and the penalty imposed shall be placed in the student's record.

- Following notification of the hearing committee's decision, the student may submit a written appeal within seven working days to the Dean of the School of Education. An appeal to the Dean must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings, or on newly discovered evidence that was not available at the time of the initial hearing. When the request is based on new evidence, the case may be referred back to the hearing committee for further consideration. After final review of all documentation and the final recommendation of the hearing committee, the Dean (or his/her designee) shall make the final decision in the matter.

POLICIES GOVERNING STUDENT CONDUCT

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

(1) Regulations Governing Student Conduct

The School of Education prohibits the following types of conduct. Students and student organizations that engage in such conduct will be subject to the disciplinary proceedings and sanctions and penalties outlined below. Specifically, students and student organizations are expected to refrain from:

- Acts which disrupt or interfere with the orderly operation of teaching, administration, research, and other academic activities.

- Intentionally or recklessly interfering with normal School or University activities or emergency services.

- Behavior that causes, or can reasonably be expected to cause, physical harm to a person.

- Abusive language and/or physical, verbal, or written threats against; intimidation of; or persistent, unwanted contact with any member of or visitor to the University community.

- Conduct that violates the University's Sexual Violence Policy, including, but not limited to conduct that constitutes sexual abuse, assault, or rape of another person. (See the University's Sexual Violence Policy available at **http://web.jhu.edu/administration/jhuoie/compliance.html**). (Students are also expected to abide by all Maryland state laws relating to the abuse of minors and, where applicable, the regulations of school district systems with whom the School of Education partners pertaining to teacher-student relations.)

- Conduct that constitutes sexual or discriminatory harassment of another person in violation of the University's Policy Against Sexual Harassment or Anti-Harassment Policy, available at **http://web.jhu.edu/administration/jhuoie/compliance.html**.

- Refusing to comply with the directions of School or University officials, faculty, administrators, or staff acting in performance of their duties.

- Refusing to appear or giving false statements when asked to present evidence or respond to an investigation involving student conduct.

- Theft, vandalism, or deliberate misuse of School or University property, or the property of others, or knowingly possessing stolen property.

- Falsifying, forging, altering, destroying or otherwise misusing official School or University documents or seals.

- The unauthorized use, possession, or storage of any chemicals, weapons, or explosives, including fireworks, on School or University property.

- The unauthorized distribution, possession, or use of any controlled substance (including, but not limited to, illegal drugs) on School or University property.

- The possession or consumption of alcohol by individuals under the legal drinking age in Maryland (21 years of age), or the provision of alcohol to minors on School or University property. (Students are also expected to abide by the University's policies regarding the use and abuse of alcohol.)

- The unauthorized or improper use of School or University property, facilities (leased or owned), equipment, keys, identification cards, documents, records, or resources. (This includes any misuse of electronic resources and equipment defined in the University's Use of IT Resources Policy.)

- Failure to observe policies regulating the use of School or University buildings, property, or other resources.

- Violations of criminal law that occur on School premises or in connection with School functions, that affect members of the School or University community, or that impair the School's or University's reputation.

- Violations of any other University-wide policies or campus regulations governing student conduct, including orders issued pursuant to a declared state of emergency.

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

(2) Complaints of Discrimination and Harassment, Including Sexual Harassment and Sexual Violence

The University prohibits discrimination and harassment on the basis of race, creed, national origin, ethnicity, color, age, sex (including sexual harassment and sexual violence), sexual orientation, gender, gender identity or expression, religion, disability, veteran status, marital status, pregnancy, and/or genetic information. Conduct that violates the University's Policy Against Sexual Harassment, Sexual Violence Policy, Non-Discrimination Policy, and Anti-Harassment Policy (available at **http://web.jhu.edu/administration/jhuoie/compliance.html**) is misconduct within this policy. The University is prepared to receive and resolve complaints of discrimination and harassment (including sexual harassment and sexual violence) under the preceding policies that are brought to the attention of any University administrative officer by members of the University community. Complaints brought under these policies will be investigated and resolved in accordance with the University Procedures on Discrimination, Harassment, Sexual Harassment and Sexual Violence Complaints (available at **http://web.jhu.edu/administration/jhuoie/compliance.html**) and the procedures described in this policy.

Once a complaint is brought to the attention of the JHU Office of Institutional Equity (OIE), OIE will conduct the investigation. The School of Education's Office of Student Affairs will assist the investigation as directed by OIE. If it is determined that a hearing committee should be convened, the Procedures for Convening a Hearing Committee, as listed below under the School of Education's Policies Governing Student Conduct (see Section (4) below), shall be followed. Both the complainant and the accused are afforded equal procedural rights during the investigation and resolution of complaints of discrimination and harassment.

Complaints of discrimination and harassment, including sexual harassment and sexual violence, may be brought to the attention of the School of Education Office of Student Affairs (**soe.students@jhu.edu**) and the Director for Equity Compliance & Education/Title IX Coordinator in the Office of Institutional Equity (**http://web.jhu.edu/administration/jhuoie/compliance.html**):

Director, Equity Compliance and Education/
Title IX Coordinator
Allison J. Boyle, JD, MPH
The Johns Hopkins University
Garland Hall, Suite 130

3400 North Charles Street
Baltimore, MD 21218
Telephone: 410.516.8075
Email: **aboyle7@jhu.edu**
TTY: 410.516.6225
Facsimile: 410.516.5300

Office of Institutional Equity—Anonymous
Sexual Harassment Hotline
Telephone: 410.516.4001
Toll Free: 1.800.516.4001

In cases involving potential criminal conduct, including in cases of sexual violence, a complainant may also file a complaint with campus security. Campus security contact information for the following campuses is available at:

Homewood Campus Safety and Security
Shriver Hall
3400 N. Charles Street
Baltimore, MD 21218
Telephone: 410.516.4600 or 410.516.7777

Johns Hopkins Medicine Corporate Security
550 N. Broadway
Suite 503
Baltimore, MD 21205
Telephone: 410.614.3473

For security contacts at other University locations, please call Lt. Mark E. Long, Investigations Section, Homewood Campus Safety and Security, at 410.516.6629.

(3) Procedures Governing Student Conduct Complaints
A member of the faculty or staff, a student, and other aggrieved persons may file a complaint alleging misconduct by a student and/or student organization for a non-academic related matter (as outlined above in the Regulations Governing Student Conduct) with the School of Education's Office of Student Affairs (SA). (To file a complaint alleging academic misconduct, please refer to the Policies Governing Academic Conduct.) The complaint must be submitted in written form to SA. Complaints alleging violation of certain campus policies, which provide procedures for handling matters within the purview of the policies, will be referred to the appropriate University office for handling (e.g., complaints of discrimination or harassment, including sexual harassment and sexual violence, in violation of the University's Non-Discrimination Policy, Anti-Harassment Policy, Policy Against Sexual Harassment and Sexual Violence Policy [available at **http://web.jhu.edu/administration/jhuoie/compliance.html**] will be referred to the Office of Institutional Equity]). See Section (2) above for more details.

All allegations that a student and/or student organization has violated School of Education policies or campus regulations are intended to be resolved as expeditiously as possible. Accordingly, the procedures outlined here in the

Academic and Student Conduct Policies will not be delayed pending the resolution of any criminal or other legal proceedings arising out of the same incidents.

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

Within 30 days of receipt of a written complaint, SA will conduct an inquiry into the matter to determine the seriousness of the allegations and whether sanctions are necessary. The student's faculty adviser and the appropriate Associate Dean—either the Associate Dean (Educator Preparation Programs), Associate Dean (Research/Doctoral Programs), or Associate Dean for Public Safety Leadership —will be notified, on a need to know basis, of the complaint and/or investigation. Depending on the severity of the allegations, the student may be asked not to attend classes during the investigation. If the complaint involves sexual violence, sexual harassment, or discriminatory harassment, the Office of Institutional Equity will be asked to investigate and assist in resolving the issue. For these complaints, the University Procedures on Discrimination, Harassment, Sexual Harassment and Sexual Violence Complaints, (available at **http://web.jhu.edu/administration/jhuoie/compliance.html**) will be followed. If informal mechanisms of resolution or mediation are used to resolve complaints of discrimination or harassment, these informal mechanisms or mediation may be used only on a voluntary basis, and for complaints of sexual harassment, in the presence of a trained counselor, trained mediator, or other appropriate administrative or staff member. Informal mechanisms and mediation may not be used to resolve complaints of sexual violence (including sexual assault), regardless of whether participation is voluntary. A complainant may end an informal process or mediation at any time for any reason and begin the formal hearing process described in Section (4) below.

For other complaints, if it is determined that sanctions are not necessary, the School of Education's Office of Student Affairs and the student and/or student organization may arrive at a mutually acceptable agreement concerning the disposition of the charges. However, if it is determined that sanctions are necessary, SA will meet with the student and/or student organization to present the imposed sanctions.

(4) Procedures for Convening a Hearing Committee
If no agreement is reached as provided for above, SA will notify the Dean of the School of Education. In such cases, the Dean (or his/her designee) will appoint a hearing committee to consider the matter. The hearing committee shall comprise at least three members, drawn from the faculty and senior administrative staff. In some cases, another student enrolled in a School of Education program may

be asked to serve on the hearing committee. At the hearing, the committee will meet with the accused student and/or student organization and the complainant to make findings of fact, determine whether there has been a violation of the School's student conduct policies, and, in such cases, makes decisions concerning sanctions within seven working days of being convened.

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

(5) Procedures for Appealing Hearing Committee Decisions

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

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

(6) Sanctions and Penalties for Violating Student Conduct Policies

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

- Warning: written notice to a student that continued or repeated violations of specified School or University policies may be cause for further disciplinary action (censure, suspension, dismissal, restitution). A permanent record of the violation will be retained in the student's file.
- Censure: written reprimand for violations of specified School or University policies, including notice to the student that repeated violations may be cause for

further disciplinary action (suspension, dismissal, restitution).

- Suspension: termination of student status for a specified period of time, including an academic semester or semesters, with reinstatement subject to specified conditions, the violation of which may be cause for further disciplinary action, normally in the form of dismissal.
- Dismissal: termination of student status at the University.
- Restitution: reimbursement for damage to or misappropriation of School, University, or private property, which may be imposed exclusively or in combination with other disciplinary actions. (Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who, either alone or through group or concerted activities, participates in causing the damages or costs.)

(7) Notifications in Cases of Sexual Harassment and Sexual Violence

In cases of sexual harassment (including sexual violence and sexual assault), subject to the requirements of FERPA, both the complainant and the accused will be notified in writing of the outcome of the complaint and the outcome of any appeal, where "outcome" means whether sexual harassment was found to have occurred; provided, that in cases alleging a sex offense, the final determination with respect to the alleged sex offense and any sanctions imposed against the accused will be shared with the complainant. This notice will be provided to the complainant and the accused in the same manner and in the same time frame. Further, the Dean of the School of Education (or his/her designee) will, upon written request, disclose to the alleged victim of any crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the alleged victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of the preceding sentence (see the University Procedures on Discrimination, Harassment, Sexual Harassment and Sexual Violence Complaints for definitions of "crimes of violence" and "non-forcible sex offenses" available at **http://web.jhu.edu/ administration/jhuoie/compliance.html**).

UNIVERSITY POLICIES

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

- University Statement on Equal Opportunity – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/equal_opportunity/**

- Statement on Diversity & Inclusion – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/diversity/**

- Principles for Ensuring Equity, Civility and Respect for All – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/equity/**

- Procedures on Discrimination Complaints – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/discrimination/**

- Anti-Harassment Policy – **http://web.jhu.edu/administration/jhuoie/docs/Resources-Policies/Anti-Harassment%20Policy_2012.pdf**

- Policy on Sexual Assault and Procedures – **http://hrnt.jhu.edu/pol-man/Documents/Sexual_Assault_Policy_040511.docx**

- Policy on Alcohol Abuse and Drug-Free Workplace – **http://hrnt.jhu.edu/pol-man/appendices/sectionE.cfm**

- Policy Addressing Campus Violence – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/violence/**

- University Policy on Family Educational Rights and Privacy – **http://www.jhu.edu/news_info/policy/ferpa.html**

- Policy on Student Social Security Number Protection and Use – **http://www.jhu.edu/news_info/policy/ssnuse.html**

- Policy on the Safety of Children in University Programs – **http://webapps.jhu.edu/jhuniverse/administration/minutes_policies_reports/policies/child_safety/**

- Photography and Film Rights Policy – **http://www.jhu.edu/news_info/policy/photography.html**

GRADUATE EDUCATION PROGRAMS

ADMINISTRATION, SUPERVISION AND LEADERSHIP

Faculty Contact: Dr. Wilbert Hawkins, **whawkins@jhu.edu**

Academic Coordinator: Jenna Ballard, **soe.asl@jhu.edu**, 410-516-9755

This academic emphasis addresses the needs of principals and other administrators, as well as those aspiring to move into effective leadership positions as department chairs, team leaders, and curriculum coordinators. Programs focus on data decision making, best practices, and assessment.

MASTER OF SCIENCE IN EDUCATION:
SCHOOL ADMINISTRATION AND SUPERVISION

This Master of Science in Education (MSEd) concentration is designed for certified teachers and other certified personnel pursuing leadership positions in kindergarten through grade 12 (K-12) school settings and is approved by the Maryland State Department of Education (MSDE) for 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 handson experiences in a school. The internship is completed in the school where the students are assigned to work and is completed under the careful supervision of an in-school mentor and a university supervisor.

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

Program Plan

Number of Credits Required: 39

First Sequence of Concentration Requirements (24 credits)

Must be taken prior to the second sequence.

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

Second Sequence of Concentration Requirements (15 credits)

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

851.609   Administrative and Instructional Uses of Technology
851.616   Issues in K-12 Education Policy

Choose one of the following 3-credit electives:

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

The following 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

Graduate Certificate Programs in Administration, Supervision and Leadership

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

Graduates of the program will be able to:

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

Applicants to this certificate program must be educational professionals employed in a K-12 independent school.

Requirements (15 credits)

851.642   Leadership in Curriculum, Instruction, and Assessment for Independent Schools

851.643   Supervision and Professional Development for Personnel in Independent Schools

851.644   Public Relations, Marketing, and Fund Raising for Independent Schools

851.645   Governance of Independent Schools

851.646   Business Management and Finance for Independent Schools

Leadership for School, Family and Community Collaboration

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

The program objectives are to:

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

Requirements (15 credits)

851.648   Team Leadership

882.524   Education of Culturally Diverse Students

893.601   Evaluation and Research of Technology Supported Interventions and Programs

851.630   School, Family, and Community Collaboration for School Improvement I

851.631   School, Family, and Community Collaboration for School Improvement II

Graduate Education

SCHOOL ADMINISTRATION AND SUPERVISION

This 18-credit graduate certificate program 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 advisor before they are fully admitted to this certificate program.

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

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

Requirements (18 Credits)

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

SCHOOL ADMINISTRATION AND SUPERVISION (PARTNERSHIP PROGRAM WITH ISTE)

The Johns Hopkins University (JHU) School of Education, in partnership with the International Society for Technology in Education (ISTE), offers an 18-credit graduate certificate in School Administration and Supervision focusing on instructional technology to national and international audiences. This initiative is designed to prepare school-district employed certified teachers and other certified personnel aspiring to become administrators and supervisors with effective strategies and tools to deal with issues regarding instructional technology while ensuring that all students, including students with diverse learning needs, succeed.

ISTE has partnered with the Johns Hopkins University Center for Technology in Education (CTE) to deliver this certificate in an online format. The partnership between JHU and ISTE aims to maintain the depth and focus of the face-to-face School Administration and Supervision certificate program offered by the School of Education, to adapt it to include a focus on instructional technology, and to offer it in a Web-based format that builds on CTE's research-based approach to online learning.

The certificate launches with a required two-week online orientation kickoff in early June and continues for approximately one year, culminating with an internship. It is mandatory that students attend one of ISTE's National Conferences at either the start or end of their program. The work of the cohort of students is highlighted at the ISTE National Conference with a gallery walk, celebratory activities, and conference presentations. (Please visit the ISTE website for specific dates and locations of the ISTE National Conference.)

In this program, students must attend one of the face-to-face residencies and complete five courses that are each eight to nine weeks long. A customized three-credit internship course continues through the length of the program with the development of an electronic portfolio. The courses are fully facilitated and run on a rigorous weekly cycle of instruction. Students communicate frequently online in CTE's Electronic Learning Community (ELC) using tools such as discussion forum, chat, and email. Upon successful completion of the year-long certificate program, candidates are prepared to meet the standards of the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituents Council (ELCC), and ISTE's National Educational Technology Standards (NETS-A).

This certificate may be taken as a stand-alone program, may be incorporated into the 39-credit master's degree in School Administration and Supervision, or may be combined with another graduate certificate program for a master's degree in Educational Studies. *(Please note that only the 18-credits offered through this certificate are guaranteed to be offered online. The remaining courses in the 39-credit master's degree in School Administration and Supervision are not offered online.)*

For information regarding the application deadline for the next cohort (launching in June 2013), please refer to the School of Education's website. If you are interested in applying to this program or if you have questions, please email **soe.asl@jhu.edu**.

Requirements (18 Credits)

851.601 Organization and Administration of Schools

851.603 School Law

851.705 Effective Leadership

851.810 Internship in Administration and Supervision

852.602 Supervision and Professional Development

881.610 Curriculum Theory, Development, and Implementation

SCHOOL ADMINISTRATION AND SUPERVISION (FOR SPECIAL EDUCATION LEADERS)

This 18-credit online Graduate Certificate in School Administration and Supervision is targeted at school-district employed certified teachers and other certified personnel aspiring to become leaders in special education.

The year-long program combines five online courses offered in eight-week segments with a customized internship. The courses are fully facilitated and run on a rigorous, weekly cycle of instruction. Students communicate frequently online via the Center for Technology in Education's Electronic Learning Community using tools such as discussion forums, chat, and email. The program launches with a two week online orientation in late September. It continues for approximately one year, culminating with an internship. Participation in the online orientation is mandatory to complete the program.

This certificate may be taken as a stand-alone program, may be incorporated into the 39-credit master's degree in School Administration and Supervision, or may be combined with another graduate certificate program for a master's degree in Educational Studies. *(Please note that only the 18-credits offered through this certificate are guaranteed to be offered online. The remaining courses in the 39-credit master's degree in School Administration and Supervision are not offered online.)*

Program Goals

- Attract high-quality educators and prepare them for school-based, district-level, or state-level leadership positions, instill the knowledge necessary for special education, and enable them to meet the rigor required in leadership roles today.

- Actively engage participants in ongoing professional development and critical examination of current issues in general and special education, proven practices, and research-based approaches in school or district leadership;

- Build a collegial network/community of leaders knowledgeable in educating all students.

For information regarding the application deadline for the next cohort (launching in June 2013), please refer to the School of Education's website. If you are interested in applying to this program or if you have questions, please email **soe.asl@jhu.edu**.

Requirements (18 Credits)

851.601 Organization and Administration of Schools

851.603 School Law

851.705 Effective Leadership

851.810 Internship in Administration and Supervision

852.602 Supervision and Professional Development

881.610 Curriculum Theory, Development, and Implementation

TEACHER LEADERSHIP: INSTRUCTIONAL LEADERSHIP IN SCHOOL SETTINGS

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

The program objectives are to:

- Equip teachers with the knowledge and skills they need to function successfully as leaders in their schools.

- Provide experiences that prepare teachers to improve instruction through collaboration with other professional colleagues.

- Develop knowledge and skills needed for effective team leadership.

- Familiarize teachers with critical issues and practices related to improved teaching and learning.

- Enable teachers to become contributing members of learning communities.

Requirements (15 credits)

851.648 Team Leadership

883.506 Alternative Methods for Measuring Performance

851.610 Mentoring and Peer Coaching

851.630 School, Family, and Community Collaboration for School Improvement I

855.610 Seminar in Teacher Leadership

COUNSELING AND HUMAN DEVELOPMENT

Faculty Contact: Dr. Norma Day-Vines, **ndayvin1@jhu.edu**
Academic Coordinator: Anna Fitzgibbon,
soe.counseling@jhu.edu, 410-516-4027

This academic emphasis prepares highly qualified counselors who provide leadership in the development of personal, organizational and collective well-being in the fields of clinical and school counseling. Candidates learn the core values of counseling: promoting research, commitment to diversity, and the understanding of human development theories.

MASTER OF SCIENCE IN COUNSELING

The Master of Science 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 aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Students can choose to specialize in one of two concentrations:

- Mental Health Counseling
- School Counseling

The School Counseling Program offers two options for completing the 48-credit degree:

- The School Counseling Fellows Program is an intensive full-time training program for individuals interested in urban-focused school counseling. Students graduate in 15 months.
- The School Counseling Flexible Program is a part-time program. Students have a maximum of five years to complete the program.

Application Deadlines

- **December 1:** Priority deadline for full-time Master of Science in School Counseling (Fellows) program (for summer admission) and part-time Master of Science in Counseling programs (for fall admission)
  Note: The priority application deadline is for those applicants who wish to receive early consideration for the above programs. Applicants who do not meet the December 1 priority deadline may still be considered for the February 1 deadline.
- **February 1:** for fall admission to the part-time Mental Health Counseling and School Counseling (Flexible) master's programs; for summer admission to the full-time School Counseling (Fellows) master's program
- **October 1:** for spring Admission to the part-time Mental Health Counseling and School Counseling (Flexible) master's programs

MENTAL HEALTH COUNSELING

The 60-credit master's degree in Counseling with a concentration in 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 community mental health. It provides the required academic credits toward licensure in the state of Maryland and 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.

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 will be instructed via didactic experiences, small group experiences, and applied learning at community-based sites.

Admissions Requirements
Applicants to the program must hold a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies (including incomplete programs of study and for programs still in progress). Applicants must submit an application, official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, an essay, and three letters of recommendation. The content of the essay should address why the candidate wants to be a counselor, the type of contributions the candidate would want to make to the mental health field, a discussion of how the candidate's background and professional experiences may support and/or constrain their

becoming an effective counselor, and an exploration of how the candidate's experiences regarding human diversity, volunteerism, travel and/or work have impacted his/her desire to be a counselor. 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 evaluate responses at the group interviews. The admissions committee reserves the option to require that applicants successfully complete prerequisite coursework prior to admission.

Program Requirements

The program's plan of study requires a minimum of 60 graduate credits. With the approval of the program adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's degree requirements. Students complete a 600-hour internship (typically over two semesters [fall/spring]) and earn 12 credits of electives in an area of specialization. The program is aligned with the State of Maryland's licensure requirements and the Council for the Accreditation of Counseling and Related Educational Programs (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

861.507 Counseling Techniques (lab course)
863.795 Ethical and Legal Issues of Mental Health Counseling
861.605 Human Development and Counseling
861.502 Counseling Theory and Practice (lab course)
863.607 Diversity and Social Justice in Counseling (lab course)
xxx.xxx Professional Orientation
861.511 Career/Life Development and Planning
861.609 Diagnosis in Counseling
863.603 Couple and Family Therapy (lab course)
861.612 Appraisal and Testing for Counselors
861.503 Group Counseling and Group Experience (lab course)
863.630 Addictions Counseling I: Theory and Approaches
863.870 Mental Health Counseling Practicum
863.681 Research and Evaluation for Counselors
863.875 Internship in Mental Health Counseling

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

Program Notes

- 861.507 Counseling Techniques is a required prerequisite for all counseling courses except 861.605 Human Development and Counseling.
- Students must complete 36 credits prior to enrolling in 863.870 Mental Health Counseling Practicum 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 Mental Health Counseling.
- Students planning to start their internship must attend a mandatory meeting in January 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 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 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 aligns with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards, requires the completion of a minimum of 48 graduate credits for graduation. Graduates of the program are eligible for Maryland State certification as a school counselor.

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

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

Program Requirements

With the approval of the adviser, a student may transfer a maximum of three graduate credits from a regionally or nationally 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)
861.507   Counseling Techniques (lab course)
861.614   The Foundations of School Counseling
861.605   Human Development and Counseling
861.511   Career/Life Development and Planning
863.607   Diversity and Social Justice in Counseling
          (lab course)
863.736   School Counseling Leadership and Consultation

863.527   Counseling the Early Adolescent or
863.571   Counseling Adolescents or
863.526   Introduction to Play Therapy with Children
861.503   Group Counseling and Group Experience
          (lab course)
861.609   Diagnosis in Counseling
861.612   Appraisal and Testing for Counselors
863.681   Research and Evaluation for Counselors
863.808   Practicum in School Counseling
863.820   Internship in School Counseling

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

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

Note: Applicants seeking to start the full-time School Counseling Fellows Program in summer 2014 must submit GRE scores as part of the application process.

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 professional counselors.

Program Schedule and Location

Fellows are admitted in the Summer Semester only and complete the degree requirements the following summer. All classes are held at the Education Building, located on the university's Homewood campus in Baltimore.

Program Plan

Number of Credits Required: 48

Summer Semester I: Sessions I and II (9 credits)

861.605   Human Development and Counseling

861.507   Counseling Techniques (lab course)

861.502   Counseling Theory and Practice (lab course)

Fall Semester (15 credits)

861.614   The Foundations of School Counseling

863.607   Diversity and Social Justice in Counseling (lab course)

861.511   Career/Life Development and Planning

861.503   Group Counseling and Group Experience (lab course)

863.808   Practicum in School Counseling

Winter Intersession (6 credits)

861.612   Appraisal and Testing for Counselors

861.609   Diagnosis in Counseling

Spring Semester (9 credits)

863.820   Internship in School Counseling

863.736   School Counseling Leadership and Consultation

Summer Semester II: Session I (9 credits)

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

863.681   Research and Evaluation for Counselors

863.527   Counseling the Early Adolescent or

863.571   Counseling Adolescents

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 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.

Graduate Certificate Programs in Counseling and Human Development

Certificate of Advanced Graduate Study (CAGS) in Counseling

The Certificate of Advanced Graduate Study (CAGS) is an advanced 30-credit, post-master's program with a concentration in counseling and clinical supervision for counselors who wish to enhance those skills. Students develop individualized programs with specialized concentrations with their adviser's approval.

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

Required Course (3 credits)

861.713   Advanced Treatment Approaches

Electives

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

863.880   Theory and Practice of Clinical Supervision
863.824   Internship in Clinical Community Counseling

Post-Master's Certificate in 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 a regionally or nationally accredited institution of higher education and submit official transcripts from all accredited post-secondary institutions attended, a statement of personal and career goals, a detailed résumé or curriculum vitae, and three letters of recommendation. *(Note: letters are not required for students currently enrolled in the School of Education's Clinical Community Counseling/Mental Health Counseling or School Counseling master's programs.)*

Education in the Health Professions

Faculty Contact: Dr. Antoinette (Toni) Ungaretti, **toni@jhu.edu**

Academic Coordinator: Margaret Shamer, **MEHP@jhu.edu**, 410-516-5265

Master of Education in the Health Professions & Post-Master's Certificate in Evidence-Based Teaching in the Health Professions

The 33-credit Master of Education in the Health Professions (MEHP) and 18-credit Post–Master's Certificate in Evidence-Based Teaching in the Health Professions programs are jointly offered through an association of the JHU schools of Education, Medicine, Nursing, Public Health, and Business. The goal of the MEHP and certificate programs is to produce graduates who will be interprofessional leaders and change agents who can help transform education globally in the health professions.

The two programs are designed to serve health professionals degreed in medicine, nursing, public health, pharmacy, dentistry, respiratory therapy, physical therapy, medical technology or other health related field who want a part-time learning experience in teaching and learning with direct application to their work environments.

Candidates can take the 18-credit post-master's certificate as a stand-alone program or as the core of the 33-credit MEHP program. The emphasis of the certificate is on preparing health professionals to teach effectively. Themes of hypotheses-driven education-based practice, cultural competence, technology integration, and scholarship are integral to each of the six courses that comprise the certificate. Students completing the certificate will prepare a teaching portfolio through their coursework to advance their career and preparation for promotion.

As part of the certificate, students 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.

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

Educational Leadership Track

Students in the Educational Leadership 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

Students in the Educational Leadership 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.

While it is anticipated most candidates will complete the certificate program within two years and the master's program within four years, students have a maximum of five years to complete the master's degree. The MEHP and certificate programs will launch a new cohort every fall. Starting in fall 2012, the programs will be delivered in an online format with an optional residency at Johns Hopkins University. Applicants for the master's degree or the standalone post-master's certificate are required to hold an advanced degree (master's or higher) in the health professions or in a related field.

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

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
880.637	Instructional Strategies II

Educational Leadership 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

880.643	Mentoring in Health Professions Education Programs
880.645	Faculty Development or
871.525	Writing Grant and Contract Proposals
880.647	Professional Development Projects in Health Professions Education (capstone)

Educational Research Track for the MEHP (15 credits)

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

LANGUAGE, LITERACY AND READING EDUCATION

Faculty Contact: Dr. Jonathan Eakle, **jeakle@jhu.edu**

Academic Coordinator: Jenna Ballard, **soe.llr@jhu.edu**, 410- 516-9755

This academic emphasis prepares teachers and professionals to master the art of teaching language, literacy and reading in all settings, from traditional classrooms to informal learning environments. Programs use evidence-based approaches that give candidates the content knowledge, professional skills and strategies for practical assessment and meaningful instruction to address the needs of all learners.

MASTER OF SCIENCE IN EDUCATION: READING

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

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

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

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

Program Plan

Number of Credits Required: 39

884.604	Emergent Literacy: Research into Practice
884.615	Cross-Cultural Studies in Literacy
884.617	Children and Adolescent Literature
884.610	Advanced Diagnosis for Reading Instruction
881.611	Action Research for School Improvement
884.642	Linguistics for Teachers
884.811	Supervised Clinical Practicum 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)

GRADUATE CERTIFICATE PROGRAMS IN LANGUAGE, LITERACY AND READING

ADOLESCENT LITERACY EDUCATION

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

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

Requirements (15 credits)

884.615   Cross-Cultural Studies in Literacy

884.617   Children and Adolescent Literature

884.701   Reading Comprehension and Critical Literacy

884.850   Clinical Practicum in Writing and Other Media

884.810   Supervised Clinical Practicum I for Reading Certificate Students*

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

EFFECTIVE TEACHING OF READING

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

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

Requirements (15 credits)

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

884.501   Advanced Processes and Acquisition of Reading

884.502   Diagnosis/Assessment for Reading Instruction

884.505   Materials for Teaching Reading

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

884.507   Instruction for Reading

884.508   Methods of Teaching Reading in the Secondary Content Area, Part I

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

884.810   Supervised Clinical Practicum I for Reading Certificate Students*

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

EMERGENT LITERACY EDUCATION

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

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

Requirements (15 credits)

884.604   Emergent Literacy: Research into Practice

884.642   Linguistics for Teachers

884.617   Children and Adolescent Literature

884.610   Advanced Diagnosis for Reading Instruction

884.810   Supervised Clinical Practicum I for Reading Certificate Students*

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

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

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

Those who can benefit from this program include regular education teachers at both the elementary and secondary levels, reading specialists, special educators, administrators, and curriculum supervisors. Program participants will learn to identify and effectively use research-based best practices in ESL instruction, articulate an understanding of the evolution of ESL programming, articulate an understanding of second language acquisition, design instruction reflecting effective assessment and learning strategies, and demonstrate sensitive and innovative instruction respecting cultural differences.

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

Requirements (15 Credits)

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

884.612   Teaching Reading and Writing in the Content Areas to ESL Students

884.615   Cross-Cultural Studies in Literacy

884.642   Linguistics for Teachers

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

810.618   Methods of Teaching English to Speakers of Other Languages

SPECIAL EDUCATION

Faculty Contact: Dr. Tamara Marder, **tmarder1@jhu.edu**

Academic Coordinator: Lori Scott, **soe.specialed@jhu.edu**, 410-516-7928

This academic emphasis offers options for experienced special education educators and related professionals as

well as those preparing to enter the field. Degrees and certificates are designed to prepare highly effective special educators, for certification and non-certification, to work with students having a wide range of disabilities and special needs.

MASTER OF SCIENCE IN SPECIAL EDUCATION

Candidates for the Johns Hopkins Master of Science in Special Education programs may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The 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 program launches a new cohort every summer.
- Part-time master's programs in various concentrations leading to teacher certification (Generic Special

Education and Severely and Profoundly Disabled). Students may begin one of these programs in any semester.

- 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.

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. Students may complete the program coursework at either the Baltimore Homewood, Columbia Center and Montgomery County Center campuses.

MASTER'S PROGRAMS LEADING TO TEACHER CERTIFICATION

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

- Early Childhood Special Education (Infant/Primary)—birth through grade three. (MSDE Certification–Generic Special Education)
- Mild to Moderate Disabilities (Elementary/Middle)—grades one through eight. (MSDE Certification–Generic Special Education)
- Mild to Moderate Disabilities (Secondary/Adult)—grades six through twelve. (MSDE Certification–Generic Special Education)
- Mild to Moderate Disabilities: Differentiated and Inclusive Education (Elementary/Middle)—grades one through eight. (MSDE Certification–Generic Special Education)
- Severe Disabilities—birth through grade 12. (MSDE Certification–Severely and Profoundly Disabled)

Admission Requirements

To be fully admitted, applicants must have earned at least a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including 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, and two letters of recommendation, plus achieve passing scores from one of the following tests: Praxis I, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at **http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1** to view the current state requirements.)

Note: For the 2014 admission cycle onwards, applicants seeking to enroll in the full-time Master of Science in Special Education program must submit GRE scores as part of the application process. While the GRE will be compulsory only for applicants seeking to enroll in the full-time Master of Science in Special Education program, all applicants to Special Education master's programs are encouraged to submit GRE scores as part of their application package.

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://www.students.education.jhu.edu/studentaffairs/academic/FieldExperience/**) in the 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 elective courses. *(Note: Students who take courses outside their approved program of study do so at their own risk—there is no guarantee that credit earned from unapproved courses will be accepted.)* In addition to coursework, students must successfully complete the internships, Graduate Student Project (with presentation), and Graduate Student Portfolio; 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.

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 special needs children. A combination of coursework and field experiences develops competence in legal and philosophical issues, typical and atypical child development, evaluation and assessment, curriculum and instruction, collaborative programming, and professional development. All students must complete two internships, a Graduate Student Project (with presentation), a Graduate Student 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

884.502   Diagnosis/Assessment for Reading Instruction

Core Courses (9 credits)

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

871.512   Collaborative Programming in Special Education

871.513   Applied Behavioral Programming

Specialized Courses (24 credits)

872.500   Seminar: Current Trends and Issues in Early Childhood Special Education

872.501   Screening, Diagnosis, & Assessment of Young Children with Disabilities

872.502   Instructional Program Planning and Methods: Birth–3 Yrs

872.503   Instructional Program Planning and Methods: Grades PreK–3

872.504   Materials for Teaching Reading to Young Children with Disabilities: Grades K–3

872.506   Instruction of Reading for Young Children with Disabilities: Grades K–3

872.509   Assessment of Reading for Young Children with Disabilities: Grades K–3

872.514   Development of Young Children with Disabilities

Advanced Field Placements (6 credits)

872.810   Internship: Early Intervention and Preschool Special Education

872.811   Internship: Preschool and Primary Level Special Education

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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 mental retardation. 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, psychoeducational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Students learn to apply specialized techniques within a continuum of educational settings.

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

Note: Applicants seeking to start the full-time program option in summer 2014 must submit GRE scores. While the GRE will be compulsory only for applicants seeking to enroll in the full-time program option, applicants to the part-time program option are encouraged to submit GRE scores as part of their application package.

Program Plan

Number of Credits Required: 39

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

871.501   Introduction to Children and Youth with Exceptionalities

874.809   Exploratory Field Experience in Mild to Moderate Disabilities (or prior experience)

882.511   Human Growth and Development: A Lifespan Perspective

884.501   Advanced Processes and Acquisition of Reading

884.502   Diagnosis/Assessment for Reading Instruction

Required Courses: Elementary/Middle Concentration (39 credits)

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

871.511   Instructional Planning and Management in Special Education

871.512   Collaborative Programming in Special Education

871.513   Applied Behavioral Programming

874.512   Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation

874.513   Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle

874.524   Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities

874.525   Mathematics: Methods for Students with Mild to Moderate Disabilities

874.526   Classroom Management: Methods for Students with Mild to Moderate Disabilities

874.541   Reading: Methods for Students with Mild to Moderate Disabilities

874.860   Mild to Moderate Disabilities Internship: Induction—Elementary/Middle

874.861   Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

892.562   Access to General Education Curriculum with Technology Accommodations (lab course)

Required Courses: Secondary/Adult Concentration (39 credits)

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

871.511   Instructional Planning and Management in Special Education

871.512   Collaborative Programming in Special Education

871.513   Applied Behavioral Programming

874.512   Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation

874.514   Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult

874.526   Classroom Management: Methods for Students with Mild to Moderate Disabilities

874.527   Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities

874.528   Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities

874.542   Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities

874.870   Mild to Moderate Disabilities Internship: Induction—Secondary/Adult

874.871   Mild to Moderate Disabilities Internship: Culmination—Secondary/Adult

892.562   Access to General Education Curriculum with Technology Accommodations (lab course)

MILD TO MODERATE DISABILITIES: DIFFERENTIATED AND INCLUSIVE EDUCATION (MSDE CERTIFICATION—GENERIC SPECIAL EDUCATION)

This 36-credit graduate program is designed for practicing general educators, special educators, related service personnel, and other credentialed professionals working in schools who desire enhanced training toward including students with a range of learning needs (including mild, moderate, and severe disabilities) into general education schools and classrooms. Courses focus on heterogeneous instruction for students with and without disability labels who receive instruction in a variety of settings. Educators acquire methodologies for differentiating curriculum outcomes, and instructional techniques to effectively teach the range of students in classrooms today, including students with disabilities, bilingual backgrounds, atrisk students, typical learners, and gifted learners. Assignments include applications of content in the graduate student's educational setting concurrent with course completion.

Requirements

Students in this program seeking generic special education certification who are currently certified in elementary/middle school (grades one through eight) education must complete the specific courses listed below, fulfill Praxis exam requirements at specific points in the program prior to graduation, and may need to fulfill MSDE reading requirements (dependent on the applicant's previous coursework). Substitutions for required courses may be made depending upon the graduate student's academic record and professional goals, and must be made with faculty adviser approval. All students must complete two internships, a Graduate Student Project (with presentation), a Graduate Student Portfolio, and pass all required Praxis and Comprehensive exams before program completion.

Note: For applicants not seeking MSDE teacher certification, please refer to the program listing for Mild to Moderate Disabilities: Differentiated and Inclusive Education under Master's Programs not Leading to Teacher Certification below.

Program Plan

Number of Credits Required: 36

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

871.501   Introduction to Children and Youth with Exceptionalities

882.511   Human Growth and Development: A Lifespan Perspective

884.501 Advanced Processes and Acquisition of Reading

884.502 Diagnosis/Assessment for Reading Instruction

Core Courses (18 credits)

871.512 Collaborative Programming in Special Education

878.501 Differentiated Instruction and Inclusion

878.502 Curriculum Design and Adaptations for Strategic Interventions I

878.503 Educational Measurement and Curricular-Based Assessment

878.505 Cooperative Learning for Diverse School Programs

892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

Certification Courses (18 credits)

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

874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation

871.513 Applied Behavioral Programming

874.526 Classroom Management: Methods for Students with Mild to Moderate Disabilities

874.860 Mild to Moderate Disabilities Internship: Induction—Elementary/Middle

874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

SEVERE DISABILITIES (MSDE CERTIFICATION— SEVERELY AND PROFOUNDLY DISABLED)

This 36-credit graduate degree (leading to Maryland special education certification in severe disabilities (K-12)) prepares individuals to teach students whose educational priorities include specialized instruction and support in areas of independent living and adaptive behavior.

The program's curriculum addresses legal issues; instructional planning; applied behavioral principles; interdisciplinary programming; medical and physical aspects; cognition and language development; augmentative communication instruction; motor, hearing, and vision management; independent living skills instruction; and emerging literacy instruction. Graduates are eligible for Maryland special education certification in the area of severe and profound disabilities.

Students who possess an undergraduate degree in special education may substitute elective courses with permission from their faculty adviser. All students must complete two internships, a Graduate Student Project (with presentation), a Graduate Student Portfolio, and pass all required Praxis and Comprehensive exams before program completion.

Program Plan
Number of Credits Required: 36

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

871.501 Introduction to Children and Youth with Exceptionalities

882.511 Human Growth and Development: A Lifespan Perspective

884.501 Advanced Processes and Acquisition of Reading

884.502 Diagnosis/Assessment for Reading Instruction

Required Courses (36 credits)

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

871.511 Instructional Planning and Management in Special Education

871.512 Collaborative Programming in Special Education

871.513 Applied Behavioral Programming

871.514 Medical and Physical Aspects of Disabilities

877.513 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 five non-certification specializations:

- General Special Education Studies
- Mild to Moderate Disabilities: Differentiated and Inclusive Education
- Severe Disabilities
- Severe Disabilities: Emphasis in Autism Spectrum Disorders
- Technology in Special Education

Admission Requirements

To be fully admitted, applicants must have at least a bachelor's degree from a regionally accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including 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 resume or curriculum vitae, an essay indicating your professional goals, and two letters of recommendation, plus achieve passing scores from one of the following tests: Praxis I, SAT, ACT or GRE. (Please visit the Maryland State Department of Education (MSDE) website at **http://www.marylandpublicschools.org/MSDE/divisions/ certification/certification_branch/testing_information/ praxis1** to view the current state requirements.)

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://www.students.education.jhu. edu/studentaffairs/academic/FieldExperience/**) in the 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.

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 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 the master's program and the graduate certificates concurrently. All programs requirements must be completed within five years. Current graduate certificate program offerings include:

- Advanced Methods for Differentiated Instruction and Inclusive Education
- Assistive Technology
- Early Intervention/Preschool Special Education Specialist
- Education of Students with Autism and Other Pervasive Developmental Disorders
- Education of Students with Severe Disabilities

The following two courses are required:

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

874.830   Graduate Project in Mild to Moderate Disabilities

(Note: Course number for graduate project may differ, depending on area of specialization.)

MILD TO MODERATE DISABILITIES: DIFFERENTIATED AND INCLUSIVE EDUCATION

This 36-credit graduate program is designed for practicing general educators, special educators, related service personnel, and other credentialed professionals working in schools who desire enhanced training toward including students with a range of learning needs (including mild, moderate, and severe disabilities) into general education schools and classrooms. Courses focus on heterogeneous instruction for students with and without disability labels who receive instruction in a variety of settings. Educators acquire methodologies for differentiating curriculum outcomes and instructional techniques to effectively teach the range of students in classrooms today, including students with disabilities, bilingual backgrounds, atrisk students, typical learners, and gifted learners. Assignments include applications of content in the graduate student's educational setting concurrent with course completion. All students must complete the internship, a Graduate Student Project (with presentation), a Graduate Student Portfolio, and pass the Comprehensive Examination before program completion.

Note: For applicants seeking MSDE teacher certification, please refer to the program listing for Mild to Moderate Disabilities: Differentiated and Inclusive Education under Master's Programs Leading to Teacher Certification above.

Program Plan
Number of Credits Required: 36

Core Courses (18 credits)

871.512 Collaborative Programming in Special Education

878.501 Differentiated Instruction and Inclusion

878.502 Curriculum Design and Adaptations for Strategic Interventions I

878.503 Educational Measurement and Curricular-Based Assessment

878.505 Cooperative Learning for Diverse School Programs

892.562 Access to General Education Curriculum with Technology Accommodations (lab course)

Non-Certification Courses (18 credits)
(Substitutions can be made, depending on the candidate's professional goals and with the approval of the his/her faculty adviser)

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

874.521 Strategies Instructional Model: Learning Strategies I

878.506 Social and Emotional Interventions

874.830 Graduate Project in Mild to Moderate Disabilities

874.861 Mild to Moderate Disabilities Internship: Culmination—Elementary/Middle

xxx.xxx Elective course

SEVERE DISABILITIES

This 36-credit program is designed for special educators and related service practitioners seeking to broaden their skills in their work with children, youth, and adults with severe disabilities. Physical, occupational, and speech therapists; nurses; parents; community residence staff members; teachers; and program directors are some of the groups currently represented in the program.

It is recommended that applicants confer with a 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 before program completion.

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

871.511 Instructional Planning and Management in Special Education

871.512 Collaborative Programming in Special Education

871.513 Applied Behavioral Programming

871.514 Medical and Physical Aspects of Disabilities

877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems

877.514 Community and Independent Living Skills

877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments

877.518 Education of Students with Severe Disabilities: Management of Motor Skills

877.555 Teaching Communication and Social Skills

877.810 Internship in Severe Disabilities: Induction

877.830 Graduate Project in Severe Disabilities

SEVERE DISABILITIES: EMPHASIS IN AUTISM SPECTRUM DISORDERS

This 36-credit master's degree program prepares individuals to teach students on the autism spectrum—ages birth through adult—whose educational priorities include specialized instruction and support in areas of communication, social/emotional skills, cognitive skills, and adaptive/independence skills.

Students must complete one applied internship in a setting which provides support to students on the autism spectrum. The purpose of this internship is to allow the student to demonstrate mastery of program content and leadership through application in real-world settings. In addition, students must complete a Graduate Student Project (with presentation), a Graduate Student Portfolio, and pass the Comprehensive Examination before program completion.

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

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
877.830	Graduate Project in Severe Disabilities

TECHNOLOGY IN SPECIAL EDUCATION

This 36-credit program prepares educators and related service professionals, such as speech-language pathologists and physical or occupational therapists, for leadership roles in the integration of assistive technology into effective instruction.

Through hands-on experience and classroom activities, students learn to apply research and best practices in the evaluation, acquisition, training, and use of assistive technologies for children with disabilities. Graduates are prepared to design and implement assistive technology strategies to support instruction within the context of team-based decision making and focus on core learning. Students participate in collaborative projects, information forums, and professional networking. These experiences provide a foundation for future professional development. Students may opt to focus on mild and/or severe disabilities.

Students may also elect to participate in a customized internship experience developed around current work schedules. In addition, the assignments and activities within this program, such as e-learning and building electronic portfolios, require that students have access to a computer with online services.

This program, which has been approved by the International Society for Technology in Education (ISTE), does not lead to initial teacher certification.

Program Plan
Number of Credits Required: 36

Core Courses (9 credits)
892.701	Advanced Seminar in 21st Century Skills
892.800	Graduate Internship in Assistive Technology
893.601	Evaluation and Research of Technology Supported Interventions and Programs

Concentration Courses (27 credits)

Technical Resource
| 893.515 | Hardware, Operating Systems, and Networking for Schools |

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

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

Graduate Certificate Programs in Special Education

Advanced Methods for Differentiated Instruction and Inclusive Education

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, atrisk students, typical learners, and gifted learners.

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

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

Requirements (15 credits)

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

Assistive Technology

This 15-credit certificate program prepares special educators, speech-language pathologists, and occupational therapists to integrate assistive technology with instruction for improving communication and social interaction of students with disabilities. Participants learn best practices for the evaluation, acquisition, training, and use of assistive technologies in teaching communication and social skills. Students design and evaluate technology-based communication strategies within a multidisciplinary team.

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

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

Requirements (15 credits)

892.548	Assistive Technology Evaluation: A Team Approach (lab course)
892.560	Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)
892.561	Advanced Applications of Assistive Technology for Individuals with Disabilities
892.562	Access to General Education Curriculum with Technology Accommodations (lab course)
892.800	Graduate Internship in Assistive Technology

Students must earn a grade of B or better in the required internship. If a student earns a grade below B in the internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course during the repeated internship.

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.

Upon completion of the graduate certificate program, participants will:

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

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

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

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

Requirements (15 credits)

871.512 Collaborative Programming in Special Education

872.501 Screening, Diagnosis, and Assessment of Young Children with Disabilities

872.502 Instructional Program Planning and Methods: Birth–3 Yrs

872.504 Materials for Teaching Reading to Young Children with Disabilities: Grades K–3

872.810 Internship: Early Intervention and Preschool Special Education

Students must earn a grade of B or better in the required internship. If a student earns a grade below B in the internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course during the repeated internship.

EDUCATION OF STUDENTS WITH AUTISM AND OTHER PERVASIVE DEVELOPMENTAL DISORDERS

Designed for certified special educators and professionals from the related service disciplines, this 18-credit graduate certificate program addresses the wide range of competencies that are necessary for the provision of effective educational programming for students who are diagnosed with autism and other pervasive developmental disorders.

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

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

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

Requirements (18 credits)

The following five courses are required (for a total of 15 credits):

871.513 Applied Behavioral Programming

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

Select one of the following two 3-credit courses:

877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems

892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)

EDUCATION OF STUDENTS WITH SEVERE DISABILITIES

This 15-credit graduate certificate program prepares teachers and related service professionals to work with students whose educational priorities include specialized supports and instruction in the areas of independent living and adaptive behavior. Participants gain specialized skills necessary for teaching individuals whose cognitive, sensory, language, and motor needs require intensive supports in order to engage meaningfully in school, home, and community activities.

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

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

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

Requirements (15 credits)

877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems

877.514 Community and Independent Living Skills

877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments

877.518 Education of Students with Severe Disabilities: Management of Motor Skills

877.555 Teaching Communication and Social Skills

TEACHING AND LEARNING

Faculty Contacts: Dr. William (Bill) Sowders, **sowders@jhu.edu** (for the Master of Arts in Teaching); Dr. Eric Rice, **ericrice@jhu.edu** (for all other Teaching and Learning programs)

Academic Coordinators: James Hooper, **jhooper@jhu.edu**, 410-516-9759 (for the Master of Arts in Teaching); Lori Scott, **lori.scott@jhu.edu**, 410-516-7928 (for all other Teaching and Learning programs)

Using research-based strategies, faculty mentoring and supervised internship experiences, this academic emphasis prepares elementary and secondary educators in the use of best-practices for success in the classroom. Available in both full- and part-time formats, the Master of Arts in Teaching degree provides teaching certification for recent graduates of bachelor or graduate degree programs, as well as professionals changing careers.

Master's Programs in Teacher and Learning

- Master of Arts in Teaching (MAT)
- Master of Science in Education with a concentration in Educational Studies (Teach for America option)
- Master of Science in Education with a concentration in Educational Studies (Individualized Interdisciplinary Program of Study Option)
- Master of Science in Education with a concentration in Technology for Educators

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

- The 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.

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 (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

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
810.655	Teacher Candidate as Action Researcher Through the Use of Technology
810.653	MAT Pre-Service Seminar with School and Community Experiences
810.641	Supervised Internship and Seminar in the Elementary Schools: Part I
810.642	Supervised Internship and Seminar in the Elementary Schools: Part II

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
810.625	Special Topics in Secondary Education
810.61X	Methods of Teaching in the Secondary School
810.679	Classroom Management
810.655	Teacher Candidate as Action Researcher Through the Use of Technology
810.653	MAT Pre-Service Seminar with School and Community Experiences
810.646	Supervised Internship and Seminar in the Secondary Schools, Part I
810.647	Supervised Internship and Seminar in the Secondary Schools, Part II

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 applcation 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, three letters of recommendation, and official transcripts from all post-secondary institutions attended.

- Achieve passing scores on one of the following tests (Praxis I, SAT, ACT or GRE). (Please visit the Maryland State Department of Education (MSDE) website at **http://www.marylandpublicschools.org/ MSDE/divisions/certification/certification_branch/ testing_information/praxis1** to view current state requirements.)

Note: For the 2014 admission cycle onwards, applicants seeking to start the full-time MAT program must submit GRE scores as part of the application process. While the GRE will be compulsory only for applicants seeking to enroll in the full-time MAT, applicants to the part-time MAT program option are encouraged to submit GRE scores as part of their application package.

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 place-ment 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 and middle).

- Secondary Education (grades 7-12). Content areas for secondary education certification include English, mathematics, 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 National Council for Accreditation of Teacher Education (NCATE) and lead to teacher certification in the State of Maryland, which reciprocates with most other states. For information regarding which states accept Maryland State teacher certi-fication, please visit the National Association of State Directors of Teacher Education and Certification's website at **http://www.nasdtec.org/index.php**.

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 cred-its. 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 spe-cific 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 fol-lowing 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 middle) and Secondary (grades 7-12) Education in the

disciplines of English, mathematics, four sciences (biology, chemistry, earth/space science, and physics), and social studies. This twelve-month cohort teacher preparation program begins every June 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 I (or state approved alternative) and II exams, content courses, electronic portfolio, and 39 course credits.

Note: Applicants seeking to start the full-time MAT program in summer 2014 must submit GRE scores as part of the application process.

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 and middle) or Secondary (grades 7-12) Education in the disciplines of English, mathematics, 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 full semester internship. (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 (or state approved alternative) and II Exams, content courses, electronic portfolio, and 39 course credits.

Professional Immersion Master of Arts in Teaching (PROMAT): Montgomery County Partnership
Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a 15-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. Please visit the School of Education website for a current list of these areas—**http://education.jhu.edu/Academics/masters/MAT/montgomery.html**.

The partnership program provides some tuition support and immersive professional experiences (internships are all day from August through June) with MCPS schools. In return, candidates 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.

Please note that for the upcoming cohort launching in spring 2013, MCPS will be seeking applicants with an interest in Elementary certification only.

MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL STUDIES (TEACH FOR AMERICA OPTION)
The Johns Hopkins Master of Science in Education: Educational Studies (MSEd) partnership program with Teach for America (TFA) is specially designed to support the development of novice TFA corps members as they work to increase student learning in their classrooms through strategic and comprehensive coursework, professional development, and reflection. TFA corps members in

this partnership program develop classroom skills as teacher leaders in order to make significant academic gains with their students, meet the needs of the whole child, and have a long term impact in the field of education.

While some courses include a face-to-face component and some instructional support will be provided onsite to TFA corps members as they intern in a host school, the majority of the 39-credit program will be delivered in an online distance education format using the School of Education's ELC (Electronic Learning Community),

Admission

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

To apply to the TFA MSEd program, applicants must apply online and submit an essay and official transcripts from all post-secondary institutions attended. Admission to the MSEd program requires that an applicant possess 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 incomplete programs of study and for programs still in progress).

MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL STUDIES (INDIVIDUALIZED INTERDISCIPLINARY PROGRAM OF STUDY OPTION)

The Master of Science in Education with a concentration in Educational Studies (MSEd Ed Studies) offers a unique way to earn a master's degree while pursuing one or two areas of specialization—and the JHU School of Education is the only school in Maryland that offers such a degree. This 33–39 credit degree is an individualized advanced study program in an area not covered by other master's degrees offered by the School of Education, allowing students to create a program of study that reflects their area(s) of specialization and personal career goals. This program 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 some of the specialization options available to candidates in the master's program do lead to certification, it is not a program feature of the master's degree itself).*

The MSEd Ed Studies program is open to students who are not school-based but have an interest in pursuing one or more areas of specialization. While some courses can be taken online, at this time the capstone course is only available in a face-to-face format.

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

- Develop an in depth knowledge of one or two areas 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 options for completing the MSEd Ed Studies program. Option one allows a student to combine the deep study of one area of education with an exposure to the breadth of educational theory and practice. It requires the following common core courses, which are consistent with the core requirements in the other School of Education Master of Science in Education programs:

881.622   Advanced Instructional Strategies

881.611   Action Research for School Improvement

855.610   Seminar in Teacher Leadership

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

In option two, students may elect to combine two graduate certificate programs (15-18 credits each). Students then take the Seminar in Teacher Leadership course, a bridging capstone course that includes an independent project tying together the two certificates, to complete the MSEd, Ed Studies. This option allows a student to study in depth two areas of educational theory and practice. Students pursuing this option are advised to complete one certificate before starting a second certificate.

MASTER OF SCIENCE IN EDUCATION: TECHNOLOGY FOR EDUCATORS

The 36-credit Technology for Educators program prepares educators and related professionals to use a broad range of technologies in their multiple roles as teacher, mentor, facilitator, researcher, change agent, as well as lifelong learner. The program is aligned with national and state standards for educational technology and the National Academy of Sciences' initiatives on the new science of learning. The knowledge base within the Technology for Educators program comes from both existing and emerging methods for effective technology training, including policy, practice, research, wisdom, theory, and legislation.

Hands-on experiences and classroom activities help participants understand and apply research and best practices on how technology can be used to improve schools and organizations and increase student achievement. Candidates gain competencies in instructional leadership, systems change, integrating technology into instruction, and universal design for learning.

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

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

Program Plan
Number of Credits Required: 36

Core Requirements (9 credits)

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

Concentration Requirements (27 credits)

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

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GRADUATE CERTIFICATE PROGRAMS IN TEACHING AND LEARNING

DATA-BASED DECISION MAKING AND ORGANIZATIONAL IMPROVEMENT

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.

Requirements (15 credits)

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

EARTH/SPACE SCIENCE

The 18-credit Graduate Certificate in Earth/Space Science is a collaborative partnership between the Maryland Space Grant Consortium in Johns Hopkins University's Department of Physics and Astronomy and the School of Education. The certificate program is designed for educators who want to enhance their knowledge and teaching skills in the earth and space sciences. It helps fill teachers' "gaps" in their formal educational training. The certificate program models pedagogical approaches for teaching earth and space science in K-12 classrooms. A limited number of scholarships are available through the Maryland Space Grant Consortium (50% tuition and registration fees, must be a U.S, citizen).

This program is only offered on a cohort basis, with a new cohort launching every summer (subject to sufficient enrollments). Classes are held at the Baltimore Homewood campus. The certificate can be completed in approximately 12 months (four semesters).

Requirements (18 Credits)

886.630 Understanding and Teaching Physical Geology

886.631 Understanding and Teaching Earth Observations from Space

886.632 Understanding and Teaching the Solar System

886.633 Understanding and Teaching Stars, Galaxies, and Beyond

886.634 Understanding and Teaching Earth's Weather and Climate

886.811 Internship in Earth/Space Science

GIFTED EDUCATION

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

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

The objectives of the program are to:

- Provide teachers with an understanding of the characteristics of gifted students as learners.
- Familiarize teachers with learning and developmental theories about gifted students.
- Enhance teachers' skills in developing curriculum for gifted students.
- Expand teachers' repertoire of instructional strategies that are appropriate for gifted students.
- Expand teachers' knowledge and skills in assessment techniques for gifted students.

Requirements (18 Credits)

885.501 The Gifted Learner

885.512 The Gifted/Learning Disabled Learner

885.510 Curriculum, Assessment, and Instruction for Gifted Learners, Part I

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

885.519 Seminar in Gifted Education

885.820 Practicum in Gifted Education

K-8 MATHEMATICS, SCIENCE AND STEM LEAD-TEACHER EDUCATION

The 15-18-credit Graduate Certificate programs for K-8 Mathematics, K-8 Science and K-8 STEM (Science, Technology, Engineering, and Mathematics) Lead-Teachers at Johns Hopkins University offer a unique opportunity for teachers to deepen their understanding of mathematics, science 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 three graduate certificate programs is to enrich teachers' subject content knowledge in the area of mathematics, science, 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, science or STEM education upon satisfactory completion of the program requirements.

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

- Engaging K-8 students in high quality mathematical/science/STEM learning activities that help them to develop strong mathematical/science skills and conceptual understanding.
- Demonstrating high quality standards-based mathematical/science/STEM teaching practices.
- Providing K-8 professional development in mathematics/science/STEM that helps other teachers better understand the content.
- Communicating effectively within the school community the view that mathematics/science/STEM is more than rote sets of rules and procedures.
- Providing engaging explorations of mathematics/science/STEM using appropriate technology.
- Assuming leadership in mathematics/science/STEM that is supportive within the school setting.
- Connecting research in mathematics/science/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 Science Lead-Teachers (18 credits)

810.686   Life Science for K-8 Lead Teachers
810.687   Earth/Space Science for K-8 Lead Teachers
810.688   Chemistry for K-8 Lead Teachers
810.689   Physics for K-8 Lead Teachers
810.690   Environmental Science for K-8 Lead Teachers
810.685   Integrated Mathematics and Science Applications for K-8 Lead Teachers

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 IN TECHNOLOGY INTEGRATION

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

This certificate program incorporates three sets of skills and strategies:

- Advanced technology—e-learning, telecommunications and multimedia-based instruction, tools for instructional management and assessment, and adaptive computer access.
- Technology integration—the new science of learning, 21st century skills, and a constructivist approach are applied to teaching and learning, as well as the use of authentic assessment strategies, differentiated instruction and appropriate technology tools to

accommodate all learners, including students with special needs.
- Leadership—mentoring, consulting, professional development, and systems change.

Requirements (15 credits)

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

MIND, BRAIN AND TEACHING

The 15-credit Graduate Certificate in Mind, Brain, and Teaching explores how research in the cognitive and neurosciences has the potential to inform the field of education. Courses will promote integration of diverse disciplines that investigate human learning and development. The certificate builds upon basic and applied research from the fields of cognitive science, psychology and brain 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.

During the program, students will:

- Identify areas in the neuro- and cognitive 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 structure 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 practices and policies.

The program is designed for PK-16 teachers, administrators, or student support personnel working in formal or informal learning environments.

This program is offered both as a fully online program and in a face-to-face cohort at the Baltimore Homewood campus. The timeframe for completion is one academic year plus one semester. The courses are offered in a sequential order in a cohort structure. Enrolling in individual courses requires the permission of the faculty adviser.

Requirements (15 credits)

887.615 Explorations in Mind, Brain, and Teaching

887.616 Fundamentals of Cognitive Development

887.617 Neurobiology of Learning Differences

887.618 Cognitive Processes of Literacy and Numeracy

887.619 Special Topics in Brain Sciences

ONLINE TEACHING AND LEARNING FOR ADULTS

The Graduate Certificate in Online Teaching and Learning for Adults prepares expert practitioners to design, deliver, and evaluate online learning programs for adult learners in higher education, professional education, corporate universities, training and development, government agencies, and community settings. Offered in an online and cohort format, this 15-credit certificate allows students to experience and critically reflect upon high-quality online learning; build a depth of knowledge in online teaching and learning through carefully-designed, sequential coursework; and engage in increasingly complex learning experiences to develop teaching skills.

Along a continuum of online learning experiences, from an online activity to the administration of an online program, students will be able to design instruction, facilitate learning, engage in strategic administrative decision-making, apply research and effective practice, and evaluate online learning. The program culminates in an authentic, customized capstone project that students develop through each course. Students will implement and evaluate the project, an online learning initiative, to demonstrate mastery of course concepts.

During the program, students will:

- Develop an understanding of the types, strengths, and challenges of distance learning experiences based on research and trends in the field.
- Be able to facilitate online learning using a variety of technology tools and strategies with adult learners.
- Be able to use a variety of strategies to design and develop an effective and engaging e-learning initiative that includes different types of assessments, activities, and multimedia for adult learners.
- Identify and address challenges and opportunities for administering an online program, and be able to measure its success.
- Design, deliver, and evaluate an e-learning initiative of their choice to demonstrate mastery and learning of program concepts.

The certificate prepares professionals in education and private industry personnel in various fields to design, facilitate, administer, and evaluate online programs for adult learners. It prepares participants to implement highly effective online professional development and training opportunities. Participants range in experience and knowl-edge in online learning and come from a range of disciplines. The program does not require a prior master's degree and is intended for individuals with diverse and dispersed national and international perspectives in teaching and learning.

This program is delivered in a fully online format. There are no face-to-face requirements. The program can be started in either the fall or spring semester. Candidates must have completed at least two courses before registering for the Capstone in Online Teaching and Learning for Adults course. The certificate can be completed in approximately 12 months.

Requirements (15 credits)

880.619 Foundations of Online Teaching and Learning

880.621 Facilitating E-Learning for Adults

880.623 Instructional Design for Online Learning

880.625 Online Education Administration and Evaluation

880.627 Capstone in Online Teaching and Learning for Adults

TEACHING THE ADULT LEARNER

The Graduate Certificate in Teaching the Adult Learner prepares expert practitioners to teach in higher education, professional education, corporate universities, training and development, government agencies, and community settings. Participants examine the history, trends, issues, and latest theory and practice in the emerging field of adult learning, as well as exploring the instructional design process from an outcomes perspective focused on the identification of critical understandings and appropriate assessment measures. Participants also learn effective instructional strategies and technologies to optimize learning outcomes.

In the second half of the program, participants explore the varied cultures associated with teaching adults in academic, professional, health, community, public service, and personal enrichment settings. As a capstone, students create, develop, implement, and evaluate a learning experience, course, or program for adults in a specific setting.

During the program, students will:

- Describe major learning theories and theories of adult development, which have informed the practice of adult learning.
- Analyze the general history and philosophy of adult learning in the light of its current context as a field of study.
- Have a deep understanding of assessment-based design to create effective and engaging course and/or program designs and use different types of assessments, and feedback to improve, expand, and document learning.

- Apply current research and theory to the development and practice of instructional strategies and techniques for adult learners.
- Engage in leadership activities to effect change and employ evaluation strategies to measure the impact of change initiatives.
- Develop, implement, and evaluate a learning experience, course, or program for adults in an individualized capstone project.

The certificate prepares professionals in various fields to be more effective teachers of adults. It brings together expert practitioners and novice aspiring educators from a range of disciplines. The program does not require a prior master's degree and is intended for individuals with diverse perspectives in teaching and learning. The target audience is individuals who work with adults in any type of setting or environment.

This program is delivered in a web-enhanced/face-to-face format. All face-to-face meetings are held at the Columbia Center campus. The program can be started in either the fall or spring semester. Candidates must have completed at least two courses before registering for the Internship in Adult Learning course. The certificate can be completed in approximately 12 months.

Requirements (15 credits)

610.610   Foundation to Innovation: Adult Learning
610.620   Assessment-Based Instructional Design for Adult Learners
610.630   Effective Instructional Strategies and Technologies for Adult Learning
610.640   Leadership in Adult Learning
610.650   Internship in Adult Learning

URBAN EDUCATION

The 15-credit Graduate Certificate in Urban Education will assist early-career certified teachers and other teaching professionals in understanding, valuing, and contributing to the rich diversity of schools and communities in urban and urbanizing settings in order to enhance learning outcomes for all students. The required coursework strikes a balance between urban policy, social theory, and pedagogical practice. Courses are offered in an annual cycle at the Baltimore Homewood campus only. While students can enter the program at any semester (spring, summer, fall), they should enroll in the designated sections of the required courses.

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

- Creating positive behavioral climates in urban classrooms.
- Demonstrating high quality standards-based teaching practices within the context of urban settings.
- Understanding the interrelationships of race, class and culture in urban classrooms.
- Providing children with engaging and culturally sensitive learning activities.
- Communicating effectively within the school and parent community.
- Engaging community resources to enhance learning experiences.
- Building leadership capacity within the school setting.
- Linking school and classroom practices with systemic initiatives.
- Understanding the implications of recent research about urban school reform.

Requirements (15 credits)

880.603   Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child
880.611   Culturally Responsive Education
880.613   Teaching, Learning, and Leadership for Successful Urban Schools
880.615   Creating Family and Community Partnerships for Urban School Improvement
880.617   Urban School Reform

DOCTORAL PROGRAMS

For information on the School of Education's doctoral programs, please visit the following website: **http://education.jhu.edu/Academics/doctoral/index.html**.

ED.610.610 Foundation To Innovation: Adult Learning
Participants examine the history, philosophy, and theory of adult learning, as well as the breadth of the field, as they construct their personal philosophy of adult learning for their portfolio. Participants analyze the contributions of major contributors to the field from Knowles to Brookfield. Participants explore the evolution of adult learning theory, including traditional and emerging views of the practice of adult learning, such as andragogy, transformative learning, social and cognitive constructivism, and critical reflection. Participants investigate the importance of the contextual elements of epistemology and cultural issues, such as class, gender, and race. (3 credits)

ED.610.620 Assessment-Based Instructional Design for Adult Learners
Through this course students develop an approach to instructional design based on the establishment of clearly defined learning goals and indicators of their achievement. Participants design learning-focused, evidence-based instructional experiences for adult learners. Participants differentiate between knowledge and understanding; coverage and uncoverage; choose between depth and breadth; and create appropriate and authentic assessment tasks, including classroom assessments to demonstrate learning. Participants also develop valid, reliable, summative, and formative assessments. (3 credits)

ED.610.630 Effective Instructional Strategies and Technologies for Adult Learning
Participants learn how to select and use appropriate techniques and strategies, including technology, to create learning experiences aligned with learning goals and their corresponding assessment. Participants experiment with and examine effective elements of interactive lectures, small groups, and case studies. Participants give special attention to the role of technology in enhancing the teaching-learning process. Specifically, participants analyze the impact of various techniques and technologies in order to choose the most effective means to accomplish learning goals. (3 credits)

ED.610.640 Leadership in Adult Learning
Participants study leadership qualities such as responsiveness, accountability, and scholarship that are critical for effective needs assessment, program design, advocacy, implementation, and evaluation of adult learning experiences. They examine the unique needs of leaders within the diverse adult learning settings of higher education, business, and community. Participants explore teaching as scholarship, study models such as action learning, and explore potential funding sources. Next, they center on the development of needs assessments, measuring results, and advocating for internal and external support and resources to address a community, professional, legislative, or business need. Throughout this process, participants adjust their language and approach to match the varied cultures associated with business, higher education, professions, government, and specialized communities. Participants develop an outcomes based project targeted to address an identified need in one of these settings. (3 credits)

ED.610.650 Internship in Adult Learning
Participants engage in a capstone project to apply and analyze their approach to adult learning. Under the guidance of a faculty sponsor, each participant prepares an extensive learning experience designed to address identified learning goals. Participants implement the learning experience and conduct an analysis of the outcomes with recommendations for future modifications to the experience. Participants share learning with a panel of experts. (3 credits)

ED.810.602 Curriculum, Instruction, and Assessment in School Settings
Students consider the philosophical, historical, and psychological foundations for elementary and secondary school curriculum and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the K-12 curriculum, students evaluate options presented in various school reform plans and contemporary research findings in effective schools and effective instruction. (3 credits)

ED.810.603 Methods of Teaching in the Elementary School: Part I
This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching mathematics, language arts, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. (3 credits)

ED.810.604 Methods of Teaching in the Elementary School: Part II
This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching science, social studies, and health with an integration of language arts, and the aesthetics areas

of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and microteaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. (3 credits)

ED.810.606 Human Development 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. (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. (2-3 credits)

ED.810.610 Methods of Teaching in the Elementary School

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching language arts, mathematics, science, social studies, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher-order thinking skills. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.611 Methods of Teaching in Secondary English

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in English are provided. Through laboratory sessions, students apply the course content to their English classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.612 Methods of Teaching in Secondary Math

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in math are provided. Through laboratory sessions and the use of technology, students apply the course content to their math classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.613 Methods of Teaching in Secondary Science

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in science are provided. Through laboratory sessions, students apply the course content to their science classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.614 Methods of Teaching in Secondary Social Studies

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in social studies are provided. Through laboratory sessions, students apply the course content to their social studies classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.616 Methods of Teaching in the Secondary Foreign Language

Participants explore a variety of instructional techniques, focusing on best practices drawn from research and expert practitioners, reflective teaching, and inductive approaches to instruction. Specific applications to secondary education in foreign language are provided. Through laboratory sessions, students apply the course content to their foreign language classroom, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes use of the

Internet to obtain curriculum resources. (6 credits; may be taken over two semesters)

ED.810.618 Methods of Teaching English to Speakers of Other Languages
This course is designed for candidates in the English for Speakers of Other Languages (ESOL) certification program. Candidates explore strategies, materials, and technology that will assist them in teaching English to Limited English Proficiency students and in supporting the learning of pre K-12 students in the academic content subjects. Participants engage in lesson planning, review materials for appropriateness, and take part in micro-teaching activities and reflection. This course involves the use of the Internet to obtain curricular resources. (6 credits; may be taken over two semesters)

ED.810.625 Special Topics in Secondary Education
The purpose of this course is to introduce students to pertinent policy, legal, structural, and other factors that shape secondary education in the current context. Students explore specific topics through seminar discussions, research, projects, and application assignments. Topics may vary each semester based upon current issues and the needs of the students. (3 credits)

ED.810.628 English Grammar and Second Language Acquisition for ESOL Teachers
This course provides prospective and current ESOL teachers with a background in current issues in second language acquisition and knowledge about the structure of the English language. Specifically, the course is designed to improve the teacher's own understanding of English grammatical structure, with a secondary focus of how English structure can be taught to ESOL students within the context of factors that influence second language acquisition. (3 credits)

ED.810.629 Supporting English Language Learners in Literacy and Content Knowledge Development
English Language Learners (ELLs) face particular challenges in school because they are simultaneously learning a language (English) and attending subject matter classes, such as social studies, mathematics, science etc., that are being taught in English. Often ESL teachers are called upon to help ELLs make sense of their subject matter classes, in addition to helping them acquire English. This course helps teachers acquire strategies to facilitate ELLs' ability to attain the content knowledge required of them to be successful in school, while at the same time improving their reading, writing, speaking, and listening skills in the English language. (3 credits)

ED.810.630 Pre-Internship Seminar
This course is required for all part-time MAT students immediately prior to the Supervised Internship and

Seminar. Students will explore issues related to their forthcoming internships, apply research and best practices in the areas of planning, classroom management, parent/colleague communication, instruction, and assessment. An examination of the school setting as a unique culture and ethical practices related to the teaching profession will be included. Class members will establish the framework for the electronic portfolio. (3 credits)

Note: Open only to students admitted to Teacher Preparation programs. Part-time MAT students must have completed 30 credits toward the MAT before registering for this course. This class must be taken the semester prior to the internship AND part-time MAT students must submit the Praxis II Content Knowledge Examinee Score Report before registering for this course.

ED.810.640 Supervised Internship and Seminar in the Elementary Schools
Students spend a minimum of a semester in appropriate elementary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. (6 credits; may be taken over more than one semester)

Note: Open only to students admitted to Teacher Preparation programs.

ED.810.641 Supervised Internship and Seminar for Elementary Candidates: Part I
Candidates enrolled in either the Montgomery County Partnership MAT or the full-time MAT program options spend a semester in an appropriate elementary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This first accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the InTASC principles that guide the MAT program. Other required program elements such as action research and portfolio development may be included in this seminar. (2-3 credits)

Note: Open only to students admitted to the Montgomery County Partnership or full-time MAT program options.

ED.810.642 Supervised Internship and Seminar for Elementary Candidates: Part II
Candidates enrolled in either the Montgomery County Partnership MAT or the full-time MAT program options

spend a semester in an appropriate elementary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This second accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the InTASC principles that guide the MAT program. Other required program elements, such as action research or portfolio development, may be included in this seminar. (3 credits)

Note: Open only to students admitted to the Montgomery County Partnership or full-time MAT program options.

ED.810.645 Supervised Internship and Seminar in the Secondary Schools

Students spend a minimum of a semester in appropriate secondary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations.
(6 credits; may be taken over more than one semester)

Note: Open only to students admitted to Teacher Preparation programs.

ED.810.646 Supervised Internship and Seminar for Secondary Candidates: Part 1

Candidates enrolled in either the Montgomery County Partnership MAT or the full-time MAT program options spend a semester in an appropriate secondary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This first accompanying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the InTASC principles that guide the MAT program. Other required program elements such as action research and portfolio development may be included in this seminar. (2-3 credits)

Note: Open only to students admitted to the Montgomery County Partnership or full-time MAT program options.

ED.810.647 Supervised Internship and Seminar for Secondary Candidates: Part 2

Candidates enrolled in either the Montgomery County Partnership MAT or the full-time MAT program options spend a semester in an appropriate secondary school setting under the supervision of a university supervisor and either intern coach or mentor teacher. This second accom-

panying seminar provides support for the candidates' teaching experiences and enables them to discuss and reflect upon their experiences within the framework of the InTASC principles that guide the MAT program. Other required program elements, such as action research or portfolio development, may be included in this seminar. (3 credits)

Note: Open only to students admitted to the Montgomery County Partnership or full-time MAT program options.

ED.810.653 MAT Pre-Service Seminar with School and Community Experiences

This seminar accompanies the school-based summer internship and provides content and pedagogical support. Students meet with cohort advisors and other faculty to engage in activities and problem solving exercises related to their particular assignments. General advising and other cohort related issues are also an integral part of this course. (1-3 credit)

ED.810.655 Teacher Candidate as Action Researcher Through the Use of Technology

Students employ technology to conduct research by planning and engaging in the delivery of a contextually specific instructional intervention, informed by the relevant professional knowledge base (research and best practices), and designed to have a positive impact on the academic success of targeted learners. Students' experiences in this course help prepare them to be analytical, reflective teachers with the skills to use evidence to inform instructional decisions. Students will explore strategies for integrating technology into their instruction. (2-3 credits)

ED.810.656 Urban Progressive Education

In this course, students will examine the history, interpretations, and best practices of "progressive education." Simultaneously, students will examine the most current beliefs, trends, and assumed best practices of "urban education." Can the two co-exist? Should they co-exist? Can progressive practices help redefine the vision of our urban children and urban schools? Through field visits, indepth conversations with leading progressive and urban educators, rich explorations into best literature and practices, we will make meaning of these two terms and examine the meaning and possibility of "successful urban progressive education." (3 credits)

ED.810.660 Teacher as Thinker and Writer

Novice teachers will reflect upon and write about their teaching experiences as a means of improving their teaching practice. They will employ a variety of writing forms to reflect on their different roles and contexts required of them in their classrooms, schools, and communities. Each class session will serve as a writing workshop with collaborative activities designed to generate pieces of writ-

ing (expository, narrative, descriptive, imaginative, and dramatic). By the end of the semester, every student will have produced a collection of twelve writings about being a teacher in an urban school, which can be used as portfolio artifacts to support INTASC principles 6, 9 and 10. (3 credits)

ED.810.664 Teaching Critical Thinking in Grades K through 12

Participants explore the theoretical basis and practical application of strategies applicable to the explicit teaching of critical thinking skills to students in elementary and secondary schools. Participants will also learn to evaluate curricula, design instructional materials, and develop appropriate assessments. Students will develop projects to be shared with the class or implemented in real classrooms. (1-3 credits)

ED.810.665 School Reform in the Urban Environment

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

ED.810.676 The Paperless Classroom

Students will learn how to integrate social and participatory media and Web 2.0 content into their teaching for the purpose of creating and maintaining an authentic and interactive 21st Century paperless classroom. Students will gain hands-on familiarity with new media including strategies for using Twitter, Social Bookmarking, Blogs, Google Apps, and other social multimedia for classroom instruction and assessment. (3 credits)

ED.810.678 Strategies for Using Technology to Support Classroom Instruction

Students will explore strategies for integrating technology into their instruction. Activities, materials, and technology address the varying developmental and learning needs of school children and examine ways of integrating aspects of the curriculum with a variety of educational technologies. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. Candidates will explore software and hardware applications that empower their teaching and

increase student motivation and engagement. Candidates will develop the skills and knowledge to evaluate emerging technologies being used in education. (3 credits)

ED.810.679 Classroom Management

Students consider the practical ways of managing the classroom by examining organizational techniques, procedures and routines, and teaching strategies that help foster appropriate student behavior. Class members investigate management styles and discipline models to develop their own framework for effective classroom management. (2-3 credits)

ED.810.680 Number and Operations for K-8 Lead Teachers

This course will include the following topics: Number systems, number sets, infinity and zero, place value, meaning and models for operations, divisibility tests, factors, number theory, fractions, decimals, ratios, percents, rational numbers, and proportional reasoning. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.681 Algebra for K-8 Lead Teachers

This course will include the following topics: Algebraic thinking, patterns, functions and algorithms, proportional reasoning, linear functions and slopes, solving equations, non-linear functions, and algebraic structure. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.682 Geometry for K-8 Lead Teachers

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

ED.810.683 Measurement for K-8 Lead Teachers

This course will include the following topics: Measurable properties, measurement fundamentals, metric system, indirect measurement and trigonometry, area, circles and pi, volume, and measurement relationships. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.684 Data Analysis and Probability for K-8 Lead Teachers

This course will include the following topics: Statistics as problem solving, data organization and representation, describing distributions, five-number summary, variation about the mean, designing experiments, bivariate data and analysis, probability, random sampling, and estimation. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.685 Integrated Mathematics and Science Applications for K-8 Lead Teachers

This course will apply mathematical concepts identified in the standards in various science content areas (Life Science, Earth and Space Science, Chemistry, Physics, and Environmental Science). Basic mathematical concepts and operations such as numbers, rates, lines, angles, time, shapes, dimensions, equations, averages probabilities, ratios, etc. will be used to make connections to science. Additionally, mathematical representations will be used to plot, graph, and analyze scientific data. The course provides opportunities for the lead-teachers to develop requisite goals, plans, and materials for teacher development workshops in their school to enhance their peers' understanding and skills in relation to teaching math and science with an integrated approach. The methodology will include problem solving, collaborative learning, multiple criteria and tools for assessment, and case study analysis. (3 credits)

ED.810.686 Life Science for K-8 Lead Teachers

The goal of this course is to provide K-8 teachers with the requisite knowledge and skills to enable the participants to effectively support student learning and achievement in life science. Participating teachers' content needs will be identified and addressed through ongoing collaborative and reflective learning processes. The following topics will be covered in the course: Living organisms and their interactions; diversity of life; genetics; evolution; flow of matter and energy; and ecology. Participants will engage in hands-on inquiry and field investigations to learn about scientific ideas and develop a positive attitude, appreciation, and interest in biology. Problem-based inquiries will be organized to develop teachers' curiosity to explore and observe the natural world, and to involve them in formulating questions, designing investigations, conducting observations, employing simple tools and equipment to gather data, constructing plausible explanations to answer questions, and communicating findings to others. Moreover, adequate opportunities will be provided to the participants to learn about the nature of science, the historical development of models in biology, and the underlying connections among the scientific concepts in

various content domains. The applications and impact of technology on human life will be an important feature of the course. (3 credits)

ED.810.687 Earth/Space Science for K-8 Lead Teachers

This course aims to provide K-8 teachers a rich and deeper understanding of Earth and space science. Content related topics are: chemical and physical interactions of the environment, Earth, and the universe; weathering and erosion; processes and events causing changes in Earth's surface; interactions of hydrosphere and atmosphere; Earth history; plate tectonics; and astronomy. Participants will engage in hands-on inquiry to learn about concepts related to Earth science and astronomy. Moreover, adequate opportunities will be provided to the participants to learn about the historical development of models in Earth science and astronomy, and underlying connections among the scientific concepts in these content domains. The applications and impact of technology will also be addressed in the context of the concepts covered in this course. (3 credits)

ED.810.688 Chemistry for K-8 Lead Teachers

The goal of this course is to give K-8 teachers a rich understanding of the nature and content of chemistry. Topics will include: Structure, properties, and interactions of matter; physical and chemical properties of materials; chemical models; chemical reactions; matter and energy transformations; conservation of mass; and the history of development of major ideas in chemistry. Problem-based inquiries will be organized to develop teachers' curiosity to explore and observe the natural world, and to involve them in formulating questions, designing investigations, conducting observations, gathering and analyzing data, and developing a richer knowledge base in chemistry. The role and application of technology will also be discussed in relation to chemistry concepts. (3 credits)

ED.810.689 Physics for K-8 Lead Teachers

The goal of this course is to give K-8 teachers a rich understanding of foundational physics concepts and their applications. Topics will include: Mechanics, force and motion, gravity, energy transformations, energy sources, electricity, magnetism, light, sound, and wave interactions. Problem-based inquiries will be organized to engage the participants in planning investigations; gathering and analyzing data; offering plausible explanations; and developing a deeper knowledge base in physics. Furthermore, connections between physical concepts, technological tools, and applications of technology will also be discussed in this course. (3 credits)

ED.810.690 Environmental Science for K-8 Lead Teachers

The goal of this course is to provide K-8 teachers with the requisite knowledge and skills to gain a deeper under-

standing of the nature and content of environmental science. The following topics will be covered: Natural resources and human needs; interactions of environmental factors; environmental issues; impact of human activities on the natural environment; ecosystems; habitat destruction; air, water, and land pollution; and global warming. The national and state content standards highlight the value of integrating technology with science for developing scientific literacy. Participants will be exposed to scientific innovations and their impact on contemporary society. The applications and impact of technology on human life will be an important feature of this course. (3 credits)

ED.813.601 Internship in Transformational Leadership and Teaching I

In this internship course, students will determine what transformational teaching looks like in their unique context of their field experience: classroom, school, community. Each session will focus on specific topics that students will evaluate for alignment with their vision of transformational teaching. Finally, participants will develop a plan of action to apply within their fieldwork experience. Topics may include the attributes of exemplary teachers, services of community organizations, characteristics of today's learners. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.602   Internship in Transformational Leadership and Teaching II

In second course of this internship series, students will continue to explore what transformational teaching looks like in their unique context of their field experience: classroom, school, community. Each session will focus on specific topics that students will evaluate for alignment with their vision of transformational teaching. Finally, participants will develop a plan of action to apply within their fieldwork experience. Topics will be selected to build upon what was selected in the first semester and may include the attributes of exemplary teachers, services of community organizations, characteristics of today's learners. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.603 Internship in Transformational Leadership and Teaching III

In this third course of the internship series, students will begin to shift their understanding of leadership to developing their transformational self. This will require in-depth analyses of students' impact in their school and community, plus action plans for making a larger impact

or rooting their students in the impact they are making. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.604 Internship in Transformational Leadership and Teaching IV

In this final course of this four-part internship series, students will seek to enhance development of their transformational self. This will require in-depth analyses of students' impact in their school and community plus action plans for making a larger impact or rooting their students in the impact they are making. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.611 Classroom Management I

In this course, students 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, students will study motivation theory and behavior management approaches and apply the research-based practices 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. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.612   Classroom Management II

Building on Classroom Management I, students learn advanced strategies to help their own students become self-motivated to drive their own academic growth and future life options. By studying motivation theory, students develop plans to support the individual learning and behavioral needs of all students, even those who may be disruptive in class. Students use their own unique classroom experiences to further their professional growth and learning in this course. (2 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.621 Effective Practices in Teaching and Learning I: General Educators

In this course, students will acquire the knowledge and skills of research-based effective practices and interventions in teaching and learning. Through a combination of coaching and online modules, students will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Students will select online modules that best address their

development as a transformational general education teacher. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.622 Effective Practices in Teaching and Learning II: General Educators

In this course, students 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 of various educational topics, students will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.623 Effective Practices in Teaching and Learning III: General Educators

In this third course of the series, students will conduct an in-depth review of the research-based interventions and methods for their specific content area and age group. Students will explore strategies for teaching general education mathematics, language arts, social studies, science, and foreign languages. Activities, materials, and technology address the varying developmental and learning needs of 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. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.624 Effective Practices in Teaching and Learning IV: General Educators

In this final course of the four-part series, students will continue to build upon their teaching skills. This advanced course will focus on high-level, research-based interventions and strategies for differentiating content and systematic methods for reaching learners with multiple skill levels in the general education classroom. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.631 Effective Practices in Teaching and Learning I: Special Educators

In this course, students will acquire the knowledge and skills of research-based effective practices and intervention in teaching and learning. Through a combination of coaching and online modules, students 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. Students will also receive instruction in research-based interventions and use of differentiated instruction to address the students with special needs within their classrooms. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.632 Effective Practices in Teaching and Learning II: Special Educators

In this course, students 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 of various educational topics, students will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.633 Effective Practices in Teaching and Learning III: Special Educators

In this third course of the series, students will conduct an in-depth review of the research-based interventions and methods for their content and age group. Students will explore strategies for teaching special education students in the content areas of mathematics, language arts, and science. Activities, materials, and technology address the varying developmental and learning needs of children with special needs 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. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.634 Effective Practices in Teaching and Learning IV: Special Educators

In this final course of the four-part series, students will continue to build upon their teaching skills. This advanced course will focus on high-level, research-based interventions and strategies for differentiating content and systematic methods for reaching learners with multiple skills levels identified as special needs and served within a self-contained special education classroom or a general education classroom. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.641 Effective Practices in Teaching and Learning I: ESOL Educators
In this course, students will acquire the knowledge and skills of research-based effective practices and interventions in teaching and learning. Through a combination of coaching and online modules, students will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Students will select online modules that best address their development as a transformational teacher. Elements of effective ESOL education will be highlighted. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.642 Effective Practices in Teaching and Learning II: ESOL Educators
In this course, students 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 of various educational topics, students will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.643 Effective Practices in Teaching and Learning III: ESOL Educators
In this third course of the series, students will conduct an in-depth review of the research-based interventions and methods for their content and age group. Students will explore strategies for teaching students where English is their second language. Activities, materials, and technology address the varying developmental and learning needs of ESOL students 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. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.644 Effective Practices in Teaching and Learning IV: ESOL Educators
In this final course of the four-part series, students will continue to build upon their teaching skills. This advanced course will focus on high-level research-based interventions and strategies for differentiating content and systematic methods for reaching ESOL learners within the general education classroom. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED 813.66X Teaching Habits of Mind
In this course, students will learn what habits of mind are necessary for their own students to succeed in school. Using topics such as persistence, managing impulses, and listening to others, students will discuss and plan how to teach these habits of mind in their classrooms. Finally, they will work to apply the concepts within their own teaching and support of their students' growth. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.662 Literacy II: Materials & Reading Instruction
This course focuses on research-based approaches to developing a comprehensive literacy program for students at varying stages of literacy development (early childhood, elementary and secondary levels). Students will incorporate into their daily lessons effective practices and strategies. Students also will learn and apply effective practices for evaluating and selecting texts and materials, including digital texts and resources, for a variety of reading purposes. Finally, this course presents strategies for involving families and the community in support of the literacy program. Emphasis will be on accelerating literacy development in students, including students with low reading achievement. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.671 Action Research I
In this first of two action research courses, students will develop a skill set for action research. Students will learn the roles of the teacher as a researcher who is seeking to assess and improve the teaching/learning environment. As part of the course, students will use a case study to apply their knowledge in a concrete fashion. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.672 Action Research II
In this second Action Research course, students will develop a problem of practice. Using their knowledge of the process from Action Research I, students will conduct action research in their own classroom. Following this, they will select a mode to demonstrate their plan and results. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.681 Teaching for Transformation I
In Teaching for Transformation I, students will take modules focused on different areas of impact for a transforma-

tional teacher and leader. These areas will be self-selected to promote personal development. Further, students will uncover how to teach children to transform the world around them and demonstrate how to access support to make that change. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.682 Teaching for Transformation II

In the second Teaching for Transformation course, students will take modules that build on their foundational knowledge from part one. These areas will be self-selected to promote personal development—as started in the first part of the course. Students will develop skills and demonstrate how children can transform the world around them. (3 credits)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.813.685 Defending Your Transformational Leadership

In this course, students will prepare their portfolio to demonstrate the degree to which they are transformational. Students will spend class time compiling, vetting, and preparing artifacts for their assigned panel. Participants will be expected to periodically submit updates to their instructor for feedback and guidance. The portfolio will be evaluated against the Transformational Outcomes Rubric, to which all courses are aligned, and which students received at the start of the program. (1 credit)

Note: This course is only available to students enrolled in the Master of Science in Education with a concentration in Educational Studies (Teach For America) program.

ED.851.601 Organization and Administration of Schools

Students examine the role of the school administrator, with emphasis on instructional improvement, pupil development and services, school and community relations, administration of facilities and finance, professional development and services for staff, and organizational relationships and responsibilities. Participants will explore best practices for fostering student achievement. (3 credits)

ED.851.603 School Law

Participants explore the legal foundations and structure of education and consider contemporary issues based on legislation and court decisions. Students develop techniques of legal research and analyze a topic of interest. (3 credits)

ED.851.609 Administrative and Instructional Uses of Technology

Prospective and practicing school administrators examine the issues, ideas, and programs surrounding the use of technology as a tool for administration and instructional management. Through hands-on experience, participants explore practical uses for software that can be applied to their daily work. (3 credits)

ED.851.610 Mentoring and Peer Coaching

Students review literature and acquire knowledge and skills needed for mentoring beginning teachers and working collaboratively with veteran colleagues on improving instruction. Theories concerning the social and psychological aspects of teacher career development are studied, along with the impact of school climate and culture on teacher collegiality. (3 credits)

ED.851.616 Issues in K-12 Education Policy

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

ED.851.630 School, Family, and Community Collaboration for School Improvement I

Participants examine the theory, research, and best practices on school, family, and community partnerships. Individuals explore different types of partnerships, challenges to developing school-based partnership programs, and the components of effective partnership programs that enhance student performance and success. Participants design an action plan for partnerships to address school improvement goals. (3 credits)

ED.851.631 School, Family, and Community Collaboration for School Improvement II

Building on the knowledge and skills developed in 851.630 (School, Family, and Community Collaboration for School Improvement I), students continue to explore research-based theories and best practices in school, family, and community collaboration. The emphasis of this second course in the sequence is on students revising, implementing, and evaluating a key activity in the action plan for partnerships developed in 851.630. (3 credits)

Prerequisite(s): ED.851.630

ED.851.642 Leadership in Curriculum, Instruction, and Assessment for Independent Schools

Students examine curriculum theory, design, and content and their relation to instruction and assessment as applied to independent schools. Topics include: curriculum and the independent school mission statement; K-12 curriculum scope and sequence; leadership of curriculum change; curriculum mapping and its implications; methods of assessment; interdisciplinary curriculum development;

culturally responsive curriculum, instruction, and assessment; and differentiation of curriculum and instruction. Participants apply course content by developing a plan for curriculum implementation in their own schools. (3 credits)

ED.851.643 Supervision and Professional Development for Personnel in Independent Schools

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

ED.851.644 Public Relations, Marketing, and Fundraising 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 fundraising strategies. Students analyze and critique various strategies through case studies and discussion. (3 credits)

ED.851.645 Governance of Independent Schools

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

ED.851.646 Business Management and Finance for Independent Schools

Students learn to apply business principles and financial processes that are the foundation for successful independent school management. Content includes: oversight of independent school budgets; understanding of tuition and other revenue sources; knowledge and effective use of endowments, financial aid, and loans; understanding of major expenses; annual budget planning; grasping the legal and ethical implications of financial management; developing salary scales and policies; using principles of strategic, long-range planning; and facilities planning, maintenance, and management. Applications include case studies for identifying and resolving common problems and challenges. (3 credits)

ED.851.648 Team Leadership

This course is designed for school leaders, including administrators, supervisors, and teachers, who want to improve their knowledge and ability to facilitate change in the classroom, school, or district. The course is based on the premise that educational leaders devote considerable time working in group situations. The course is based on research and theory in education and other fields related to individual, group, intergroup, and organizational development. Opportunities are provided for participants to explore and practice various strategies with special emphasis on how these relate to change in educational settings. (3 credits)

ED.851.705 Effective Leadership

Students review the principles and techniques required of principals, assistant principals, and teacher leaders. The course emphasizes diagnosis of the school climate, principles of distributed leadership, motivation of faculty teams, and the dynamics of working in and with groups to accomplish school improvement goals. Emphasis is placed on the leader's role in creating a collaborative vision/mission for a school and in establishing meaningful working relationships with the larger community. (3 credits)

ED.851.708 Systemic Change Process for School Improvement

Students examine the literature on systemic change in schools, with an emphasis on the roles of the teacher leader. Topics include planning, implementing, and evaluating the change process for school improvement. (3 credits)

ED.851.809 Seminar in Educational Administration and Supervision

Students prepare and present a seminar paper on a problem in educational administration or supervision. The paper includes a comprehensive literature review, an assessment of implications for administrative and supervisory behavior, and an implementation plan for addressing the problem in an educational setting. Students engage in

case study analyses, role playing, and assessment exercises. (3 credits)

Prerequisite(s): ED.851.601, ED.851.603, ED.851.705, ED.852.602, ED.881.611, ED.881.622, ED.881.610

ED.851.810 Internship in Administration and Supervision

Students participate in a supervised practicum experience in an educational setting. Individual and group sessions of the interns are held. Students must attend an organizational meeting in the semester prior to the semester in which they wish to intern and obtain approval to register for the internship. (3 credits)

Prerequisite(s): ED.851.601, ED.851.705, ED.852.602, ED.881.610

ED.852.602 Supervision and Professional Development

Students examine models of instructional supervision, including clinical supervision and various approaches to personalizing supervisory strategies. Emphasis is on supervision skills, including the assessment of teacher performance, effective conferring strategies, and working with teachers to construct instructional improvement plans. Students apply concepts developed to practical situations in laboratory sessions. (3 credits)

ED.855.610 Seminar in Teacher Leadership

Students in the final year present and evaluate their projects and plans for implementing change in their work environments. In addition, participants examine selected topics and current issues in educational leadership. (3 credits)

ED.855.801 Doctoral Seminar I

This seminar will examine key topics in the field of education that reflect the expertise of TDL faculty. The seminar is designed to ensure a common core of knowledge about important educational issues, as well as expose students to the School of Education's faculty and their diverse research and teaching interests. (3 credits)

Note: Open to doctoral students only.

ED.855.811 Educational Policy and Practice Seminar III: Evidence-Based Practices

This seminar focuses on what constitutes an evidence-based or scientific practice in special education, what we know about effective practice in instruction, behavior, and teacher preparation, and how best to help educators make sense of the massive amounts of information available. (3 credits)

ED.855.840 Doctoral Internship I

Doctoral candidates apply theories and concepts related to teacher development and leadership to systematically identify problems in their workplaces. (3 credits)

Note: Open to doctoral students only.

ED.855.841 Doctoral Internship II

Doctoral candidates read, review, discuss, and write about topics of interest in current educational contexts. (3 credits)

Prerequisite(s): ED.855.840

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.860.594 Stress Management: Counseling Implications

Counseling students examine theories of stress within the framework of situational and developmental stages. Students explore individualized responses and coping mechanisms related to daily stressors as well as physiological and emotional responses to stress. Implications for social and family systems are discussed. (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. This course emphasizes 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.860.645 Gestalt Therapy

This course is an introduction to the fundamental principles of gestalt therapy, including its history, context and presup-positions. 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.860.660 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.860.692 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.860.703 Using Family Counseling Strategies to Identify Strengths and Foster Resilience

Counseling often includes helping clients/students respond to life events, both positive and negative. Dealing with adversity in families often requires the development of personal strengths and access to external sources of support both for individual family members and for the family unit. This course will provide a variety of counseling activities to assist in helping clients/students develop and maintain a positive outlook even when things go wrong. Specific attention will be given to family counseling activities to enhance resiliency in families. The tenets of Positive Psychology and Strengths-based Counseling will be discussed and counseling strategies for enhancing resilience will be demonstrated. The course will provide many practical counseling activities and strategies for helping individuals and families bounce back from challenges that inevitably occur across one's lifetime. (1 credit)

ED.860.705 Counseling Multiracial Couples and Families

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

ED.860.708 Systemic Assessment of Child Abuse

Child abuse and neglect is a serious issue that threatens the lives and well-being of millions of children in the US each year. Counselors working with families must become skilled at recognizing and identifying children who are at risk for abuse and neglect. This course addresses issues of assessment, intervention, law and ethics in the field of child abuse. (1 credit)

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

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

ED.860.710 Sexuality and Intimacy in Couple and Family Counseling

This course is designed to promote greater understanding of sexual functioning and intimacy through a study of historical, multicultural and relational perspectives on human sexuality. Specific sexual issues will be examined as these relate to clinical and relational issues in couples and families. (1 credit)

ED.860.711 Counseling Women and Young Children Living in Poverty

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

trauma or other forms of maltreatment. Blending discussion, case studies, and skill-building activities, participants will learn strategies for providing support to these families that is consistent with the visions and values they have for their lives. (1 credit)

ED.860.819 Seminar in Career Counseling
This course provides students with an opportunity to bridge theory and practice within a seminar setting. Emphasis is on integrating theoretical approaches and applied examples of career counseling programs. Participants study exemplary career counseling activities and discuss with each other and their faculty mentor these and related issues. (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
This course provides an overview of the history and philosophy of professional counseling, with special attention to the roles, functions, and limitations of school, community, and organizational counselors. Included is an understanding of the essentials of basic counseling skills; attending, listening, and interviewing stages of clinical treatment; and client/counselor relationships. Students learn about professional counseling organizations, professional credentialing, and standards and ethics in counseling and related human services. The course emphasizes self-growth and awareness and observational skills as related to becoming a facilitator of individual, group, family, and systems change. (3 credits)

ED.861.511 Career/Life Development and Planning
Participants review major theories of career development and decision making, occupational sociology, and vocational psychology. The course places career counseling concepts in a life-span perspective and reviews career development materials and cross-cultural strategies. (3 credits)

ED.861.605 Human Development and Counseling
This course examines developmental aspects and stages of human beings across the lifespan with special regard to counseling and therapy. The primary assumption of the course is that individuals at all stages have the capacity for development, and thus for therapeutic change, across the range of their lives from childhood to their advanced years. Several lifespan developmental theories are studied in the course along with practical strategies for utilizing the knowledge of human development to enhance the practice of counseling. (3 credits)

ED.861.609 Diagnosis in Counseling
Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria. Theories related to the etiology of major categories of mental disorder such as anxiety, depression, substance abuse, and personality disorders are examined. Students gain an understanding of the impact of abnormal behavior on individuals, families, and society. Instructors provide a developmental framework for understanding diagnosis from multicultural, feminist, and systems perspectives. (3 credits)

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

ED.861.712 Advanced Techniques in Counseling
(Lab course) Students review major theories of counseling with an emphasis on the integration of theory and practice. Emphasis is given to management of client resistance, trust building, use of interpretation and confrontation, and 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.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.863.526 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.863.527 Counseling the Early Adolescent
Students explore the physical, emotional, and social development of the early adolescent population (ages 10-14) and examine the relationship between development and counseling needs. Students review relevant research; apply individual and group counseling theory and techniques; and explore issues such as self-esteem, peer pressure, sexuality, substance abuse, anger, violence, suicide, and family relationships. Relevant ethical and legal issues are addressed. (3 credits)

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.863.609 Counseling Women
This course introduces students to theories and research on the psychology of women. We will examine psychological, biological, and social influences on gender differences, gender roles, and gender stereotypes, as well as theories, concepts, and contexts that shape the development of women. Students are encouraged to connect theories and ideas to their own experiences. (3 credits)

**ED.863.630 Addictions Counseling I:
Theory and Approaches**
Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered, and are examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues. (3 credits)

**ED.863.631 Addictions Counseling II:
Techniques and Strategies**
This course includes a wide variety of techniques and strategies for effective counseling with clients with addictive behaviors. A practice oriented approach is taken involving in-class demonstrations, simulations, and role-plays, utilizing techniques taken from various theories and applied in individual, group, and family contexts. The emphasis of the course is on intervention skills and working with resistance. (3 credits)

ED.863.644 Couples Therapy
This course provides an overview of contemporary approaches for couple's therapy. The emphasis is placed on understanding the dynamics of couple relationships, communication patterns, and the developmental challenges inherent to couple relationships. Models for effectively working with couples are considered through both didactic and experiential learning. (3 credits)

ED.863.652 Advanced Play Therapy Interventions
This course is designed for those who have had previous preparation in basic play therapy, and who desire to enhance their understanding and refine their skills in techniques and methods of play therapy when working with children and adolescents in school, community-based, and private counseling settings. Advanced interventions and strategies will focus on aspects related to various theoretical orientations and creative approaches to counseling young children, adolescents, and families. The usefulness of expressive art techniques, sand play, bibliotherapy, and

school-based play therapy will be some of the advanced topics covered. Students will have the opportunity to receive supervised experience as they practice and observe play therapy techniques through experiential assignments. Specific discussions will focus on how counseling and play therapy influences the practice of counseling with children and adolescents, and how current empirically based research and ethical clinical practice influence the development of play therapy and counseling theories. (3 credits)

ED.863.663 Marriage and Family Therapy Assessment

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

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.863.711 Employee Assistance Counseling

This course will provide students with a comprehensive overview of the Employee Assistance field. It is designed to be useful to students who are interested in pursuing the EAP field as an area of professional interest and/or an internship location. It is also designed to provide any Counseling student with the basic tools that they might need to acquire and maintain a professional EAP practice. The course will provide students with a working knowledge of EAP counseling, brief counseling and will also provide information relative to components to include substance abuse, ethical concerns in workplace counseling, work/life training, community networking, critical incidence stress debriefing and diversity in the workplace. (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.863.723 Narrative Therapy with Families

This hands-on course introduces students to poststructural thinking with specific applications to work with diverse families in multiple settings. An understanding of narrative ideas and practices will be the focus for effectively training clinicians to address contemporary issues presented by families and couples, including attention to issues of social justice. Students will leave the course having not only an understanding of the theoretical ideas but also a sense of how to do narrative work. (3 credits)

ED.863.735 Counseling African American Children and Adolescents

The rapid and explosive demographic shifts in this country, as well as the personal, social, and educational prospects for culturally and linguistically diverse children and adolescents, give rise to the importance of cultural competence among counseling practitioners who aspire to work with African American children and adolescents. This course addresses the requisite knowledge and skills for working more effectively with this population. More precisely, the course explores the educational and socio-emotional needs of culturally and linguistically diverse children and adolescents. Attention will be devoted to the complex interplay between culture, mental health, and education. Specific attention will be devoted to counseling interventions that contribute to youngsters reaching their fullest potential. (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: (a) an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization); (b) a practicum course involving 100 hours of individual counseling and group counseling, as well as supervisory experience, in a school setting or clinical setting where children and/or adolescents are served. Supervision of this experience will be provided by the on-site supervisor and a school counseling program faculty member. Emphasis is given to the development of cultural competence, social/ emotional issues of children and adolescents (e.g., depression, bullying) and school-related issues (e.g., crisis management). The course is taken near the end of a student's program of study just prior to the internship. (3 credits)

Note: This practicum course is only open to students in the School Counseling program.

ED.863.809 Clinical Community Counseling Practicum

This supervised practicum experience is offered in two modalities: (a) an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization); (b) a practicum course involving practical training at a community based agency or institution. Training focuses on integrating counseling theories in social context with individual counseling practice. Emphasis is given to the development of cultural competence in joining, trust building, developing clinical hypotheses and interventions and collaborating with clients in the development of goals, relevant legal and ethical issues. The course includes both didactic and experiential learning and is taken near the end of a student's program of study just prior to the internship. (3 credits)

ED.863.820 Internship in School Counseling

This supervised experience in school counseling includes both field work and class instruction. Students spend 600 hours, over the course of two consecutive semesters (Fall-Spring sequence), engaged in counseling, consultation, and program development activities under the direct supervision of a practicing, certified school counselor. Enrollment is limited to students in the Master's in School Counseling program who have completed 39 hours of required course work, including all counseling courses. (3 credits)

Note: This course is open only to students in the School Counseling program. Students must attend the mandatory field placement and school counseling internship meeting held in January to begin the application and site selection process.

ED.863.824 Internship in Clinical Community Counseling

This supervised internship in counseling includes both a 600-hour field placement and class instruction. Students must register for this course in consecutive fall and spring semesters, as it is a two semester sequence. (3 credits)

Note: This course is open only to students in the Clinical Community Counseling program. Students must have completed all laboratory classes and received approval from their academic adviser to register. Attendance at the January internship orientation meeting is required.

ED.863.826 Advanced Internship in Counseling I

This is the first of a sequence of advanced internship courses. Experienced counselors refine and advance their expertise in counseling in a variety of clinical settings with diverse populations. Through a combination of didactic and supervised clinical activities, students assess their current performance and explore counseling and therapy styles that require advanced levels of skill. Internship placements are to be arranged with the departmental field experiences coordinator. (3 credits)

Note: This course is open only to CAGS Counseling students.

ED.863.827 Advanced Internship in Counseling II

This course is the second internship in the sequence of advanced internship courses. Experienced counselors continue to refine and advance their expertise in counseling in a variety of clinical settings with diverse populations. Through a combination of didactic and supervised clinical activities, students assess their current performance and explore counseling and therapy styles which require advanced levels of skill. Internship placements are to be arranged with the departmental field experiences coordinator. (3 credits)

Note: This course is open only to CAGS Counseling students.

ED.863.870 Mental Health Counseling Practicum

This supervised practicum experience is offered in two modalities: (a) an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice,

interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization); (b) 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 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.

ED.863.875 Internship in Mental Health Counseling

This supervised internship in counseling includes both a 600-hour field placement and class instruction. Students must register for this course in consecutive fall and spring semesters, as it is a two-semester sequence. Enrollment is limited to students in the master's program in Mental Health Counseling. Students must have completed a minimum of 54 credits in the program before registering for this course. Students must have completed all laboratory classes and received approval from their academic adviser to register. Attendance at the January internship orientation meeting is required.

ED.863.880 Theory and Practice of Clinical Supervision

This course is a didactic and clinical study of supervision. The didactic component involves an orientation to the different conceptual frameworks and models of supervision; the context of the supervision relationship, including variables such as gender, race, culture, socioeconomic status, sexual orientation, and religion; and the ethical, legal, and professional regulatory responsibilities of clinical supervisors. The clinical component includes the development of a supervisory contract, informed consent, documentation procedures, evaluation approaches, and structure for supervision sessions. Students practice supervision skills and strategies and techniques for doing individual and group supervision. (3 credits)

ED.871.501 Introduction to Children and Youth with Exceptionalities

Students investigate the major areas of exceptionality addressing the characteristics and educational needs of students with a broad range of special instructional needs. Students review incidence and etiology, diagnostic and instructional services, educational continuum of programs, and findings of recent research. (3 credits)

ED.871.502 Educational Alternatives for Students with Special Needs

Designed especially for general educators, counselors, supervisors, and administrators, this course examines differentiated instruction for students with special needs in general education classrooms. Students review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs in general education classrooms. (3 credits)

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

This survey course reviews litigated and legislated standards for special education and related services for persons with disabilities. Students explore current issues in the provision of services for persons with disabilities, including inclusion, the response to intervention (RTI), and regulations for eligibility. (3 credits)

ED.871.511 Instructional Planning and Management in Special Education

Students focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies. (3 credits)

ED.871.512 Collaborative Programming in Special Education

This course focuses on collaboration themes common to various educational settings: interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Students examine techniques that promote effective communication between teachers, school administrators and related professionals, and families of students with special needs. Co-teaching models that work effectively are also discussed. (3 credits)

ED.871.513 Applied Behavioral Programming

This course will focus on the methodology of applied behavior analysis including how the principles of behavior can be used to make changes and improvements in classroom behavior. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Students assess and develop individual behavior projects that demonstrate their ability to design, implement, and evaluate behavioral support programs in an ethically responsive manner. (3 credits)

ED.871.514 Medical and Physical Aspects of Disabilities
This survey course provides students with information from the medical sciences concerning the etiologies and treatments of disabilities. Topics include human genetics and embryology; the newborn period; the structure, functions, and interrelationships of the major systems of the human body; infectious diseases; and emergency procedures. The relationship between students' medical issues and classroom activities is discussed. (3 credits)

ED.871.525 Writing Grant and Contract Proposals
Students in this course gain practical experience in writing grant and contract proposals for submission to state and federal agencies and to private organizations. Course topics include: (1) the purposes of federal grant and contract programs, (2) private and public sources of financial assistance for research and development activities, and (3) methods and procedures for writing technically sound proposals. Each student writes a complete grant or contract proposal during the semester. (3 credits)

ED.871.832 TE Research to Policy and Practice Seminar II: Studying Special Education Teacher Preparation
This course will focus on the research literature pertaining to what we know, what we need to know, and the challenges in designing research on special education teacher preparation. Students will review papers developed as part of the OSEP funded COPSE and NCIPP projects and these papers will provide a solid foundation to more recent work (e.g., Feng & Sass, 2009). Students will discuss the efficacy of special education preparation efficacy. (3 credits)

ED.871.833 TE Research to Policy and Practice Seminar IV: Students with Disabilities and High Needs Schools
This seminar focuses on what constitutes a high needs school and what we know about effective practices for improving the academic performance of students. Seminar participants will have the opportunity to critique the literature regarding school reform efforts, with a particular emphasis on initiatives to reduce the achievement gap between students with and without disabilities. It is expected that participants will develop a professional develop plan for a high needs school that will be implemented during a future internship. (3 credits)

ED.871.834 TE Research to Policy and Practice Seminar V: Policy Issues Affecting General and Special Education Relationships
This seminar will examine the policy making process at the federal and state levels. Students will become familiar with the major structures and individuals that influence policy development and implementation with the particular emphasis on special education service delivery. Students will be exposed to policy analyses and policy research techniques and will gain an understanding of some of the current tensions and debates within the special and general education domains. In addition, this seminar will address current issues such as the RTI (Response to Intervention) and the blurring of special education roles in the new ways general proposes to address the needs of students with disabilities. (3 credits)

ED.871.835 TE Research to Policy and Practice Seminar III: Evidence-Based Practices
This class will focus on what constitutes an evidence-based practice (e.g., Oliver & Reschly, 2007) and how to collaborate in the development of effective interventions, design strategies that ensure implementation of the right practices, and help educators make sense of the massive amounts of information available (e.g., CDDRE, 2009; Cook, Tankersley, & Landrum, 2009). (3 credits)
Note: This course is for Special Education doctoral students only.

ED.871.870 Applied Research Internship I
Applied Research Internship I will allow students to be paired with faculty members actively involved in research. A number of faculty members have on-going research agendas and this apprenticeship approach will allow scholarly integration within an intellectual community resulting in instances of direct and indirect instruction in how best to conceptualize and develop socially valid lines of research. Students will have the opportunity to work with faculty on current topics such as, to name a few, alternative routes to teacher preparation, cost effectiveness of teacher preparation alternatives, supply and demand for special education teachers, charter schools, efficacy of reading interventions, datadriven decision making, positive behavior supports, and professional development in high need school districts. (3 credits)

ED.871.872 Applied Research Internship II
Applied Research Internship II will focus on scholarly writing. Students will focus on writing abstracts, critiques, and professional papers on topics of their choice. They will also continue to be paired with faculty members actively involved in research. A number of faculty members have on-going research agendas and this apprenticeship approach will allow scholarly integration within an intellectual community resulting in instances of direct and indirect instruction in how best to conceptualize and develop socially valid lines of research. Students will have the opportunity to write on current topics related to their apprenticeship, such as, to name a few, alternative routes to teacher preparation, cost effectiveness of teacher preparation alternatives, supply and demand for special education teachers, charter schools, efficacy of reading interventions, datadriven decision making, positive behavior supports, and professional development in high need school districts.(3 credits)
Note: This course is for doctoral students only.

ED.871.874 Applied Research Internship III

Applied Research Internship III will allow students to be paired with community agencies and research centers actively involved in professional development for teachers. SOE centers (CSOS, CRRE) and State organizations (MCIE and MSDE) work very closely preparing teachers through professional development activities. Students will have the opportunity to intern in agencies and centers that integrate research based practices and policy development in the design of tangible professional development activities. Students will work with project staff to conceptualize and design teacher development programs and learning activities, and contribute to the evaluation of these efforts. (3 credits)

Note: This course is for Special Education doctoral students only.

ED.871.876 Applied Research Internship IV

Applied Research Internship IV will allow students to continue to be paired with community agencies and research centers actively involved in professional development for teachers. SOE centers (CSOS, CRRE) and State organizations (MCIE and MSDE) work very closely preparing teachers through professional development activities. Students will have the opportunity to intern in agencies and centers that integrate research based practices and policy development in the design of tangible professional development activities. Students will work with project staff to conceptualize and design teacher development programs and learning activities, and contribute to the evaluation of these efforts. (3 credits)

Note: This course is for Special Education doctoral students only.

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 Yrs

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 PreK-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.872.800 Exploratory Site-Based Field Experience in Early Childhood Special Education

This exploratory site-based field experience provides participants with an introduction to early intervention, preschool, and primary special education programs for young children with disabilities, ages birth through eight years of age. This experience is intended for graduate students, within their first semester of early childhood special education course work, who have not had substantial, consistent, or recent exposure to settings and services for young children with disabilities. This field experience, in conjunction with ongoing seminars and assignments, provides an overview of the roles and responsibilities of early childhood special education teachers regarding the day-to-day operations of programs for young children with disabilities. (2 credits)

ED.872.810 Internship: Early Intervention and Preschool Special Education

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

Note: Must have permission of faculty adviser to register for this course.

ED.872.811 Internship: Preschool and Primary Level Special Education

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in special education for children in the five- to-eight year age range. Field sites and activities are individually selected according to student interest and training needs. (3 credits)

Note: Must have permission of faculty adviser to register for this course.

ED.872.830 Graduate Project in Early Childhood Special Education

Students with a demonstrated ability and a special interest in early childhood special education study under the personal direction of a faculty member in the School of Education. The student must meet with the faculty member who will supervise his or her project prior to registration. (3 credits)

Note: Must have permission of faculty adviser to register for this course.

ED.874.512 Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation

Students examine the incidence, etiology, and characteristics of students with learning disabilities, emotional disturbance, and mild mental retardation, and review major theoretical models and instructional practices associated with these conditions. (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.874.521 Strategies Instructional Model: Learning Strategies I

This course introduces students to the University of Kansas' Strategies Instructional Model, an eight-stage teaching procedure that can be implemented with elementary and secondary students who are atrisk for or have mild/moderate disabilities. Students will learn to apply strategy instruction with students and develop related instructional materials. (3 credits)

ED.874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities

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, Teaching Reading in Secondary Content Areas Part I. (3 credits)

ED.874.809 Exploratory Field Experience in Mild to Moderate Disabilities

This exploratory site-based field experience provides participants an introduction to school-based educational programs serving students with mild to moderate disabilities (e.g., learning disabilities, mild mental retardation, or severe emotional disturbance). The experience is intended for graduate students, within their first semester of special education course work, who have not had substantial, consistent, or recent exposure to school settings and services for students with mild to moderate disabilities. The field experiences, in conjunction with ongoing seminars, provide an overview of the roles and responsibilities of special educators and of the day-to-day operations of programs for students with disabilities within the school as a whole. (2 credits)

ED.874.830 Graduate Project in Mild to Moderate Disabilities

Students with demonstrated ability and a special interest in mild to moderate disabilities study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and pre-

pare an outline of their proposed project prior to registration. (3 credits)

ED.874.860 Mild to Moderate Disabilities Internship: Induction – Elementary/Middle

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in course work in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of elementary and middle school age students with disabilities. (3 credits)

Note: Must be admitted to the Mild to Moderate Disabilities degree program AND have completed a minimum of 12 credits of required coursework AND have permission of faculty adviser to register for this course.

ED.874.861 Mild to Moderate Disabilities Internship: Culmination – Elementary/Middle

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent course work, with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, Materials for Teaching Reading. (3 credits)

Note: Must have completed a minimum of 24 credits in the Mild to Moderate Disabilities degree program AND have permission of faculty adviser to register for this course.

ED.874.870 Mild to Moderate Disabilities Internship: Induction – Secondary/Adult

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in course work in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities. (3 credits)

Note: Must be admitted to the Mild to Moderate Disabilities degree program AND have completed a minimum of 12 credits of required coursework AND have permission of faculty adviser to register for this course.

ED.874.871 Mild to Moderate Disabilities Internship: Culmination – Secondary/Adult

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge. This course incorporates goals and objectives that correspond to the MSDE required course, Teaching Reading in Secondary Content Areas – Part II. (3 credits)

Note: Must have completed a minimum of 24 credits in the Mild to Moderate Disabilities degree program AND have permission of faculty adviser to register for this course.

Prerequisite(s): ED.874.528, ED.874.542, ED.874.870

ED.877.513 Education of Students with Severe Disabilities: Augmentative Communication Systems

Students examine the design of augmentative communication systems that include use of graphic symbols for individuals with severe disabilities. Participants design and construct communication aids and develop strategies for integrating augmentative communication into the curriculum. (3 credits)

ED.877.514 Community and Independent Living Skills

This course reviews the philosophical movements that have fostered the improvements to the instruction of children, youth, and adults with disabilities. Participants (a) apply the principles of ecological assessment in the development of curriculum sequences for children and youth with severe disabilities; and (b) examine current research based teaching practices designed to promote the adaptive skills that contribute to the social competence and community acceptance of individuals with severe disabilities. (3 credits)

ED.877.515 Education of Students with Severe Disabilities: Hearing and Vision Impairments
Participants review suitable methods of assessing the visual and auditory capabilities of students with severe and multiple disabilities and the instructional adaptations necessary to increase their function in daily activities. Topics include ocular and auditory pathologies and their educational implications, functional vision evaluation, and behavioral audiometry. (3 credits)

ED.877.518 Education of Students with Severe Disabilities: Management of Motor Skills
This course examines atypical variations in the motor development of students with severe disabilities, with an emphasis on the remediation of abnormal patterns in the performance of daily activities. Participants gain information about specific remediation strategies and the appropriate use of assistive equipment to promote functional positioning, movement, and oral motor skills. (3 credits)

ED.877.550 Inclusive Practices for Autism Spectrum Disorders
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 non-traditional therapies that have been proposed for persons with autism are also explored. (3 credits)

ED.877.553 Classroom Programming for Students with Autism
Students examine the design and implementation of effective classroom programs 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)

Note: Praxis 1, a minimum of 12 credits of required courses, a minimum of one portfolio meeting, and advisor approval are required before completing the induction internship. Students must be admitted to a graduate program in Severe Disabilities AND have completed a minimum of 12 credits of required coursework AND have permission of their faculty adviser to register for this course.

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)

Note: Praxis II, the remaining required program coursework, a minimum of 2 portfolio meetings, and advisor approval are required before completing the culminating internship. Students must have completed a minimum of 24 credits in the Severe Disabilities degree program AND have permission of their faculty adviser to register for this course.

ED.877.830 Graduate Project in Severe Disabilities
Students of demonstrated ability with special interest in services for persons with severe and multiple disabilities

study under the direction of a faculty member in the School of Education. Applicants must meet with their faculty adviser 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.878.506 Social and Emotional Interventions

Students examine basic concepts, guidelines, strategies, and materials to conduct social-emotional instruction for students with diverse learning needs. The course emphasizes curricula and methodologies that enhance students' self-esteem and independence. (3 credits)

ED.880.603 Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child

This course will focus participants' learning on child and adolescent development consistent with developmental pathways: cognitive, linguistic, emotional, social, and physical. Topics include the needs of urban school children relative to health care, nutrition, differentiation, inclusion, special education, gifted education, arts education, higher order thinking and creative problem-solving. (3 credits)

ED.880.611 Culturally Responsive Education

In this course, participants will explore, critique, and analyze theories of race, language, culture and class. The course emphasizes the impact that these concepts have on educational inequality and the role schools might play in either providing social mobility or reproducing these categories of difference. Students will also explore theories of culturally responsive curricula and pedagogies, drawing on a number of specific examples. A main focus of the course is on the implications of these theories for teachers' classroom practice. 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 role of education in a multicultural democracy. (3 credits)

ED.880.613 Teaching, Learning and Leadership for Successful Urban Schools

This course will examine the principles, policies, and practices of leadership and instruction that promote effective schools. Students will be exposed to the Effective Schools Correlates, the principles of the Coalition of Essential Schools and numerous efforts on the local and state and federal level designed to improve the quality of education particularly as those practices and policies affect urban student achievement. Students will weigh the traditional patterns of teaching, learning, and governance with current federal, state, and local standards and new evidence-based, collaborative practices. Emphasis will be placed on examining models and methodologies currently in use in Baltimore City Public Schools and other local metropolitan areas. Students will use this research and knowledge as a basis for selecting effective methods that could be adapted to their particular setting. (3 credits)

ED.880.615 Creating Family and Community Partnerships for Urban School Improvement

Based on numerous studies that demonstrate the importance of parents and communities being involved in children's education, this course seeks to improve communication and partnership among all constituents. In this course, students will investigate those practices and policies that have demonstrated successful coalitions, design

activities to engage, equip, and empower families and communities to become active partners in school improvement efforts, identify resources that promote advocacy for policies that allow schools to become welcoming and affirming centers for community and family engagement, and learn and use positive means of communication to improve relations among schools, families and communities. (3 credits)

ED.880.617 Urban School Reform

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

ED.880.619 Foundations of Online Teaching and Learning

This course will provide a research, theoretical, and practical foundation to online teaching and learning. Participants will engage in collaborative inquiry regarding the field of distance learning, resulting in the ability to address common assumptions about online learning, cultural competence in online learning, and ethical issues. Participants will be able to distinguish an effective online learning experience for adults and create criterion for selection, implementation, and integration of an online learning tool or application. (3 credits)

ED.880.621 Facilitating E-Learning for Adults

This course will explore concepts of teaching online that make an impact on instructional effectiveness and build community and collaboration among learners, with consideration of cultural competence and participant diversity. Participants will experiment with emerging web-based technologies, and gain strategies for promoting learner engagement and motivation. Through modeling, authentic scenarios, feedback, and ongoing reflection, participants will have the capability to effectively facilitate asynchronous and synchronous online learning experiences and support the managerial, social, and technical aspects of online instruction (3 credits)

Prerequisite(s): ED.880.619

ED.880.623 Instructional Design 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 mediaenhanced, engaging online activities and assess learning. (3 credits)

ED.880.625 Online Education Administration and Evaluation

Participants will apply learning from program coursework in an individualized culminating project. Participants will design and deliver an online learning initiative that incorporates research-based principles for effective teaching and learning for adults. To measure the effectiveness and impact of the online learning initiative, participants will develop and implement an evaluation plan and engage in ongoing critical reflection. (3 credits)

ED.880.627 Capstone in Online Teaching and Learning for Adults

Participants will apply learning from program coursework in an individualized culminating project. Participants will design and deliver an online learning initiative that incorporates research-based principles for effective teaching and learning for adults. To measure the effectiveness and impact of the online learning initiative, participants will develop and implement an evaluation plan and engage in ongoing critical reflection. (3 credits)

Prerequisite(s): ED.880.619, ED.880.621, ED.880.623, ED.880.625

ED.880.629 Evidence-Based Teaching

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

ED.880.631 Ensuring Learning through Assessment and Feedback

This course prepares participants to demonstrate their ability to build an educational experience from the perspective of assessing student learning achievement. They will review the literature on assessment and examine the processes to align learning goals and objectives with cor-

responding 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, minilectures, interactive web modules, discussion groups, and application exercises. The course also addresses issues related to curriculum maintenance and enhancement and dissemination of curriculum-related work. (3 credits)

ED.880.635 Instructional Strategies I

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

ED.880.637 Instructional Strategies II

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

ED.880.639 Development and Evaluation of Health Professions Programs

In this course participants will demonstrate their ability to implement a systemic approach to program development and evaluation. They will review the literature on program effectiveness and examine the components that contribute to success. They will also approach program development from the perspective of its critical components—population characteristics, needs assessment, content, logistics, instructional formats, implementation, assessment, and evaluation using quantitative and qualitative methods. In addition, participants will incorporate a continuous process of program improvement that includes closing the loop by analyzing information on student performance, stakeholders, trends, and funding to identify changes that will enhance the effectiveness of the program. Course products and reflections will be highlighted in a professional portfolio. (3 credits)

ED.880.641 Leadership in Health Professions Education Programs

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

ED.880.643 Mentoring in Health Professions Education Programs

This course will address major leadership theories. Participants will develop an understanding of their preferred leadership style through a variety of assessment instruments and create an individually tailored leadership development plan that will be placed in a professional portfolio. Participants will review the literature on the task and people dimensions of leadership in health professions education. As current and future leaders of health professions educational programs, centers, and schools, they

will learn how to write program proposals, create budgets, apply accounting and finance principles for educational programs, develop a plan to market and sell their program concepts to leadership, manage projects, use decision-making and risk taking paradigms, and delegate and manage execution through accountability structures. They will also learn how to hire and staff health professions educational organizations, apply cultural competence in building diverse organizations, and use interpersonal skills to manage and improve performance, enhance team building and group dynamics, recognize and reward contributions, and resolve conflicts through effective communication, mediation and dispute resolution strategies. (3 credits)

ED.880.645 Faculty Development

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

ED.880.647 Professional Development Projects in Health Professions Education

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

ED.880.649 Research Projects in Health Professions

This year-long 3-credit course is a requirement for the Master of Education in the Health Professions specializing in the Educational Research track. Participants apply principles learned in courses in research methodology by designing, implementing, presenting, and writing up a research project in health professions education. Degree candidates are assigned a Johns Hopkins mentor with experience in educational research toward the end of the postmaster's certificate program or upon entering the master's degree program. The mentor helps the candidate choose a meaningful and achievable project. Participants have the option of identifying an additional mentor at their home institution. Educational methods include regular meetings with mentors, periodic deadlines for achieving interval work, capturing reflections and artifacts in a professional portfolio, and an end of program oral abstract presentation and paper. Participants may use their research projects in application exercises during courses in research methodology. (3 credits)

ED.881.610 Curriculum Theory, Development, and Implementation

Students examine curriculum theory through philosophical, historical, and sociological perspectives and apply course content to contemporary curriculum issues. Topics include aligning instruction with state and school district curriculum and modification of curriculum to meet individual learner needs. Students also explore effective strategies for implementing curriculum changes. (3 credits)

ED.881.611 Action Research for School Improvement

Students explore the role of the educator as an action researcher, with special emphasis on formulating and refining research questions as well as on selecting appropriate methodologies for classroom or school-based research. Students review research as a tool for assessing and improving teaching/learning environments. (3 credits)

ED.881.622 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.882.511 Human Growth and Development: A Lifespan Perspective

Students consider an overview of the physical, social, and emotional aspects of human development throughout the lifespan. The course considers developmental theory and reviews current areas of research. (3 credits)

ED.882.524 Education of Culturally Diverse Students
Participants analyze recent research related to the education of culturally diverse children and youth and explore case studies of successful minority education programs. The course focuses on understanding the interrelated roles of the school, the family, and the community in addressing the educational needs of culturally diverse children and youth. (3 credits)

ED.883.506 Alternative Methods for Measuring Performance
Participants explore practical classroom assessment methods that promote and measure learning. The course concentrates on performance-based assessments, including performance tasks, portfolios, and scoring rubrics. Students plan and develop performance-based assessments which require the thoughtful application of knowledge and skills in authentic contexts. (3 credits)

ED.883.507 Statistics I: Basic Statistics with SPSS
With the use of microcomputer statistical packages, this course introduces students to basic descriptive and inferential statistics. Topics include the summary and analysis of data using graphs, measures of central tendency, regression, correlation, and one-way analysis of variance. Although mathematical analyses are utilized, the course emphasizes the understanding of statistical concepts. (3 credits)

ED.883.510 Understanding Educational Research
Participants explore the processes and approaches to research in education. Students critique published research studies and examine both quantitative and qualitative research methodologies. Class members conduct a computerized literature search and prepare a research review in their respective areas of concentration. (3 credits)

ED.883.710 Quantitative Research Methods
Students prepare to conduct research in the behavioral sciences, particularly descriptive, correlational, experimental, and quasi-experimental research designs. Participants develop a research proposal in their respective areas of concentration. (3 credits)

ED.883.711 Qualitative Research Methodology I
Students are introduced to qualitative research methodology and designs in education. The theory and principles of observational research techniques and interpretative methodology are examined. Students are assisted in identifying components of qualitative research to look at patterns and relationships between subject and variables in a natural setting. (3 credits)

ED.883.712 Qualitative Research Methodology II
Students develop necessary skills to design and conduct qualitative research studies. This course covers key strategies of qualitative inquiry, common qualitative methods, and elements of effective qualitative research proposals. Through course readings, discussions, and assignments, students are encouraged to explore, critique, design, and conduct qualitative research for the examination of educational issues. (3 credits)

ED.883.714 Statistics II: Intermediate Statistics with SPSS
This course extends the basic statistical methods covered in Statistics I (883.507) to include inferential statistical tests of significance and non-parametric tests. Instruction includes classroom lectures, computation, and interpretation of statistical tests combined with utilization of PC-based software statistical packages for IBM and Macintosh computers. (3 credits)
Prerequisite(s): ED.883.507

ED.883.715 Statistics III
This course extends materials covered in Statistics I (883.507) and Statistics II (883.714) to include multivariate statistical analyses. Tests of significance include Multiple Regression, Discrimination Function, ANCOVA, MANOVA, and Factor Analysis. (3 credits)
Prerequisite(s): ED.883.507, ED.883.714

ED.883.795 Dissertation Research Seminar
Doctoral students critique dissertation proposals, chapters, and instruments at different stages of the research process. The final critique is a mock oral examination, which prepares the individual student for the actual dissertation defense. (3 credits)
Note: Open to doctoral students only.

ED.883.849 Dissertation Research
Doctoral students prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the School of Education. Written approval of the proposal must be received from the major adviser prior to registration. (3 credits)
Note: Open to doctoral students only.

ED.884.501 Advanced Processes and Acquisition of Reading
This foundation course provides a basis for graduate study of instructional reading strategies, literacy materials, and assessment approaches in K-12 reading education. Students examine scientifically based reading research; linguistic, psychological, and sociocultural theories and factors related to reading acquisition; and how various theories are applied to classroom reading practices. Topics include phonemic awareness, phonics and spelling, vocabulary development, text structure, fluency, and reading comprehension. (3 credits)

ED.884.502 Diagnosis/Assessment for Reading Instruction

Students in this course learn approaches for assessing and addressing the reading abilities and needs of children. Course activities include the examination of learner characteristics and implications for appropriate reading instruction. Students study and analyze a broad selection of formal and informal assessment techniques and instruments, their application to reading instruction and classroom practice, and strategies for effectively communicating relevant information to parents, educators, and other professionals about children's reading performances. (3 credits)

ED.884.505 Materials for Teaching Reading

Students in this class develop ways to evaluate and select appropriate materials for classroom reading instruction. Course activities include reviews of commercially produced reading programs, children's literature, remedial materials, and the use of appropriate and culturally sensitive instructional approaches for teaching diverse student learners. Materials are evaluated in relation to current research, developmental and cultural appropriateness, and student interest and motivation. (3 credits)

ED.884.507 Instruction for Reading

Students in this course study how reading research is applied to the various methods, strategies, and techniques of elementary classroom reading instruction. Emphasis is placed on developing expert knowledge in teaching phonics, word recognition, vocabulary, reading comprehension strategies, organization, and study skills related with reading and academic achievement. Participants explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

Prerequisite(s): ED.884.501

ED.884.508 Methods of Teaching Reading in the Secondary Content Area, Part I

Students in this course learn methods for developing effective reading skills and strategies that lead to student academic achievement. The course emphasizes teaching reading strategies for secondary students that can be applied across the content areas. Emphasis is placed on advanced vocabulary learning, reading comprehension, study skills, and critical reading. Participants in the class also explore strategies for differentiating instruction to address the wide range of reading abilities and cultural experiences found in classrooms. (3 credits)

ED.884.510 Methods of Teaching Reading in the Secondary Content Area, Part II

Participants extend the methodology learned in Content Reading I to include applications in the classroom, with connections to assessment and informal diagnostic work done by content classroom teachers. Development of a classroom learning community, uniting theoretical, diagnostic, and instructional structures with carefully selected materials, is the goal of this course. Additionally, participants extend skill building related to reading across other language areas, such as writing, speaking, and listening, and throughout content areas. Discussion includes adult literacy, ESOL and reading in content classrooms, and organizational/study skills in preparation for employment and higher education. (3 credits)

Prerequisite(s): ED.884.508

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

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

ED.884.604 Emergent Literacy: Research into Practice

Emergent Literacy: Research into Practice addresses in depth instructional issues involving emergent literacy processes. Topics include the application of current literacy theory to 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 forthcoming ESL Content Standards. (3 credits)

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

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

ED.884.620 Seminar in Reading: Roles of the Reading Specialist
Students in the final year present and evaluate their projects and plans for addressing the needs of students at all levels of reading ability in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in reading instruction. (3 credits)
Prerequisite(s): ED.884.604, 884.610, ED.884.615, ED.884.617, ED.884.642, ED.884.701, ED.884.810 or ED.884.811

ED.884.642 Linguistics for Teachers
This course acquaints teachers and other reading professionals with aspects of linguistic theory that apply in elementary and secondary classrooms. Emphasis is on a thorough, research-based understanding of phonology,

morphology, semantics, syntax, and pragmatics. Students learn ways to use the information to strengthen existing reading and language arts instruction. Issues of cultural diversity, second language learning, and developmental issues of language are covered in this interactive format. (3 credits)

ED.884.701 Reading Comprehension and Critical Literacy
Building on the instructional strategies and skills of earlier coursework, this advanced graduate course examines classic and contemporary research and theory in reading comprehension and critical literacy and how these dimensions and processes are applied to literacy education. During the course students learn to explore and appreciate the diversity of literacy research perspectives, and to learn to think and write critically and analytically about research, literacy education policy, and practices that influence and are used in classroom education. These topics are overlapped by advanced instructional methods and strategies for teaching students reading comprehension and critical literacy skills and dispositions. (3 credits)

ED.884.703 Seminar in Adolescent Literacy Education
The Seminar in Adolescent Literacy Education provides opportunities for students to explore the latest research, theory, and literacy education practices for adolescents in a seminar format. Topics include novel and useful technologies, motivating reluctant readers, and cultural and linguistic diversity in adolescent literacy education. (3 credits)

ED.884.810 Supervised Clinical Practicum I for Reading Certificate Students
The practicum for advanced reading education certificate students (884.810) is a capstone experience of students enrolled in reading certificates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates' knowledge and applications of research. Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. Candidates must complete at least 12 credit hours of designated READING graduate level coursework in their JHU program of study to take this course. Reading courses are designated beginning with "884." (3 credits)

ED.884.811 Supervised Clinical Practicum I for Masters in Reading Candidates
The first practicum (ED.884.811) is a midpoint program experience of Reading Specialist candidates. Candidates demonstrate abilities to translate literacy education research into practice. The overarching intent of Practicum I is to develop literacy education leaders while refining candidates' knowledge and applications of research.

Coursework centers on actual work with children and allows JHU candidates to provide evidence of their mastery of reading education skills and strategies. Candidates must complete at least 12 credit hours of designated READING graduate level coursework in their JHU program of study to take this course. Reading courses are designated beginning with "884." (3 credits)

ED.884.820 Supervised Clinical Practicum in Reading II
The second practicum (884.820) is a capstone course that builds on all previous program coursework and especially a prerequisite seminar "Roles of the Reading Specialist" (884.620). Work concentrates on developing effective reading specialist and literacy coaching qualities and skills, facilitating change in school communities, and fostering teacher growth and student achievement. A strong emphasis of the course is on job-embedded professional development. Candidates deliver demonstration lessons and lesson planning assistance to teachers and conduct professional development workshops in school settings. The practicum allows candidates to provide evidence of their mastery of particular IRA leadership/reading specialist standards. (3 credits)
Prerequisite(s): ED.884.610, ED.884.810, ED.884.620

ED.884.830 Graduate Project in Reading
Students of demonstrated ability with special interest in reading study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)
Note: Must have permission of academic adviser to register for this course.

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

ED.885.511 Curriculum, Assessment, and Instruction for Gifted Learners, Part II
Building upon the knowledge and skills developed in 885.510 (Curriculum, Assessment and Instruction for Gifted Learners, Part I), students continue to explore research-based theories and best practice for applications to their classrooms. The emphasis of this second course in the sequence is on students' conducting their own action research projects and performance-based assessments related to the interventions they developed in 885.510 or in other courses or job-related assignments. (3 credits)
Prerequisite(s): ED.885.510

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

ED.885.519 Seminar in Gifted Education
Students in the final year present and evaluate their projects and plans for addressing the needs of gifted students in their classrooms, schools, and school districts. In addition, participants examine selected topics and issues in gifted education. (3 credits)

ED.885.820 Practicum In Gifted Education
Students participate in a supervised practicum experience in an educational setting under the direction of the program adviser. Individual assessment sessions are held. Students must receive written approval at least two months prior to registration. (3 credits)

ED.886.630 Understanding and Teaching Physical Geology
Participants integrate the content and instructional strategies necessary to effectively teach the basic concepts of physical geology. Topics include the geological history of the earth, plate tectonics, mineral identification, the rock cycle, and the dynamic activity that affects the earth's changes. Methods of applying geology concepts to the classroom are emphasized. A variety of laboratory activities, as well as the inquiry approach, are presented and practiced. (3 credits)

ED.886.631 Understanding and Teaching Earth Observations from Space
Participants learn to acquire, process, interpret, and manage remote sensing planetary data. They use satellite imagery and data as tools for enhancing the science classroom. Various methods of satellite data and image retrieval from the Internet are explored. Teaching methods for applying the concepts to the science classroom are modeled and discussed. Hands-on activities emphasizing the inquiry approach are used to apply findings from data to the science classroom. Technology is an integral part of the course. (3 credits)

ED.886.632 Understanding and Teaching the Solar System
Participants are introduced to the history of solar exploration; space observation methods and techniques; survey of planets and small bodies; the sun as a star; the earth as a planet; and the search for life. Emphasis is on developing a thorough understanding of the solar system and applying the concepts to the classroom. Teaching methods, strategies, resources, and recent space mission data are explored and discussed. Promoting student-centered experimentation and problem solving are discussed and modeled. (3 credits)

ED.886.633 Understanding and Teaching Stars, Galaxies, and Beyond
Participants explore the content and methods of teaching stellar and intergalactic astronomy. Topics include cosmology, galaxy classification and evolution, stellar classification and evolution, radiation theory, and the interstellar medium. Current results from the Hubble Space Telescope are explored and classroom activities include space observations. Methods of applying the concepts and research to the science classroom, emphasizing the inquiry approach to teaching, are modeled and discussed. (3 credits)

ED.886.634 Understanding and Teaching Earth's Weather and Climate
Participants examine the content and methodology of teaching the basic concepts of meteorology. Content focus includes factors that create local, regional, and global weather phenomena. Special topics include climate change

issues such as global warming, greenhouse effect, and El Nino. Inductive and inquiry approaches to instruction are used throughout the course to model experimentation and problem solving for the earth/space science classroom. (3 credits)

ED.886.641 Bioscience Education
The goal of this course is to provide teachers with the requisite pedagogical knowledge and skills to effectively support student learning and achievement in bioscience. It will be delivered in a face-to-face format with an accompanying online community. Participants will engage in reflection on learning and teaching of bioscience and discuss implications for curriculum design and evaluation. Participants will be exposed to the literature on biology/bioscience education, student learning and achievement, and assessment. There will be a particular emphasis on infusing inquiry and technology in biology curriculum topics. They will develop, discuss, and share problem-based activities, ideas for integrating technology in their bioscience lessons, and specific assessment instruments with each other in this course. This course will run for three semesters alongside the content courses. Special assignments related to the content courses will be given to the participants to develop appropriate pedagogic applications for their instruction. An online community forum on ELC will be an integral part of the Bioscience Education course. The purpose of this forum is to support and engage the teachers in reflection and dialogue related to the educational applications of the topics covered in the content courses. (3 credits)

ED.886.811 Internship in Earth/Space Science
Students collaborate with earth/space research scientists to develop learning units that apply earth/space science content, research techniques and computer-based data analysis to scientific inquiry activities designed for the classroom. Students are expected to teach the units in their classrooms and assess the impact of the activities on the appropriate grade level indicators for earth/space science from the Maryland State Department of Education Voluntary State Curriculum and Core Learning Goals. (3 credits)
Note: Must have permission of academic adviser to register for this course.
Prerequisite(s): ED.886.631, ED.886.632

ED.887.612 Understanding Human Behavior and Helping Relationships, Part 2
Building on the information presented in Understanding Human Behavior and Helping Relationships, Part 1, this course examines ways of assisting with emotional disorders that teachers may face in the classroom. The main focus of the course is on recognizing the signs of these disorders and working with the school counselor to support children with these diagnoses in the classroom setting.

General school issues such as bullying and abuse prevention will also be covered. (3 credits)

ED.887.615 Explorations in Mind, Brain, and Teaching

During the past decade the cognitive and neurological sciences have produced a vast frontier of knowledge on how the brain processes, stores, and retrieves information. Educators have increasingly recognized a role as consumers of this emerging knowledge. Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching including the teaching of the arts across content areas. Topics of study will include the brain's memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts. (3 credits)

ED.887.616 Fundamentals of Cognitive Development

This introductory course surveys theoretical and empirical work in the study of cognitive development. A variety of methodological approaches are addressed, with a focus on cognitive processes related to learning. The course proceeds from behaviorist, cognitivist, and sociocultural perspectives of the early and mid-20th century to recent and ongoing research in the neuro- and cognitive sciences. Topics include the development of language, motivation, and intelligence, as well as the acquisition of skills and concepts related to mathematics, reading, writing, and problem-solving. Implications for education are considered. (3 credits)

ED.887.617 Neurobiology of Learning Differences

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

ED.887.618 Cognitive Processes of Literacy & Numeracy

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

ED.887.619 Special Topics in Brain Sciences

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

ED.892.548 Assistive Technology Evaluation: A Team Approach

(Lab Class) Participants examine collaborative models for conducting assistive technology evaluations. Class members investigate a variety of methods for assessing how technology improves student performance and learning outcomes. Students explore methods of finding and developing resources to support team evaluations that identify how assistive technology can promote learning. (3 credits)

ED.892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities

(Lab Class) Participants explore a wide range of assistive technology applications for children with disabilities. Students consider needs based on the type of disabling condition, such as physical, cognitive, sensory disabilities, or multiple complex needs, as demonstrated by children with pervasive developmental disorders such as autism. Exploration of technology emphasizes the integration of assistive technology into effective instructional practices that improve learning research on best practices for the implementation of technology-based solutions. (3 credits)

ED.892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities

Students study strategies for integrating assistive technology into instruction using an in-depth problem solving approach. This course utilizes a case study approach to support the application of research to effective instructional practices to the development of advanced technology-based interventions for students with special needs. Students analyze the individual needs of the child, environmental factors, task demands, and educational goals. Class members design projects that solve instructional dilemmas by skillfully applying assistive technology to improve access to learning. (3 credits)

ED.892.562 Access to General Education Curriculum with Technology Accommodations

(Lab Class) Class members investigate student characteristics, the collaborative role of educators, and strategies for differentiating instruction for students with learning

disabilities within the general education environment. Participants examine universal design for learning strategies and technologies to enhance student participation in educational programs. (3 credits)

ED.892.701 Advanced Seminar in 21st Century Skills
The graduate seminar is the capstone course in the Technology for Educators and Technology in Special Education master's degree programs. The capstone projects showcase the products and skills developed in the core courses through the development of an electronic professional portfolio. Student seminar projects may be an article submitted for publication, a research or grant proposal, a technology product, or any other approved product. The goals of the seminar are to engage and support participants in collaborative spirited discussions that lead to understanding the historical, cognitive, technical, political, and sociological issues involved in the effective uses of computers in education, and particularly in the integration of technology into instruction and/or the application of assistive technology devices and services. The course concludes with multimedia presentations of students' projects before a panel of their peers and faculty. (3 credits)

ED.892.800 Graduate Internship in Assistive Technology
The graduate internship provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their technology interests. The internship is designed to produce a professional, customized learning experience that stretches the student through his/her participation in the development, design, implementation, or evaluation of high-quality technology products, projects, or services. Internships are aligned to individual student's schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. (3 credits)

ED.892.830 Graduate Project for Technology in Special Education
Students of demonstrated ability with special interest in technology study under the direction of a faculty member in the School of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project before registering for this course. (3 credits)

ED.893.508 Technology and the Science of Learning
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 leaning, 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 multidisci-

plinary perspectives on learning. Based on the new science of learning, students will develop and implement technology related strategies that align instructional technology to standards-based instruction, teach problem solving and higher-order thinking skills, promote cooperative learning, and use reflective teaching and inductive approaches to increase student achievement. (3 credits)

ED.893.515 Hardware, Operating Systems, and Networking for Schools
Students in this hands-on course will examine major computer hardware, operating systems, and networking used in educational settings and address issues related to computer ethics and network security. Topics include system architecture, central processing unit capacities, communication standards, storage mediums, features and functions of operating systems, applications of electronic mail and databases, and the fundamentals of networking and the uses of classroom computers connected to local area networks and wide area networks. Students learn how to design, manage, and evaluate a variety of hardware configurations for individualized access to computing in labs, classrooms, and media centers. (3 credits)

ED.893.545 Integrating Media into Standards-Based Curriculum
Participants explore the possible ways technology can be integrated into the core standards being developed on a national level. 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 develop instruction that utilizes technology in the K-12 classroom. (3 credits)

ED.893.550 Emerging Issues for Instructional Technology
This course will provide students with an overview of emerging issues in instructional technology. Participants will be exposed to emerging issues for Internet-based education, including captology, digital libraries, data mining, and the use of neural networks for enhancing instructional delivery by bringing information to teachers, working with metatagging and objects in virtual Web-based environments, and using data as a base for making instructional decisions in schools respectively. (3 credits)

ED.893.563 Multimedia Tools for Instruction
Students examine applications of multimedia, including video image capture and multimedia production tools. Students investigate storage issues, standards, security, networking capabilities, data compression, animation, and incorporation into existing applications. Participants develop projects that integrate multimedia applications into effective instruction. (3 credits)

ED.893.601 Evaluation and Research of Technology Supported Interventions and Programs

In this course students learn and practice the skills necessary to evaluate the use of instructional technology in educational settings. The course covers a range of alternative and mixed methods for data collection, such as observation, interviewing, the use of surveys, and analysis of data. Students develop an evaluation plan that can be implemented in their own educational settings and demonstrates their ability to select and/or develop appropriate metrics to identify the impact of technology in the teaching-learning process. Students use empirical methods to describe, explore, and/or explain the relationships between technology and program and/or individual outcomes. (3 credits)

ED.893.628 Gaming and Media Design for Learning

This course provides an overview of the learning theories behind game and simulation design, and how emerging technologies found in the commercial gaming arena can be applied for educational effect. The past and present application of virtual environments and 3-D modeling in education will be explored, with a view toward the projected future use of these technologies to engage students in tomorrow's schools. This course brings together cultural, business, government, and technical perspectives on developing and integrating electronic gaming techniques and technologies to enhance and enrich learning. Course participants will develop an understanding of the current trends (technical and sociological) in computer and console gaming, and what can be learned and applied from the world of gaming to positively affect teaching and learning. (3 credits)

ED.893.632 Data-Driven Decision-Making for Schools and Organizations

The increasing impact of a knowledge economy and globalization has been a catalyst to the fields of knowledge management and organizational decision-making. This course is designed to introduce knowledge management concepts into an educational context and to provide an in-depth focus on data-driven decision making in educational organizations and institutions. Participants investigate how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued and shared for effective use. Course topics include leadership and strategic management relative to organizational decision-making, 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 E-Learning Environments

This course explores how educators use online collaborative technology tools in the classroom and in professional development so that all learners achieve at higher levels. Online collaborative tools provide a new set of technologies that focus on the social collaborative aspect of the Internet. These tools include, but are not limited to: learning management systems, wikis, webinars, image repositories, document sharing, and bookmarking tools. The collaboration and interaction aspect of these tools provide novel opportunities for K-12 students to understand rigorous content, think critically, solve problems, collaborate, communicate effectively, and become responsible for their own learning. In addition, the infusion of online collaborative technologies into professional development allows educators the opportunity to utilize methods and strategies for effective collaboration beyond the walls of the schoolhouse. This class will introduce online collaborative tools and, together, participants will explore instructional implications, best practices, and learning activities and objectives that benefit students in the K-12 classroom setting and teachers in their professional development. (3 credits)

ED.893.701 Advanced Seminar in 21st Century Skills

The graduate seminar is the capstone course in the Technology for Educators and Technology in Special Education master's degree programs. The seminar reflects students' individual mastery for using technology with 21st Century skills and the new science of learning. Capstone projects showcase the products and skills developed in the core courses through the development of an electronic professional portfolio. Student seminar projects may be an article submitted for publication, a research or grant proposal, a technology product, or any other approved product. The goals of the seminar are to engage and support participants in collaborative spirited discussions that lead to understanding the historical, cognitive, technical, political, and sociological issues involved in the

effective use of computers in education and particularly in the integration of technology into instruction and/or the application of assistive technology devices and services. The course concludes with multimedia presentations of students' projects before a panel of their peers and faculty. (3 credits)

Prerequisite(s): ED.893.601

ED.893.800 Graduate Internship in Instructional Technology
The graduate internship provides students the opportunity to individualize their program experience, to sharpen existing skills, to gain new skills, and to pursue their technology interests. The internship is designed to produce a professional, customized learning experience that stretches the student through his/her participation in the development, design, implementation, or evaluation of high-quality technology products, projects, or services. Internships are aligned to individual student's schedules and can include collaborative opportunities with public and private sector organizations and agencies that have local, regional, national, or international interests. (3 credits)

Graduate Education

DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership's (PSL) core purpose is to develop public safety leaders through teaching, scholarship, and community outreach. Public safety in America is embarking on a new era. The role of public safety agencies is changing dramatically. PSL defines public safety organizations as federal, state and local law enforcement, fire and emergency, military, intelligence analysis, medical services, public health, transit, private security, and occupational safety. Along with protecting life, property, and reducing and managing crime, leaders are asked to respond to increased concerns and fears, matters related to local and national security, and social conditions beyond their control. Public expectation for public safety services is at an all-time high. The changing role and mission of public safety and intelligence analysis organizations necessitates innovative approaches to providing quality service. Today's public safety professionals must meet the challenges of increased scrutiny, a highly charged political environment, public demand for lasting change, shortage of qualified personnel, and leading in a constrained fiscal environment.

Programs

To respond to these and other challenges, PSL, in conjunction with public safety executives from around the country, established several interdisciplinary programs for public safety, military and intelligence analysis professionals. These exceptional cohort programs are recognized nationally for their quality curricula, excellent faculty, and the success of graduates. Degree programs include:

- Bachelor of Science in Management and Leadership

- Master of Science in Management (including a new online option launching January 2013)

- Master of Science in Intelligence Analysis

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

To strike a balance between academic instruction and extracurricular projects, students are required to complete individual and group projects on behalf of their own and other organizations, applying newly acquired skills and information to the professional work environment.

Throughout the program, many students participate in workshops and seminars led by subject-area experts, political leaders, police chiefs, fire chiefs, community leaders, business executives, military officers, and others. Students participate in field study trips such as the Gettysburg Battlefield, the United States Holocaust Memorial Museum, Arlington National Cemetery, and other historic sites in the region.

Research

The Division's reputation for conducting quality research has led to funded projects for federal, state, and local agencies. A primary focus of the Division's research is the relationship between public safety agencies and the viability and sustainability of neighborhoods. The Division provides support to local and state agencies in evaluating federally funded projects. The Division has conducted research projects on the effectiveness of the "hot spots" community programs, the characteristics of successful first-line supervisors, and the effectiveness of police district and precinct commanders, 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 are currently engaged in research on school safety, transportation safety (ports and railways), campus safety, evacuation planning, identity theft, the police response to people who have disabilities, immigration and customs enforcement. A center for the study of immigration issues is currently under development.

Faculty

A renowned faculty teaches in the Division of Public Safety Leadership. The faculty includes full-time and adjunct professors from Johns Hopkins University, major organizations and other universities throughout the region. The faculty combines scholars, business leaders, and practitioners that bring a wealth of practical experience and scholarship to the Division's programs and activities. The diversity of the faculty gives a broad-based perspective to the Division's undertakings and role as a leader in public safety education. Faculty members incorporate community and national public safety issues through class discussion, projects, case studies, and field trips.

Faculty and staff are called upon regularly to serve on national commissions, work groups, and task forces. They have served on national commissions on such topics as homeland security, intelligence, profiling, recruiting, identity theft, performance of federal agencies, technology, interoperability, accreditation, computer crime, and more.

Alumni

Since 1994, over 1,000 talented professionals, representing approximately 50 agencies, have received degrees in management from The Johns Hopkins University Division of Public Safety Leadership. They are an extraordinary group of individuals committed to making a difference in their professions and in their communities—and most do so while in full-time positions and raising families. Research shows that their extraordinary professional development

efforts are often rewarded: after completing their course of study, over 66 percent of alumni have been promoted. Of those who have graduated, more than 70 have achieved the rank of chief of police and two have served as fire chiefs. Other program alumni have gone on to hold leadership positions in federal law enforcement agencies, the private sector, public safety research organizations, and the military.

BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP

The 60-credit undergraduate degree completion program provides students with a quality education and myriad opportunities to develop professionally and personally. Throughout the program, students interact with renowned leaders, both local and national, in public safety, education, government, the military, nonprofit organizations, and business and industry. Designed for those who have earned an associate of arts degree or 60 transferable credits, students must complete 60 upper-level (junior and senior year) undergraduate credits. The 60-credit undergraduate program offers a business-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

Graduates receiving a Bachelor of Science (BS) in Management and Leadership may be eligible for admission into the 11-month accelerated Master of Science in Management program.

Curriculum

Year One Curriculum

700.304	Values and Ethics
700.303	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
700.305	The Ethics of Dissent
700.311	Social Problems in Contemporary Society
700.354	Managing Diversity
700.352	Quality Management

Year Two Curriculum

700.302	Theories of Personality
700.470	Community Development
700.341	Creative Thinking and Problem Solving
700.310	Management of Information Systems
700.502	Developmental Psychology
700.301	The Economics of Social Issues

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

The BS in Management and Leadership program is two years in length. Classes meet every other Friday and two Saturday each month, from 8:30 a.m. until 4:30 p.m.

Location of Classes

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

Admission

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

Requirements for Admission

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

- Hold a high school degree or equivalent.

- Possess an associate of arts degree from a regionally or nationally accredited college or university and have earned at least 60 transferable college-level credits with a minimum cumulative grade point average of 3.0 (on a 4.0 scale).

- Meet entrance criteria established by the University.

- Submit an application; essay; resume; two letters of recommendation; and official transcripts from all accredited post-secondary institutions attended. (Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.)

Interested applicants may begin the application process online at **http://education.jhu.edu/soeapplicationpsl.html** or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

Transfer of Undergraduate Credits

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

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

Tuition

Undergraduate tuition for the 2012–13 academic year is $670 per credit hour. Books and fees are included in tuition costs. Financial assistance is available.

Undergraduate Honors

BS degree candidates whose grade point averages are 3.5 or better and fall within the top 20 percent of their discipline's graduating class will be eligible to receive undergraduate honors status. Eligible candidates must have earned a minimum of 54 credits through undergraduate programs at the Johns Hopkins University.

MASTER OF SCIENCE IN MANAGEMENT

The Master (MS) of Science in Management is a 45-credit graduate degree program which is offered in two formats: a traditional face-to-face option and a new online option. The curriculum consists of 15 three-credit courses covering such topics as leadership, change management, strategic planning, project management, and ethics and integrity.

Curriculum: Face-to-Face Program Option

Year One Curriculum

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
705.608   Human Resource Management: People and Productivity
705.712   Project Management
705.718   Strategic Planning for Leaders
705.635   Leadership and Organizational Behavior

Year Two Curriculum

705.719   Crisis Mitigation, Management and Communication
705.732   Applying Research: Access, Methods and Accountability
705.625   Statistics for Leaders: Measuring What Matters
705.750   Case Studies in Leadership
705.620   Managerial Economics
705.710   Leader as Teacher: Influencing Communities and Individuals
705.820   Current Issues in Leadership: Capstone

Curriculum: Online Program Option

Year One Curriculum

705.750   Case Studies in Leadership
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
705.732   Applying Research: Access, Methods and Accountability
705.620   Managerial Economics

Year Two Curriculum

705.625   Statistics for Leaders: Measuring What Matters
705.635   Leadership and Organizational Behavior
705.715   Global Perspectives in Leadership
705.745   Information Technology for Leaders
705.615   Leading and Managing Change
705.608   Human Resource Management: People and Productivity
705.719   Crisis Mitigation, Management and Communication
705.820   Current Issues in Leadership: Capstone

Cohort Formation

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

Cohort Schedule

Columbia Center Cohort

The MS in Management Columbia Center cohort program is 18 months in length. Classes are held the Columbia Center (6740 Alexander Bell Drive, Columbia, MD 21046), conveniently located along the I-95 corridor. Classes meet every other Friday and Saturday from 8:30 a.m. until 4:30 p.m. Students typically take four courses per semester. A new cohort launches every September.

Online Cohort

The MS in Management Online cohort program is two years in length. Students participate in weekly class sessions and typically take two courses per semester. The program includes two one-week required residences in Baltimore. The first cohort will launch in January 2013.

Admission

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

Requirements for Admission

Applicants to the MS in Management program must:

- Possess a bachelor's degree from a regionally or nationally accredited college or university, together with a successful academic record. (Admission to a master's program generally requires that a student has earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including incomplete programs of study).)
- Meet entrance criteria established by the University.
- Submit an application; essay; resume; two letters of recommendation; and official transcripts from all accredited post-secondary institutions attended. (Academic records from non-U.S. institutions must be evaluated by an authorized credential evaluation agency.)

Interested applicants may begin the application process online at **http://education.jhu.edu/soeapplicationpsl.html** or contact our offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

Tuition

Tuition for the 2012-13 academic year MS in Management program is as follows:

- $890 per credit hour for the Columbia Center cohort.
- $1,200 per credit hour for the Online cohort (this includes the cost of the residencies [tuition and board only] in Baltimore).

Books and fees are included in the cost of tuition. Financial assistance is available.

ACCELERATED MASTER OF SCIENCE IN MANAGEMENT

The Master (MS) of Science in Management program is an 11-month, 30-credit master's program is open only to individuals who have earned a Bachelor of Science (BS) in Management and Leadership from the Johns Hopkins University's Division of Public Safety Leadership. The curriculum covers such topics as leadership, change management, building quality organizations, management decision making, and ethics and integrity.

Curriculum

705.635	Leadership and Organizational Behavior
705.608	Human Resources Management: People and Productivity
705. 732	Applying Research: Access, Methods and Accountability
705.724	Building Quality Organizations
705.750	Case Studies in Leadership
705.710	Leader as Teacher: Influencing Communities and Individuals
705.719	Crisis Mitigation, Management and Communication
705.718	Strategic Planning for Leaders
705.618	Leadership through the Classics
705.820	Current Issues in Leadership: Capstone

Admission

Students enrolled in the BS in Management and Leadership program may begin the application process during their final undergraduate semester. Interested applicants may begin the application process online at **http://education.jhu.edu/soeapplicationpsl.html** or contact our offices (410-516-9900) to speak with an academic adviser about the program. The Admissions Committee makes the final selection of candidates.

Tuition

Tuition for the 2012–13 academic year in the accelerated MS in Management program is $1,015 per credit hour. Books and fees are included in the tuition costs. Financial assistance is available.

MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

The Division of Public Safety Leadership offers the Master of Science (MS) in Intelligence Analysis to enhance the nation's capabilities in the analysis of strategic and tactical information collected from open and closed sources. The 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

The program consists of 14 three-credit courses for a total of 42 credits.

Year One Curriculum

720.604	Ethics of Belief
720.635	Leadership and Organizational Behavior
720.713	Managing Differences
720.609	Analytical Writing
720.752	Strategic Thinking: Concept, Policy, Plan, and Practice
720.718	Terrorism: Concepts, Threats, and Delivery
720.720	Special Issues in Intelligence Analysis

Year Two Curriculum

720.700	Research Methods for Intelligence Analysts
720.600	History of Espionage
720.710	Structured Analytical Techniques
720.702	The Art and Science of Decision Making
720.637	Ethics and Society
720.750	Case Studies in Intelligence Analysis
720.820	Current Issues: Capstone

Cohort Formation and Schedule

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

The MS in Intelligence Analysis program is approximately two years in length. Classes meet on Saturdays from 8:30 a.m. to 4:30 p.m.

Location of Classes

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

Requirements for Admission

Applicants to the MS in Intelligence Analysis degree, for the cohort beginning in January 2013, program must:

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

Interested applicants may begin the application process online at **http://education.jhu.edu/soeapplicationpsl.html** or contact the DPSL offices (410-516-9900) to speak with an academic adviser about the program. Applicants are interviewed and an admissions committee makes the final selection of candidates.

Tuition

Tuition for the academic year 2011–12 for the MS in Intelligence Analysis program is $1,260 per credit hour. Books and fees are included in the tuition costs. Financial assistance is available.

COHORT CALENDAR

Below are the next dates cohorts will begin their course of study. Applications for programs should be submitted to PSL 30 days prior to the start of the cohort of interest.

Bachelor of Science in Management

June 1, 2012

Master of Science in Management

Columbia Center Cohort
September 21, 2012

Online Cohort
January 13, 2013

Master of Science in Intelligence Analysis

January 21, 2013

PUBLIC SAFETY LEADERSHIP COURSE DESCRIPTORS

Please note that courses offered through the Division of Public Safety Leadership are only available to students enrolled in the Division's programs.

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 dilemmas since before the days of Ancient Greece. Today, people continue to reflect on challenges to personal and organizational integrity, moral decision-making, and standardizing behavior through a common set of rules. Students discuss parameters set by great leaders and philosophers of the past and

challenge many long-standing beliefs that govern modern thinking about ethics and integrity. They explore situations that, while appearing relatively simple, led to the professional demise of leaders and public disrespect for organizations. They draw on their own beliefs and experiences to debate how and why certain decisions are made. Students explore contemporary issues such as abortion, gun control, and political influence. (3 credits)

ED.700.305 The Ethics of Dissent
Organizations and communities expect their leaders to act ethically and develop, promote, and follow the rules by which all the members of their organization are to operate. Leaders cannot exist by merely clinging to established rules. Through readings and discussion of philosophy, history, organizational behavior, and commonly held beliefs, students assess behaviors and processes that inhibit the highest standards of ethics. Students focus on the concept of dissent and the importance of listening to dissenters. They scrutinize various forms of behavior and decision making to distinguish complaint, cynicism, protest, and dissatisfaction from wrongdoing. (3 credits)

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 com-

munity, 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 writ-ten 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.700.317 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 embrace the Constitution, as written and intended, and use this knowledge to dissect its many judicial, legislative, and political interpretations. Students consider morality, philosophy, national crises, and more, as they discuss and debate how the Constitution has been used to better society and as a tool to foster self-serving interests. (3 credits)

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.705.601 Managerial Communications

Every successful organization is built and sustained, in great part, on the quality of its communication with the people it serves. Individuals at all levels of the organization are judged on their communication skills. How leaders communicate routinely and in critical and extraordinary situations can make or break a career. Students focus on a range of communication forms, activities, and behaviors including writing, verbal exchange, feedback, presentations, conducting effective meetings, web-based, and social networking. They learn to assess the communication skills of their employees and identify ways to affect needed improvement. Students participate in individual and group presentations and obtain feedback from the instruc-

tor and their peers. Students assess their communication style, as well as that of their organization. Students gain perspective and discover new and enhanced ways of communicating with the three publics: external, internal, and political. (3 credits)

ED.705.605 Ethics, Integrity, and the Responsibility of Leaders

Confronted with moral dilemmas every day, people make critical decisions based on their beliefs, which incorporate their core values. Understanding how values are formed and applied is essential to leaders who must guide and assess employees' integrity and ethical behavior every day. Through readings, case studies, and discussion, students probe how executives and supervisors resolve ethical dilemmas. 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.705.608 Human Resource Management: People and Productivity

Competence in managing human resources is a primary attribute of successful leaders. The overall work environment is contingent, in great part, on how leaders administer employees, contractual workers, and others. A leader's reputation and future can be made or broken based on how routine and extraordinary human resources issues are managed. Students apply fundamentals of human resource management to contemporary organizations, focusing on issues such as human resources law, workforce development, recruitment, selection, appraisal, promotion, retention, diversity, employee recognition, and more. They compare human resources programs and activities within their own organization to modern and widely accepted practice. Students discuss a myriad of employee concerns such as internal communication, bias, sexual harassment, obvious and subtle intimidation, and workplace violence. (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.705.618 Leadership through the Classics

At some point, every employee assumes a role as leader. For some, regardless of his or her rank of position within the hierarchy, this is a daily role. Are leaders made or born? Are there hidden and obvious messages embedded in times past that provide an answer? Are the characteristics of effective leaders truly timeless? Are there lessons in classic literature to guide today's leaders? Through discussion and debate, readings from great literature, review of classic films, and more, students discover the themes, strengths, and weaknesses of leaders who have claimed a place in history. Students relate these discoveries to the issues, challenges, and demands they face in today's increasingly complex work environment. (3 credits)

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)

705.625 Statistics for Leaders: Measuring What Matters

Statistics are part of life for most leaders. Leaders are judged against them, use them to showcase successes, and rely on them to justify needs. They rely on statistics for quantitative reasoning, to pinpoint concerns, and formulate action. They routinely use statistical reports to convey agency and unit activities and support or challenge change. They make decisions based on them and, as such, need to understand and use them well. Students apply various analytical tools–random variables and probability distributions, hypothesis testing, statistical sampling, statistical quality control, nonparametric statistics, and regression analysis–to real world situations. They connect statistical analyses to planning, program and project assessment, managerial reporting, budgeting, and quality control. (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.705.710 Leader as Teacher: Influencing Communities and Individuals

The diversity of today's workforce—from young entry-level employees to those with long-term experience—presents an array of complex issues to leaders who require specific performance behaviors in the workplace. In this course, students focus on the learning theory and developmental needs of adults in individual and group learning situations, and on the instructional strategies that precipitate learning. This course reinforces the role of leader as teacher. Students explore the construction of outcomes-based programs built on the performance needs of their organization. Classroom activities will model the type of education required for adult learners. Students evaluate the effectiveness of training efforts in their own organization, as well as educational programs offered to the public, and produce instructional materials suited for the adult learner. Topics addressed through lectures, discussions,

and readings include characteristics of older and younger adults, managing young and older workers, effect of personal relationships on the job, willingness to learn, understanding and diffusing anger, and more. Students will be able to apply the principles and practices presented in this class to creating a learning organization. (3 credits)

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)

705.715 Global Perspectives

Advances in technology, the economic growth of some of the world's largest countries, war, the delivery of acts of terror, genocide, threat, economic upheaval, and other factors have changed the way in which leaders think and act. Insulated communities, professional parochialism, and organizational silos and fragmentation are giving way to interjurisdictional cooperation, professional collaboration, and global thinking. Today's leaders face challenging issues, heavily influenced by the decisions and actions of people in other cities, counties, states, and nations. Students identify how they are influenced by activities playing out on the global stage and recognize that knowledge of global issues is both essential and empowering. They apply the lessons of history and an awareness of the blending and clashing of cultures to contemporary issues and decision making. (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-today 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-today 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. Students apply techniques necessary to establish and maintain essential lines of communication internally, externally, and politically, so they can be used effectively in any crisis. (3 credits)

ED.705.724 Building Quality Organizations

In too many organizations, the term "quality" has become little more than an overused and abused buzzword. Its meaning has been lost to hype. Yet, there are enduring principles to creating and maintaining quality within organizations, such as Deming's theory of profound knowledge and Juran's approach to continuous quality improvement. Students discuss theories and notions of quality and its application to various organizational settings. Through several famous corporate and government cases, students apply techniques drawn from diverse models designed to improve effectiveness, efficiency, and value. Through readings and discussion, students explore the success and failure of past systems and movements such as total quality movement. (3 credits)

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, they 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 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 of them 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.705.750 Case Studies in Leadership

Learning through the experience of others is one of the best tools in a leader's toolbox to build personal skills and organizational strength. Case studies from the public and private sector provide an opportunity for students to examine how organizations work and how managers deal with complex issues in policy making, human resources, resource allocation, field operations, marketing their organization, and more. Through the application of leadership principles learned in previous classes and new ones offered in this course, students critique and debate approaches and solutions to a series of cases. Through reading and analyzing case studies, participating in class discussions, and interacting with guest lecturers, students identify strategies for solving problems faced by individuals and organizations. Students identify and present examples drawn from their own experience relevant to the case studies. Students gain and demonstrate critical thinking skills as they apply their expertise to solving the cases presented in class. (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 students will 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 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 policymakers 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.720.635 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.720.637 Ethics and Society

The survival of a society depends on the ethical behavior of its people. Students examine historical and contemporary events that influence society's standards–morals, laws, religion, codes of conduct, and dissent. Through readings, case studies, and discussion, students compare theories and philosophies on how to form and sustain a just society. Students apply their exploration of ethics to daily decision making. They gain an understanding of the "domino effect" of moral decision making and how their decisions influence and shape people, opinions, strategies, and operations. They relate personal decision making to core concepts such as client service, teamwork, sustaining excellence, intellectual honesty, and building trust.
(3 credits)

ED.720.700 Research Methods for Intelligence Analysts

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 by focusing on the importance of gathering information from open sources and by applying proven techniques in that arena to convert that data into useful information for the Intelligence Customer or Decision Maker. Students will make use of up to date methods of research learning how to prepare for their own Capstone research projects. Skills and techniques in approaches to both qualitative and

quantitative research methods will be applied to current Intelligence topics. (3 credits)

ED.720.702 The Art and Science of Decision Making

Some of the latest research into decision making indicates that fully one half of all decision 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.720.713 Managing Differences

Successful people understand differences that go beyond traditional or stereotypical diversity-related issues. They monitor, analyze, and manage differences stemming from internal hierarchy, incompatible functions and ideals, conflicting agencies and governments, and other differences. If ignored, these differences may erupt into misinterpretation, misperception, inappropriate communication, or other behavior that harms people and institutions. Students assess differences in goals, values, beliefs, motive, function, rank, religion, race, gender, and personality. They discuss factors that influence and drive both tolerance and intolerance. Students apply techniques for overcoming behaviors that block individual, community, and organizational effectiveness in diverse settings. Through readings, case studies, and group activities, students compare various strategies for providing quality service to diverse internal and external communities. (3 credits)

ED.720.718 Terrorism: Concepts, Threats and Delivery

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

ED.720.720 Special Issues in Intelligence Analysis

These colloquia include half-day and full-day programs on important topics such as may be urgent, unexpected or timely. Using a variety of instructional approaches including guest lecturers, panel discussions, and open debate, these topics give students the opportunity to raise issues and apply their analytical skills. This course has two unique features, field experience and participation in the Capstone briefings of earlier Intel students. Students will hear from and visit with scholars and historians at the U.S. Holocaust Memorial Museum focusing on the role leadership played in resistance to the Nazi atrocities. Students will read, observe, review and support their earlier Intel colleagues in delivery of their Capstone paper presentations. Students will gain firsthand knowledge about the Capstone process in which they themselves will be participating at the end of their program. (3 credits)

ED.720.750 Case Studies in Intelligence Analysis

Learning through the experience of others is one of the best tools for building and enhancing skills and thought processes. Case studies from the public and private sector provide an opportunity for students to examine how leaders apply intelligence information to functions such as planning, policymaking, resource allocation, and field operations. Through the application of principles learned in previous classes and new ones offered in this course, students critique and debate approaches to a series of cases involving intelligence analysis. Through reading and analyzing case studies and interacting with guest lecturers, students identify strategies for resolving actual situations. Students present their own experiences and examples to enhance discussion of the cases. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. (3 credits)

Public Safety
Leadership

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)

Public Safety Leadership

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

The Center for Research and Reform in Education (CRRE) works to improve the quality of education for children in grades pre-K to 12 by focusing on the rigorous evaluation of educational programs, reviews of research on educational programs, and policy analysis and dissemination to bring meaningful reform to America's underperforming public schools. To learn more about the work of the Center for Research and Reform in Education, please **www.education.jhu.edu/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 improving low-performing schools and the education they offer their students. The center consists of sociologists, psychologists, social psychologists, and educa-tors who conduct programmatic research to improve the education system, as well as support staff engaged in developing curricula and providing technical assistance to help schools use the center's research. The center's major programs are Talent Development Secondary, the Center on School, Family and Community Partnerships, and Early Learning. It also houses the Baltimore Education Research Consortium, Stocks in the Future, and the Everyone Graduates Center, a showcase for the center's research and tools and best practices related to it. To learn more about the work of the Center for Social Organization of Schools, please visit **www.jhucsos.com/**.

CENTER FOR TECHNOLOGY IN EDUCATION

The Center for Technology in Education (CTE) strives to improve the quality of life of children and youth, particularly those with special needs, through teaching, research, and leadership in the use of technology. Through a unique partnership, CTE combines the research and teaching resources of the School of Education and the leadership and policy support of the Maryland State Department of Education. The Center's emphasis on technology in education is based on the belief that children with special needs have a right to the best possible education in the least restrictive environment, and the belief that technology can transform instruction so that all children can maximize their potential. CTE directs much of its work to expanding educators' awareness and skills so they are able to improve their practice and thereby increase student achievement. To learn more about the work of the Center for Technology in Education, please visit **http://education. jhu.edu/research/CTE**.

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