

SCHOOL OF EDUCATION

2007-2008 ACADEMIC YEAR CATALOG

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Note: On December 4, 2006, the board of trustees of The Johns Hopkins University approved the separation of the business and education programs in the university's School of Professional Studies in Business and Education to create two separate schools. On January 1, 2007, the new structure took effect, and the School of Education became one of the nine academic divisions of the university.

This catalog is intended to serve as a convenient, printable resource to our students, faculty, and staff. Every effort has been made to ensure the accuracy of this document, but as the catalog of record it remains unchanged during the academic year. For the most current information on programs and services, please refer to our online version at www.education.jhu.edu/catalog.

INTRODUCTION

JOHNS HOPKINS UNIVERSITY

Established in 1876, Johns Hopkins University was the first American university dedicated to advanced study and scientific research. Today, Hopkins continues as a leader in teaching, research, and community service and is the single largest university recipient of research and development funds from the federal government.

There are 10 divisions within the university. The Krieger School of Arts and Sciences and the G.W.C. Whiting School of Engineering are based on the Homewood campus in northern Baltimore. The Carey Business School's administrative staff and many of its programs are located at the Downtown Center in Baltimore. Programs are also offered at campus locations in Columbia, Montgomery County, and Washington, DC. The School of Education houses its central administration and some programs on the Homewood Campus' Education Building.

Additionally, it has campus facilities in Columbia and Montgomery County. The School of Medicine, School of Public Health, and School of Nursing are on a separate campus in East Baltimore, along with The Johns Hopkins Hospital, a separate but closely allied institution. The Peabody Institute, one of the nation's leading professional schools of music, is also located in Baltimore; the Paul H. Nitze School of Advanced International Studies is in Washington, DC; and the Applied Physics Laboratory is in Laurel, Maryland. Academic facilities overseas are in Nanjing, China; and Bologna, Italy.

SCHOOL OF EDUCATION

For nearly a century, the Johns Hopkins University School of Education has been preparing educators to make a difference in the lives of children. Founded in 1909 as College Courses for Teachers, the school's mission is to support and advance the quality of education and human services for the continuous development of children, youth, and adults. This is accomplished through:

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

Specifically, the School of Education addresses the most challenging issues facing public PK-12 education today: recruiting, preparing, and retraining a new

generation of highly qualified teachers; building school leadership capacity in an era of heightened accountability; helping children with special need reach their full potential; developing research-based curricula focused on school improvement and enhanced student achievement; and addressing social and emotional needs of children, adults, and families.

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

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

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

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

The school is comprised of more than 2,000 students, nearly 60 full-time faculty, and approximately 30 research and professional staff. Classes are offered at The Johns Hopkins University's Homewood, Columbia, and Montgomery Country campuses.

ACCREDITATION

The Johns Hopkins University is accredited by the:
Middle States Commission on Higher Education
3624 Market St.
Philadelphia, PA 19104-2680
215-662-5606

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

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

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

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

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

2007—2008 ACADEMIC YEAR CALENDAR

Summer Semester 2007

April 1

Financial aid priority filing date for 2007 summer Semester

March 26 – May 29

Registration period for 2007 summer semester

May 31

Last day to submit graduation application for 2007 summer semester

May 30

2007 Summer session I begins

July 1

Last day for students to submit incomplete work from 2007 spring semester and May session

July 4

Fourth of July holiday; no classes held

July 11

Summer session I ends

July 16

Summer session II begins

August 25

2007 Summer session II ends

October 5

Last day for students to submit incomplete work from the 2007 summer semester

Fall Semester 2007

June 1

Financial aid priority filing date for 2007 fall semester

June 1

Deadline for Maryland State Worker Shortage Student Assistance Grants application

July 17 – August 28

Registration period for 2007 fall semester

July 1

Deadline for 2007-08 campus-based scholarships

August 29

2007 fall semester classes begin

August 31

Last day to submit graduation application for 2007 fall semester

September 3

Labor Day; no classes held

November 21-November 25

Thanksgiving Holiday; no classes held

December 12-18

Final examination period for 15-week classes

December 18

Last day of 2007 fall semester

February 11

Last day for students to submit incomplete work from 2007 fall semester and 2008 January intersession

January Intersession 2008

January 3-22

2008 January intersession

January 21

Martin Luther King Jr., holiday; no classes held

Spring Semester 2008

October 29– January 25

Registration period for 2008 spring semester

November 1

Financial aid priority filing date for 2008 spring Semester

January 11

Last day to submit graduation application for 2008 spring semester

January 28

2008 spring semester classes begin

March 1

Deadline for 2008-2009 Maryland State Scholarships

April 1

Financial aid priority filing date for 2008 summer Semester

May 5-May 10

Final examination period for 15-week classes

May 10

Last day of 2008 spring semester

May 22

University-wide Commencement

School of Education diploma ceremony

May Session 2008

May 13 - May 31

May session classes

July 1

Last day for students to submit incomplete work from 2008 spring semester and 2008 May session

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ADMISSION

To be admitted to a degree or certificate program, students must submit a formal application (including an essay), official transcripts from all post-secondary institutions attended, and a \$70 application fee. Students should refer to the listing of degree/certificate programs and application requirements in this catalog for specific application requirements for their program. Because admission requirements (e.g., standardized test scores and letters of recommendation) vary by program, applicants should refer to this catalog, contact the Office of Admissions or go online at www.education.jhu.edu to determine specific admission criteria, suitability of prior degrees, or certification requirements. Please note that applicants for graduate degree and certificate programs must hold bachelor's degrees (and in some cases master's degrees) from a regionally accredited college or university. Students who provide fraudulent or incomplete information during the admission process will be dismissed.

The School of Education has a rolling admission policy, and applications are accepted and processed throughout the year. Applicants to cohort group programs and international students, however, should check specific application deadlines. Prospective students should allow approximately four to six weeks for completion of the entire admission process (from submission of complete application packet to the admission decision). To expedite the process, applicants should submit official copies of undergraduate and/or graduate transcripts with their admission applications. To be considered "official," transcripts must be submitted in the institution's sealed envelope.

Academic records (transcripts, diplomas, and degree certificates) from non-U.S. institutions must be evaluated by an authorized credential evaluation agency. See the International Credential Evaluation section of this catalog, page 10.

Applicants to graduate degree/certificate programs may register for one term only while they are completing the application process; however, certain restrictions apply. See the Registration Prior to Admission section on page 14 for more details.

Unless otherwise noted for a specific academic program, all application materials should be mailed directly to:

Office of Admissions
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100

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

Admission decisions remain active for one year from the term of admission into a degree or certificate program. A student who wishes to extend this time period must seek written approval from the office of the dean within one year of receiving notice of acceptance into that program. See the catalog section "Inactive/Deactivated Degree or Certificate Applications" on page 12.

UNDERGRADUATE ADMISSIONS AND POLICY

The Division of Public Safety Leadership offers undergraduate programs. For policies regarding admissions, see page 182.

MASTER'S PROGRAMS

Each master's degree program applicant must hold a bachelor's degree from a regionally accredited college or university. Admission to graduate programs generally requires that a student has earned a cumulative grade point average of at least 3.0 (on a 4.0 scale) during his/her undergraduate program or at least a 3.0 grade point average (on a 4.0 scale) in the last half of his/her undergraduate program. While grade point average is among the important factors considered in all admission decisions, other criteria are considered by individual programs.

Some programs require applicants to submit supporting materials, such as letters of recommendation, a current professional resume, and standardized test scores. For information regarding admission requirements for each degree program, please refer to the listing of application requirements in this catalog. An interview is required as part of the admissions process.

Additional materials are required for international student admission. Please see the International Student Admission Policy section for details.

CERTIFICATE PROGRAMS

Applicants to graduate certificate programs must hold, depending on the program, a bachelor's or master's degree from a regionally accredited college or university with a minimum cumulative grade point average of 3.0 (on a 4.0 scale), or have a minimum 3.0 grade point average (on a 4.0 scale) in the last half of their undergraduate program.

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

GRADUATE DEGREE REQUIREMENTS

Once admitted to a graduate degree program in the School of Education, students must complete all coursework at Johns Hopkins University; see "Transfer of Credits" section below for details.

Graduate students enrolled in master's programs have five or six years to complete their degree, depending on the program. See the Graduation section, page 34, for more information. For information regarding specific degree requirements for each graduate program, please refer to the detailed program descriptions.

TRANSFER OF CREDITS

Transfer of Graduate Credit

The maximum number of credits earned at another regionally accredited college or university that may be transferred into a graduate degree program in the School of Education varies by program but in no case exceeds six credits.

A matriculated graduate student in the School of Education who wishes to take a course offered by another institution to satisfy School of Education degree requirements must obtain written approval in advance from his/her department chair, program director, or academic adviser. Approval is granted only in cases where comparable offerings are not available at Johns Hopkins.

INTERNATIONAL STUDENT ADMISSION POLICY

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

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

To demonstrate proficiency, applicants to both undergraduate and graduate programs must submit official TOEFL (Test of English as a Foreign Language) scores if English is not their native language. The minimum TOEFL requirement is 600 (paper-based), 250 (computer-based), or 100 (Internet-based). In addition, applicants to certain graduate programs may be required to provide additional evidence of English proficiency, including:

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

The respective department chair or director will determine and request the additional evidence of English proficiency required for admission to the given graduate program. The respective department chair or division director may grant a waiver from the TOEFL requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program and in the profession (e.g., the non-native-English-speaking applicant has earned a degree from a college or university where English is the language of instruction). An applicant may file a TOEFL waiver request form when submitting his/her application to the Office of Admissions. The TOEFL waiver form can be found online at onestop.jhu.edu/online-forms/.

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 deadline listed below. If applications and other required documents are not received on or before the deadline, the application will be considered at the start of the next semester. Following are the deadlines, by semester, for international students who require a student (F-1) visa and who plan to attend the School of Education.

Deadlines for applications and other required documents:

Fall Semester May 1

Spring Semester October 15

International applicants who hold types of visas other than an F-1 visa and who wish to enroll as part-time graduate special (non-degree) students should follow the application directions (see Registration Prior to Admission section, page 14). International graduate students attending other institutions on student (F-1) visas during the regular academic year are also welcome to enroll as graduate special (non-degree) students during the summer. For more information, contact the Office of Admissions at 410-516-9797. Please note that federal financial aid is not available for international students.

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 status or admission to a degree/certificate program. In addition to submitting official academic records to the School of Education, applicants should make arrangements with an authorized credential evaluation agency, such as those listed here, for an evaluation of the degree, an assessment of the overall grade point average, and a course-by-course evaluation. Some applicants to graduate and undergraduate programs may be admitted with the requirement that they complete a required workshop(s) or course(s) in spoken and/or written English. Such requirements will be noted in the student's admission letter.

Assessments should be sent by the agency to:

Office of Admissions
Professional Schools Administration
Johns Hopkins University
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 are authorized agencies:

World Education Service, Inc.

P.O. Box 5087

Bowling Green Station

New York, NY 10274-5087

Telephone: (202) 331-2925

Fax: (212) 739-6100

Email: info@wes.org

Web site: www.wes.org

International Consultants of Delaware, Inc.

P.O. Box 8629

Philadelphia, PA 19101-8629

Telephone: (215) 222-8454 ext. 510

Fax: (215) 349-0026

Email: icd@icdel.com

Web site: <http://www.icdel.com>

World Educational Credential Evaluators

P.O. Box 341468

Tampa, FL 33694-1468

Telephone: (813) 962-6506

Email: wecewellington@erols.com

Web site: <http://users.erols.com/wecewellington/>

International Student Services

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

International Services
Professional Schools Administration
Johns Hopkins University
10 North Charles Street
Baltimore, MD 21201

Information on the required amount of funds, types of acceptable financial documentation, and forms may be found online at onestop.jhu.edu/international/obtainI20/. Scroll down to the section entitled Financial Documentation and click on the applicable link for graduate or undergraduate study.

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

appointment with International Services four weeks prior to your departure date.

In order to maintain F-1 visa status as a student at Johns Hopkins, 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. 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 at the School of Education as enrolled in minimally nine credits each fall and nine credits each spring semester for graduate study and minimally 12 credits each fall and 12 credits each spring semester for undergraduate study. Summer courses are not considered when calculating full-time status. In order to comply with USCIS regulations, a newly enrolled F-1 student should begin his/her program in the fall and spring semester instead of the summer semester.** 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 2007 and three credits completed in January intersession 2008 total nine credits for the fall 2007 semester). In order to comply with USCIS regulations, all F-1 students are required to register for the full course load at the beginning of each fall and each spring semester. Other regulations are outlined in the letter the international student receives with the Form I-20.

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

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

CHANGING MAJOR OR DEGREE PROGRAM

Degree- or certificate-seeking students in the School of Education who wish to change to another degree or certificate program within the school while still in the application process must submit requests in writing to the Office of Admissions. Students who have already been admitted to a degree or certificate program must submit formal applications and all other required materials (excluding transcripts and fees) to the Office of Admissions.

Students are not automatically admitted to the new programs; their requests must be approved by the appropriate academic unit and communicated directly to students. Students should allow six to eight weeks to receive their decisions.

Note: Financial aid recipients must notify the financial aid office when changing or adding a degree or certificate program.

ADDING A SECOND DEGREE PROGRAM

Graduate Students

Graduates of the School of Education who are enrolled in second degree programs must complete a minimum of 30 additional credits beyond the first degree to earn a second degree. Each program, however, has specific requirements that may demand students take more than 30 additional credits. Refer to individual program descriptions for credit requirements. Students should submit formal applications and all required materials (excluding transcripts and fees) to:

Office of Admissions
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100

ADDING A CERTIFICATE OR DEGREE PROGRAM

Graduate Students

For those students who have completed a certificate program and wish to pursue a degree or a second certificate, another formal admission application for the new program must be submitted to the Office of Admissions. Students who have graduated from a School of Education certificate program only and who apply for admission to a degree program or a second certificate program are not required to pay an additional fee when applying within one year of graduation. If it has been more than one year since

completion of the certificate program, the \$70 application fee must be included with the student's application.

For those students who have completed a degree program and wish to pursue another degree or a certificate, another formal admission application for the new program must be submitted to the Office of Admissions.

For those students who are currently enrolled in a degree program at the School of Education and wish to add a certificate, requests must be made in writing to the Office of Admissions. Name, Social Security number, current degree program, and the certificate name must be included. No application, application fee, or additional materials are required.

A student who is currently enrolled in a certificate program at the School of Education and wishes to add a degree program must submit another formal admission application and all supporting documents for the new program to the Office of Admissions. No application fee or transcripts are required.

INACTIVE/DEACTIVATED CERTIFICATE OR DEGREE APPLICATIONS

If it has been longer than a year since a student was admitted and the student did not enroll at the School of Education during that time, and the student did not seek and receive written approval from the office of the dean to extend the time period (please see the Admission section on page 8), the student will be required to submit another application, all supporting documents, and the \$70 application fee to:

Office of Admissions
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046-2100

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.

PROVISIONAL ADMISSION

At the discretion of a department, an applicant may be admitted on a provisional basis pending fulfillment of clearly defined conditions that are stated to the applicant in writing. Such conditions may include successful completion of specific courses that relate to the academic area that the applicant wishes to pursue; attainment of specified minimum scores on standardized tests, such as the Praxis I; writing samples; letters of recommendation; and/or a review of the applicant's resume.

A graduate student admitted on a provisional basis may be required to complete up to nine credits to fulfill conditions for full admission. Credits earned under a provisional admission plan may be applied to

REGISTRATION ELIGIBILITY

Students may register for courses only as indicated in the following table. Please note that some courses are limited to students matriculated in certain degree programs; see course descriptions for restrictions.

Course Level	Undergraduate Students	Applicants to graduate degree programs and graduate special student status	Admitted graduate degree-seeking students
.100-.299	eligible	eligible	eligible
.300-.499	eligible	eligible	eligible
.500-.599	not eligible	eligible	eligible
.600-.699	not eligible	with adviser permission	eligible
.700-.899	not eligible	not eligible	eligible

a certificate or degree program only if permitted by the academic policy of the program to which the applicant seeks admission. To successfully complete a provisional admission plan, the applicant must complete the required courses with grades of B or better. (A grade of B- is not acceptable.) Please note that 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.

ACADEMIC ADVISING

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

Education Programs 410-516-8273

Public Safety Leadership Programs 410-516-9900

When to seek advising:

- Prospective graduate students are encouraged to speak with advisers prior to submitting applications for degree programs and must do so to set up a program of study prior to acceptance.

REGISTRATION

Students are encouraged to register as early as possible during each registration period since a course may close before the end of registration. Social Security numbers are required for registration and become a student's permanent university identification number. Please note that all outstanding debts to Johns Hopkins University must be paid in full in order to register.

Students may not sit in on a class without being officially registered for that class. Students who fail to complete their registration and sit in on a class may be subject to Student Code of Conduct proceedings.

The Office of Admissions will notify students when they have successfully completed the conditions for admission. Students are then required to complete their program plan with their adviser. Applicants who do not successfully complete conditions specified will not be admitted to degree or certificate programs in the School of Education and are so informed in writing.

- New students are expected to seek advising prior to registering for their first class.
- Graduate special (non-degree) students should consult advisers prior to applying and/or registering, especially to receive approval to enroll in advanced-level graduate courses.
- Matriculated students who have not registered for a course in more than a year should reassess the remaining curriculum requirements for their academic program prior to registering for additional classes.
- To plan courses in their concentration, students should schedule appointments with advisers prior to registering for advanced-level graduate coursework.
- Students on academic probation or suspension are required to meet with an adviser prior to reregistration.

January intersession is considered a separate term from the fall semester. However, registration for January intersession may be included on the registration form with fall semester courses, and one registration fee covers both terms. May session courses are considered spring semester courses and should be recorded on the same form.

REGISTRATION OPTIONS

Students may register using one of several convenient methods. Details of registration options are provided in this section.

Registration begins several months before each semester. Students may access the course schedule via the Web at education.jhu.edu/courseschedule. Students electing to register online should refer to the instructions available at onestop.jhu.edu/registration/. When registering via online, mail, or fax, students may choose to pay then or be electronically billed (refer to the Student Accounts section on page 19 of this catalog for details). ONLY the new tuition remission applications may be faxed. Faxed copies of the old tuition remission vouchers will not be accepted. Registration materials may also be brought to any campus center or to the Registrar's Office in Columbia.

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

WAIT LISTS

If the course for which a student is attempting to register is full (has met its enrollment limit), that student may contact the Registrar's Office at 410-516-9816 in order 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. Please note that students may wait list for only one section of a particular course. Contact will be made 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.

REGISTRATION PRIOR TO ADMISSION

Graduate Degree/Certificate and Special (Non-degree) Applicants

Admission applications are available from the Office of Admissions, all campus centers, and online. Applicants to graduate degree/certificate programs and special student applicants may be allowed to register for one term only while they are completing the application process. However, if their application is later denied, they will receive undergraduate credit for the course(s) and they will not be allowed to register for subsequent graduate-level courses. If they choose to withdraw from the course(s), they will receive the appropriate refund.

Applicants are strongly encouraged to speak with an academic adviser regarding their course selection. Registration before admission is limited to .500-level courses. Graduate applicants may only register for .600- or higher-level courses with adviser permission.

ADDING A COURSE

To add a course, students must submit an official add/drop form. Students may also add courses using the online registration system. The same payment options for registration also apply for adding a course. (Johns Hopkins employees must submit a tuition remission application for each added course.)

Students who have already registered may add new courses, provided that the course(s) has not met for the first time and is not already closed. Students also may add alternate format courses (i.e., mini-courses or those that meet for one or two weeks) anytime before the first class meeting, provided the course is not closed. Students may not add courses after the first class meeting.

REGISTRATION START AND END DATES

Registration Dates For Academic Year 2007-2008

Semester

Summer Registration

Summer Session I

Summer Session II

Fall/January Intersession Registration

Fall Start and End Dates

January Intersession Start and End Dates

Spring Registration

Spring Start and End Dates

May Session Start and End Dates

Note: Students may register late for any course provided that it has not had its first meeting and the course is not already full.

Begin and End Dates

March 26—May 29

May 30—July 11

July 16—August 25

July 17—August 28

August 29—December 18

January 3—22

October 29—January 25

January 28—May 10

May 13—31

WITHDRAWAL/AUDIT CALENDAR					
Transcript Notation	2-day mini-courses	January Intersession/May Session	Courses that Meet 6-9 class sessions	Courses that Meet 10-14 class sessions	Courses that Meet 15 or more class sessions
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

During the first two weeks of a semester and prior to the second class meeting, when dropping one course and adding another, 100 percent of the tuition from the dropped course may be applied to the tuition of the added course. After the first two weeks of the semester or the second class meeting, a student who wishes to drop a 12- to 15-session course and add an alternate format course may apply the appropriate refund from the dropped course to the tuition of the added course.

Note: Students cannot drop a course using the online system.

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. Potential auditors should verify in advance that a course is available for auditing.

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 in the current Course Schedule. For the last day to change to auditor status for alternate format classes, consult the withdrawal/audit calendar, or call 1-800-GO-TO-JHU (1-800-468-6598).

DROPPING OR WITHDRAWING FROM A COURSE

Dropping Courses

To drop a course, students are required to submit official add/drop forms. The online registration system cannot be used to drop/withdraw from a course. Students may drop a course without financial penalty up to the date of the first class. Once classes begin, students who drop a course receive a pro-rated tuition refund. Tuition refunds are calculated from the date of receipt of the add/drop form in the Registrar's Office (see Refund Schedule, page 17). Financial aid recipients will have their aid award adjusted according to credits registered. Students dropping to less than half-time status will have their aid canceled and will be responsible for any debit balance created. The facsimile add/drop form may be used.

Withdrawing from Courses

To withdraw from a course, students must submit official add/drop forms. Students may not drop/withdraw from courses using the online registration system. Notice to the instructor of intent to withdraw is not sufficient, nor are telephone withdrawals accepted. The last dates to withdraw without academic penalty (without receiving the grade of F) are listed in the Withdrawal/Audit Calendar above. Call 1-800-GO-TO-JHU for the last date to withdraw or change to auditor status for other alternate format courses. Students who withdraw after the dates listed below or stop attending class at any time without properly submitting an official add/drop form receive an F (Failure) grade for the course. Tuition refunds are calculated from the date of receipt of the add/drop

form in the Registrar's Office (see Refund Schedule on page 17 of this catalog). Please note that the registration fee is non-refundable. Financial aid recipients will have their aid award adjusted according to credits registered. International students on an F-1 visa are advised to contact the International Services Office at 410-516-9740 before withdrawing or dropping a course.

COURSE LOAD

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

Courses numbered .500 and above require an average of three hours of outside preparation for each class hour. 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.

INTERDIVISIONAL REGISTRATION

During the fall and spring terms, degree-seeking students at the School of Education may register for courses in another school at Johns Hopkins by submitting an interdivisional registration form, with all appropriate approval signatures from the host school and the School of Education, along with the regular registration form. Students pay the per-credit rate of the school offering the course. Special students are not permitted to register interdivisionally.

Conversely, students from other divisions (except the Schools of Arts and Sciences and Engineering) of the university may take courses offered by the School of Education by completing the interdivisional registration form, including all appropriate signatures from their home school and from the School of Education, and submitting it to their own 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 permission of their academic adviser and the appropriate school program director or adviser. Note that School of Education students have priority in registering for School of Education courses. All interdivisional students must abide by these policies, procedures, and deadlines. All published prerequisites for the course must be

met prior to enrollment. *During the summer session, students do not follow the interdivisional registration procedures noted above.* Students from other Johns Hopkins divisions who want to enroll in School of Education courses should follow the registration procedures outlined in the Registration section. For more information, contact the Registrar's Office at 410-516-9816.

REFUNDS

Students who officially withdraw during an academic term 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 that the school receives an official add/drop form. Refunds are not applicable to registration and other non-tuition fees and are not granted to students suspended or dismissed for disciplinary reasons.

Federal aid recipients who withdraw from all coursework will have aid returned to the federal government according to federal "Return of Title IV funds" regulations, a copy of which can be obtained at the Registrar's Office. 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 the 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 in the Registrar's Office 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 (see Refund Schedule, page 17).

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

According to Washington, DC, Immunization Law 3-20, students under the age of 26 who attend classes in Washington, DC, must get vaccinations for Measles, Mumps, Rubella (MMR) and Tetanus/Diphtheria. Students will need to submit proof of immunizations once registered for classes at the Washington DC Center. A REGISTRATION HOLD

REFUND SCHEDULE FOR ACADEMIC YEAR 2007-2008					
Note: Registration fees are nonrefundable					
Refund	2-day mini-courses	January Intersession/May Session	Courses that meet 6-9 class sessions	Courses that meet 10-14 class sessions	Courses that meet 15 or more class session
100%	From the day of registration prior to the beginning of the 1st class meeting				
80%	not applicable	from the 1st class meeting and prior to the beginning of the 2nd class	not applicable	from the 1st class meeting and prior to the 2nd class meeting	from the 1st class meeting and prior to the 3rd class meeting
70%	not applicable	from the 2nd class meeting and prior to the 3rd class meeting	from the 1st class meeting and prior to the 2nd class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 4th class meeting
50%	from the 1st class meeting and prior to the 2nd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 2nd class meeting and prior to the 3rd class meeting	from the 3rd class meeting and prior to the 5th class meeting	from the 4th class meeting and prior to the 7th class meeting
0%	once the 2nd class begins there is no refund	once the 5th class begins there is no refund	once the 3rd class begins there is no refund	once the 5th class begins there is no refund	once the 7th class begins there is no refund
Exceptions to the refund policy:	Students may receive an exception to the refund policy for extraordinary circumstances beyond their control, provided that the request is made during the same semester in which the course is taken and that the circumstances can be documented. Maximum refunds under such circumstances will be equal to one refund level higher than the student received. Students who experience severe medical problems, a death in their immediate family, or are called into active duty may receive a 100 percent refund. All petitions including supporting documentation should be submitted in writing to: Registrar, Professional Schools Administration, Johns Hopkins University, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046.				

will be placed on accounts if completed immunization forms are not submitted by the registration period for a student's second semester at the university.

Download the immunization form at <http://onestop.jhu.edu/media/files/immunization.pdf>. Completed immunization forms can be faxed to the Registrar's Office at 410-516-9817.

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 on page 19 of this catalog for details).

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

Students who have just begun the 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 2007–2008 Course Fees*

Education Courses

\$428 per credit for graduate-level (non-doctoral) courses (all locations)
\$1,197 per credit for doctoral-level courses

Public Safety Leadership Courses

\$450 per credit for undergraduate-level courses
\$600 per credit for graduate-level courses
\$680 per credit for graduate accelerated program
\$770 per credit for Intelligence Analysis graduate program

**For fees related to graduate certificate, cohort programs, and specific courses, refer to program descriptions and course schedule.*

Application Fee

- \$70 application fee for degree or certificate programs
- \$25 application fee for graduate special (non-degree) status
-

The fee, which must be submitted with the application, is nonrefundable. It cannot be waived or deferred.

Note: Students who have earned a degree from the School of Education are not required to submit an application fee or transcript. If it has been a year since completion of a certificate program, a new application fee is required.

Matriculation Fee

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

Registration Fee

A \$60 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 \$60.

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 on page 21 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 Collection Fee

Students who are terminated from the Academic Management Service (AMS) Monthly Payment Plan will be charged a \$35 collection fee.

Laboratory Fees

Laboratory fees are included in tuition fees in certain courses (noted in the online course schedule).

Graduation Fees

A fee of \$150 for all undergraduate and graduate degree candidates and \$75 for all certificate candidates is required.

Note: See Application for Graduation deadline information on page 34 of this catalog.

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 410-800-GO-TO-JHU (1-800-468-6548), fax 410-516-9721, or email onestop.studentaccounts@jhu.edu.

PAYMENT OPTIONS

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

Pay via the Web 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 AMS Tuition Pay 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 select “electronically bill me” and will be responsible for any charges not covered by their award. Students who have selected the “electronically bill me” option should review Schedule A ([/onestop.jhu.edu/media/files/paymentScheduleA_BillingCycles.pdf](http://onestop.jhu.edu/media/files/paymentScheduleA_BillingCycles.pdf)) for payment due date information. A late payment fee of \$100 will be assessed if payment is not received by the specified date. Students who choose the option of using the AMS Tuition Pay installment payment plan should use Schedule B (onestop.jhu.edu/media/files/payment/ScheduleB_AMSPaymentPlan.pdf) as a payment guide.

WEB REGISTRATION AND PAYMENT

Web registration is available to returning students by logging onto the registration system at registration.jhu.edu. Students can log onto the system with their Johns Hopkins Enterprise Directory (JHED) Login ID (LID). To locate a JHED LID, read the instructions found at onestop.jhu.edu/studentrelations/email/. Payment can be made at the time of registration or students can choose to be

electronically billed. Students can pay by credit card (Visa, MasterCard, or Discover) or make electronic check payments. For help with online payment and for specific dates, times, and courses offered via Web registration, go to onestop.jhu.edu/registration/.

PAY WITH A CHECK BY MAIL

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

Professional Schools Administration
Johns Hopkins University
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, and checks will not be returned.

If students submit a paper or electronic ACH check that is returned for non-sufficient funds, they will be charged a \$35 returned check fee, 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 secured. Payments from students seeking to register may be kept and applied against prior obligations to the university.

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*) - Go to the main reception desk in the center building for directions.
- Homewood Campus (*3400 North Charles Street, Baltimore, MD 21218*) - Pay in Shaffer 103
- Education Building (*2800 North Charles Street Baltimore, MD 21218*) - Room 120

All campuses accept payment by cash, credit card, or check. The university accepts three major cards:

MasterCard, Visa, and Discover. Credit card payments are not processed immediately. When students pay with a credit card, a staff member will verify that the credit card information on the payment form is complete and forward payment to the Student Accounts Office to be processed at a later date.

If students submit a credit card that is declined, they 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 processed.

AMS TUITION PAY PAYMENT PLAN

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

- Contact AMS either by phone at 1-800-635-0120, via the Web at www.tuitionpay.com/jhucbed, or pick up an application at any campus/center location.
- Identify yourself as a Johns Hopkins University School of Education student.
- Know the amount of tuition and fees to be budgeted with the AMS plan.

- Pay a nominal enrollment fee of \$35 each semester.
- See Schedule B on page 21 for the current AMS payment plan.

If payment has not been made in accordance with the payment schedule, AMS has the option to terminate the agreement and assess a \$25 late fee. In addition, if a student is no longer eligible to participate in the AMS payment plan, a \$35 collection fee will be charged to the student's account by JHU.

EMPLOYER CONTRACT

If a student's employer will pay for all or part of that student's tuition, please note the following:

- Students must submit a purchase order or contract from their employer authorizing the school to bill them directly for tuition and any associated fees.
- If the contract does not cover the entire cost of tuition and fees, students are required to pay the remaining balance.

Schedule A: Billing Cycles—March 2007 through May 2008

Charges and Payments Applied to Your Student Account Between the Following Dates	Appear on Your Electronic Bill Presented on the Web	Statement Due Date
May 10, 2007 – June 13, 2007	June 14, 2007	June 21, 2007
June 14, 2007 – July 11, 2007	July 12, 2007	July 19, 2007
July 12, 2007 – August 8, 2007	August 9, 2007	Aug. 16, 2007
August 9, 2007 – September 12, 2007	September 13, 2007	Sept. 20, 2007
September 13, 2007 – October 10, 2007	October 11, 2007	Oct. 18, 2007
October 11, 2007 – November 14, 2007	November 15, 2007	Nov. 22, 2007
November 15, 2007 – December 12, 2007	December 13, 2007	Dec. 20, 2007
December 13, 2007- January 9, 2008	January 10, 2008	Jan. 17, 2008
January 10, 2008 – February 13, 2008	February 14, 2008	Feb. 21, 2008
February 14, 2008 – March 12, 2008	March 13, 2008	Mar. 20, 2008
March 13, 2008 – April 9, 2008	April 10, 2008	April 17, 2008
April 10, 2008 – May 14, 2008	May 15, 2008	May 22, 2008
May 15, 2008 – June 11, 2008	June 12, 2008	June 19, 2008
June 12, 2008 – July 9, 2008	July 10, 2008	July 16, 2008

Schedule B: AY 07-08 AMS Tuition Pay Payment Plan

Semester	Payment Plan Enrollment Start Date	Payment Plan Enrollment End Date	First Payment Due	Academic Management Services (AMS) Payment Plan Options
Summer 2007	March 26	June 15	June 15, 2007	Two installments due the 15 th of each month. First payment due June 15; remaining balance due on July 15.
Fall 2007 & Intersession 2008	July 17	September 15	Sept. 15, 2007	Four installments due the 15 th of each month. First payment due Sept. 15; remaining balance due on the 15 th of Oct., Nov., and Dec.
Spring 2008	October 29	February 15	Feb. 15, 2008	Four installments due the 15 th of each month. First payment due Feb. 15; remaining balance due on the 15 th of March, April, and May.

To assist in selecting the appropriate payment option, students should review the frequently asked questions found at onestop.jhu.edu/payment/. Academic Management Services (AMS) can be reached at 1-00-635-0120 or visit www.tuitionpay.com/jhuspsbe.

- Students can choose to receive an electronic bill or enroll in the monthly AMS Tuition Pay payment plan to cover any additional costs for tuition and associated fees.
- Book charges are excluded from the payment plan.
- A faxed copy of the contract is acceptable.
- If a student's employer pays that student directly for tuition expenses, that student is required to pay tuition and fees the School of Education and seek reimbursement from the employer (students can enroll in the monthly AMS Tuition Pay payment plan or choose to be electronically billed).

Office of Student Accounts
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive
Suite 140
Columbia, MD 21046

- If the remission does not cover the entire cost of tuition, students are required to pay the remaining balance at the time of registration.
- Students can select the monthly AMS Tuition Pay payment plan to pay for tuition not covered by the tuition remission benefit 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 for each course.
- The application(s) can be faxed to 410-516-9721 or mailed to:

For help with additional questions about tuition remission, read the Payment FAQ, found online at onestop.jhu.edu/payment/, contact Student Accounts at 410-516-9722, or email onestop.studentaccounts@jhu.edu.

ELECTRONIC BILLING

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

the instructions at onestop.jhu.edu/studentrelations/email/.

Notification of outstanding tuition balances will be sent electronically through the JHU email address. Paper statements are no longer mailed to students. Students can update their email address by calling 1-800-GO-TO-JHU or email onestop.registrar@jhu.edu.

Billing statements are updated the second Wednesday of each month if activity has occurred. Students are required to make payment upon notification of

this bill. Balances not paid within the next billing cycle will be assessed a \$100 late payment fee.

For current billing periods and bill due dates, see Schedule A on page 20.

STUDENT ACCOUNT AND BILL VIEWING ONLINE

For students wishing to view their student account and billing information online, visit isis.jhu.edu/sswf/.

FINANCIAL AID

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

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

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

Also available are alternative commercial loans that can be used by students who are enrolled less than half time, who have not yet applied for admission, who have been conditionally or provisionally admitted, and to non-citizens enrolled at least halftime as well. International students are encouraged to investigate the possibility of aid through their government or outside agencies before applying for these loans, which require a citizen co-signer. Note that provisionally admitted students who are taking the prereq-

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

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

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

Satisfactory academic progress may be reestablished if the student subsequently completes one semester or more (at least half-time in a term) and achieves the required cumulative grade point average. Full details may be found in the brochure "Satisfactory Academic Progress Requirements for Financial Aid Recipients" available at <http://onestop.jhu.edu/financial/>.

Students must demonstrate financial need as calculated by federal methodology to be considered eligible for all need-based aid, including government sub-

sidized direct loans. For purposes of federal loan eligibility, undergraduates must have completed at least 30 credits to qualify for a sophomore-level loan, and at least 60 credits to qualify for upperclassman loan limits.

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

A note about loan deferment: Deferment of loan repayment is available for students enrolled at least half-time (6 credits each semester for undergraduates; 4.5 credits for graduate students). Students who only need one course to graduate and will enroll less than half-time will go into their grace period as of the date they ceased attending half-time. Deferment is also available for several other reasons, such as for service as a volunteer under the Peace Corps Act or the Domestic Volunteer Service Act of 1973. To receive a paper copy of deferment terms, contact the Financial Aid Office at 410-516-9808.

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

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

The School of Education reserves the right to ask for documentation necessary to determine aid eligibility. Documents submitted as part of aid applications become the property of the school and cannot be returned. Applications for federal aid cannot be

processed if the relevant tax returns have not been filed in accordance with IRS code. Federal regulations require that the school report suspected cases of fraud or misrepresentation to the appropriate federal, state, and local authorities.

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

Financial Aid Office
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive
Suite 110
Columbia, MD 21046
410-516-9808
onestop.finaid@jhu.edu

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

SCHOLARSHIPS, GRANTS, AND AWARDS

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 including the McAuliffe Teacher and Developmental Disabilities Awards have a June deadline but those who file a FAFSA by March 1 will receive priority based on need. Legislative Scholarships are available to full or part-time students through their Maryland delegates and senators. For more information regarding Maryland State aid and scholarship applications, contact the State Office of Student Financial Assistance at 410-260-4565 or 1-800-974-1024 or visit the Maryland Higher Education Commission (MHEC) Web site at www.mhec.state.md.us. 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 onestop.jhu.edu/financial from February 1 through June 30. Applications must be completed by this deadline. Since need is a factor in the selection process, appli-

cants should file the FAFSA so that results are received prior to the June 30 deadline. As one application provides consideration for all available funds, it is not necessary for students to apply for specific scholarships. All scholarship award decisions are final, authority resting with the scholarship committee of the School of Education.

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

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

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

TAX LAW BENEFITS

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

- Employer-paid tuition assistance for undergraduate and graduate course work 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.
- A Hope Tax Credit—up to \$1,500 credit is available for the first \$2,000 of qualifying educational expenses paid for first- and second-year undergraduate students pursuing degrees or recognized education credentials.
- A Lifetime Learning Credit—up to \$2,000 credit is available for qualifying educational expenses, limited to 20 percent of tuition and required fees paid for any year of postsecondary education. This includes courses taken to acquire or improve job skills, even if the courses are not part of a degree program.
- Students not qualifying for the Hope 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 (2006 income cutoff; 2007 limits may differ).
-

EMPLOYMENT-BASED TUITION BENEFITS

Employment-based tuition benefit programs represent an alternate source of assistance to School of Education students. Employers and labor unions often provide educational benefits for their employees as part of a larger benefits package. The assistance may take the form of a contract between the employer and the university or a full or partial tuition reimbursement plan between the employer and the employee. Note that students who participate in employer tuition reimbursement programs should plan to pay all tuition and fees at the time of registration and follow their employer's procedures for requesting reimbursements. Students should contact their employer's human resources office to discuss the availability of tuition assistance. Information on billing or contract procedures may be obtained from the Student Accounts office at 410-516-9722. Employees receiving tuition assistance may be responsible for taxes on the value of the tuition assistance received and should check with employers for more details.

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

OTHER STUDENT SERVICES

For the latest information on disability support, career services, student and alumni relations, and campus locations, visit onestop.jhu.edu.

SCHOLARSHIPS, AWARDS, AND PRIZES

INSTITUTIONAL 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.

The School of Education Alumni Scholarship

Established in 1986 by the School of Education with gifts from the annual fund, this scholarship provides support for students with demonstrated financial need.

Marlene K. Barrell Scholarship Fund

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

BGE Scholarship Fund

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

Bloomberg Scholars Program

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

Edward Franklin Buchner Fellowship in Education

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

Dorothy Davis Scholarship for Gifted Education

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

Decker-Gabor Scholarship

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.

The School of Education Faculty and Staff Scholarship Fund

Established in 1998 by faculty and staff of the School of Education to provide scholarship support for students.

Linda A. Fedor Memorial Scholarship

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

Isaac and Fannie Fox Scholarship Fund

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

Lillian Bernice Fox Scholarship Fund

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

The Stanley Gabor Scholarship Fund

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

Nancy Grasmick Fellowship Fund

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

Alma D. Hunt/VCM

Established in 1999 by an anonymous donor in honor of the donor's grandmother (1891-1987). The following endowment was established in honor of a lady whose humble life and generous spirit were underscored by her compassionate concern to put others first.

- ***Grant for Special Education***
Provides tuition assistance to urban students with demonstrated financial need who are in the internship stage of the special education program in the School of Education.

Jumble-Inn Scholarship

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

Mary Levin Scholarship Fund

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

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 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.

Michael/Weinstein Scholarship

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

Richard and Marie Conley Mumma Scholarship Fund

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

Helen M. and E. Magruder Passano Jr. Scholarship

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

Pi Lambda Theta Scholarship

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

Eugene H. Ryer Scholarship Fund

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

Aileen and Gilbert Schiffman Fellowship

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

Sonia Beser Snyder and Naomi Beser Scholarship Fund

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

William H. Thomson Scholarship

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

Anna McClintock Welch Matching Fund

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

Wilson Memorial Scholarship

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

VETERANS/G.I. BILL ASSISTANCE

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

Information about veterans' benefits and enrollment procedures may be obtained at the Office of the Registrar, Professional Schools Administration, 6740 Alexander Bell Drive, Suite 110, Columbia, Maryland 21046; 410-516-9816.

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

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

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

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

INITIAL ENROLLMENT

1. The veteran must first apply and be admitted to one of the schools of the university.
2. He or she then obtains an Application for Program of Education of Training (VA Form 22-1990) from either the Department of Veterans Affairs or the university.

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
 Professional Schools Administration
 6740 Alexander Bell Drive, Suite 110
 Columbia, Maryland 21046

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 either the Department of Veterans Affairs or the university and submit the completed form to the Veteran's Certification Officer as noted above.

RE-ENROLLMENT

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

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

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

STUDENTS FROM OTHER INSTITUTIONS

Students attending other colleges and universities who enroll for the summer session at Johns Hopkins should request that a letter be sent from the primary institution to the Department of Veterans Affairs stating that the courses and credits at Johns Hopkins 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.

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GRADING SYSTEM

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

Each instructor assigns grades according to his/her own system. 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	
WD	Official withdrawal (not assigned by instructor)	
AU	Auditor (no credit received for course and no grades 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.*

FAILURE

An F (failure) grade indicates the student's failure to complete satisfactorily the work of the course. If laboratory work is part of a course in which an F is received, both the lecture and laboratory work must be repeated unless the instructor in the course indicates otherwise. If the course is not required for graduation, it need not be repeated; the failing grade, however, remains on the transcript and is calculated into the grade point average.

WITHDRAWAL

The WD (withdrawal) grade signifies an official withdrawal approved by the Office of the Registrar. It is not assigned by the instructor. If you wish to withdraw from a course, you must submit an add/drop form.

INCOMPLETE

An I (incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Office of the Registrar by the instructor after grading the student's completed work, provided it is 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 record.

REPEATED COURSES

Graduate Students

Graduate students are permitted to repeat only one course in which a grade of B- or below is received; the course may be repeated only once. When a course is repeated, both the original and repeated grade appear on the academic record; however, only the second grade is used in calculating the grade point average. Students will receive credit for the course only once. Repeated courses are indicated with an "R" on the academic record. Graduate students should be aware of the following when repeating courses:

- If a graduate student on provisional admission status earns a grade of B- or below, the course may not be repeated and the student will not be admitted to the program.

- Only one course with a grade of C+, C, or C- will count toward a 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 (probation and dismissal) includes repeated course grades.
- Counseling students have additional course and grade requirements (see individual program requirements beginning on page 61).
- Graduate students must have a minimum cumulative grade point average of 3.0 (on a 4.0 scale) to maintain eligibility for financial aid and to receive approval for graduation.

GRADE POINT AVERAGE

If a student began studies at Johns Hopkins after January 1, 1989, both semester and cumulative grade point averages are noted on the academic record. 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

TRANSCRIPTS, GRADE REPORTS, AND ACADEMIC RECORD REQUESTS

Currently enrolled students can access their semester grades and review and update their address information through a Web-based Student Directory at registration.jhu.edu. Students who have questions about this service should contact the Registrar's Office at 410-516-9816.

Students receive grade reports—mailed to their home address—once the instructor has submitted the grades to the Registrar's Office following the end of the course. This report is not available by telephone or personal inquiry. Students who do not receive grade reports within three to four weeks from the end of the course should call the Registrar's Office at 410-516-9816. Students may also view their grades at registration.jhu.edu.

Students who wish to obtain transcripts of their academic records should access onestop.jhu.edu/registration/transcripts.

Students must request transcripts from previously attended colleges and universities directly from those institutions. Photocopies of transcripts 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 and grades are not issued for a student with an outstanding financial obligation to the university.

Requests to inspect and/or receive copies of documents (other than transcripts from previous institutions) maintained in the academic record of a student may be submitted under 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 found online at www.jhu.edu/news_info/policy/ferpa.html. See section on Privacy Rights of Students. Requests for inspection of academic records must be submitted in writing with an original signature to:

Office of the Registrar
Professional Schools Administration
Johns Hopkins University
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046

Faxed requests will not be honored. For further information or questions, contact the Registrar's Office at 410-516-9816.

GRADE APPEALS

In determining student grades, the School of Education relies on the considered academic judgment of its faculty. Mere disagreements with a faculty member are not the basis for a grade appeal.

Student concerns regarding grades should be discussed thoroughly with the faculty member. If the student and faculty member are unable to reach agreement, the student may appeal the faculty member's decision first to the chair of his or her department.

A final appeal may be made to the dean of the School of Education, whose decision is final. At each review level, evaluation of grade appeals is limited to three criteria:

- whether there was an error in recording the grade

- whether the faculty member applied consistent standards in assigning grades
- whether the grade was a result of a faculty member's failure to follow standards announced in the syllabus for assigning grades

Students are required to work with their academic adviser when submitting an appeal. The appeal must be in writing, setting forth the specific basis and evidence for the appeal according to the criteria listed above. Grade appeals must be initiated and resolved within one semester after completion of the course in question.

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 Student Code of Conduct section (page 35) for an overview of grievance and due process procedures.

ACADEMIC INTEGRITY AND ETHICAL CONDUCT

School of Education students assume an obligation to conduct themselves in a manner appropriate to The

Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the university. Violations of academic integrity and ethical conduct include but are not limited to cheating, plagiarism, unapproved multiple submissions, knowingly furnishing false or incomplete information to any agent of the university for inclusion in academic records, violation of the rights of human and animal subjects in research, and falsification, forgery, alteration, destruction, or misuse of

official university documents or seals. Students are also expected to abide by the Student Code of Conduct.

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

A student who owes money to the university for any reason, including parking fines, may be suspended.

ACADEMIC MISCONDUCT PROCEEDINGS

To assure that charges of student academic misconduct are decided in a fair and impartial manner, the procedures listed below are followed:

- The student receives written notice of the charge from the appropriate department chair and division director.
- Evidence supporting the charge is made available to the student.
- The student is given the opportunity to resolve the matter directly with the instructor and/or appropriate department chair and division director. If the student admits the infraction and a penalty is agreed upon, a written report containing a brief description of the infraction and the penalty agreed to, signed by all parties, is placed in the student's permanent record.
- If no agreement is reached as provided for above, the student has the opportunity for a hearing by a committee composed of members of the faculty or senior administrative personnel or both, as appointed by the dean's office, to consider the matter. Following a presentation of the evidence in support of the charge and the evidence the student offers in response, the committee determines the student's guilt or innocence.
- If the committee decides, based on all the evidence before it, that the student more likely than not committed the infraction, the committee determines the appropriate penalty. A written report prepared by the committee containing

brief description of the infraction and the penalty imposed is placed in the student's permanent record.

- The student is provided the opportunity to appeal an adverse decision of the committee to the dean of the School of Education, whose decision is final. A written report of the dean's actions is placed in the student's permanent record.

ATTENDANCE

Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to attend class regularly; those who are compelled to miss class meetings should inform their instructors of the reasons for absences. Faculty often include classroom participation and attendance in student grading and evaluation.

The instructor will clearly communicate expectations and grading policy in the course syllabus. Students who expect to miss several class sessions for personal, professional, religious, or other reasons are encouraged to meet with their academic advisers to consider alternative courses prior to registration.

EXAMINATIONS

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

ACADEMIC STANDING

Undergraduate Students

Undergraduates in Public Safety Leadership programs at the School of Education must maintain at least C averages (2.0 on a 4.0 scale). Undergraduates may not count any D+, D, or D- grades earned in a course.

Students will be placed on academic probation if their cumulative grade point averages fall below 2.0. Students will be removed from academic probation, providing they raise their cumulative grade point averages above 2.0 within 24 credits of being placed on probation.

If students on academic probation do not raise their cumulative grade point averages above a 2.0 by the semester in which they complete an additional 24 credits, they will be academically suspended. Students on academic probation will also be academically suspended if they receive a term grade point average below 2.0.

After a period of not less than one year, academically suspended students may submit written petitions to the director of the Division of Public Safety

Leadership for consideration of reinstatement on a probationary basis. If a student is reinstated, any additional grade below C will result in academic dismissal from the university, which is final. A student must have a minimum 2.0 grade point average to graduate.

Graduate Students

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

No grade of F may be counted toward a degree or certificate program. Therefore, if a graduate student earns a grade of F:

- The student is placed on academic probation (and registration hold) for a period of no less than one semester. The student should contact his/her adviser to develop a plan for reinstatement to good academic standing; the plan may include increased meetings with the academic adviser, tutoring, or other academics as deemed necessary. Any courses taken during the probationary period must be approved by the student's adviser. During the probationary period, the student must repeat the course in which the F was earned if it is a required course. If the F was earned in a course that is not required, the student may take another course that meets with adviser approval. (See section on repeated courses.)
- The student will be released from probation when he/she has completed the course with a satisfactory grade, has met all other conditions of probation set by his/her adviser, and has regained the 3.0 grade point average required for good academic standing.
- Any additional grade of C+ or below will result in academic dismissal, which is final. 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 grade of D is not given to graduate students.

Therefore, if a graduate student earns a second grade of C+, C, or C-:

- The student is placed on academic probation (and registration hold) for a period of no less than one semester. The student should contact his/her adviser to develop a plan for reinstatement to good academic standing; the plan may

include increased meetings with the academic adviser, tutoring, or other academics as deemed necessary. Any courses taken during the probationary period must be approved by the student's adviser. During the probationary period, the student must repeat the course in which the C+, C, or C- was earned if it is a required course. If the grade was earned in a course that is not required, the student may take another course that meets

with adviser approval. (See section on repeated courses.)

- The student will be released from probation when he/she has completed the course with a satisfactory grade, has met all other conditions of probation set by his/her adviser, and has regained the 3.0 grade point average required for good academic standing.
- Any additional grade of C+ or below will result in academic dismissal, which is final.

GRADUATION

A student who expects to receive a degree or certificate must submit an Application for Graduation and graduation fee. This form is available online and at all campuses. The application must be submitted no later than the start of the student's final term of coursework. Any application submitted after the established deadline may be assessed a late processing fee of \$40 in addition to the regular graduation fee. Students must complete separate applications for each degree and/or certificate expected to be received.

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

Office of the Registrar
Professional Schools Administration
Johns Hopkins University
ATTN: Graduation
6740 Alexander Bell Drive, Suite 110
Columbia, MD 21046

For graduation application deadlines, see the Academic Year Calendar on pages 5-6 of this catalog. 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 term.

Approximately one month after the semester begins, students who have submitted the Application for Graduation 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 requirements.

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

Students in degree programs who finish their studies during the 2007-2008 academic year will receive their diplomas at the May commencement exercises. Students in certificate programs receive their diplomas via postal service. Commencement information is sent to those on the tentative graduation list the first week in April. To receive their diplomas, students must pay all student accounts in full and resolve all outstanding charges of misconduct and violations of academic integrity. (See the Graduation Fees section, page 18). Johns Hopkins diplomas indicate the degree and major without identifying the student's concentration.

Students who apply after the deadline may not receive their diplomas at commencement, nor have their names listed in the commencement brochure. Late applications may also need to wait until the following year depending on the time the application was submitted. The deadlines for submitting the application and fees are as follows:

Term	Deadline
Summer	May 31
Fall	August 31
Spring	January 11

STUDENT CODE OF CONDUCT

INTRODUCTION AND STATEMENT OF PRINCIPLES

The School of Education is dedicated to providing students the very best educational experiences possible. To that end, the fundamental purpose of the schools' regulation of student conduct 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.

This code, based on the principle that each student assumes his or her individual responsibility to abide by it, pertains to any individual who is currently enrolled in a School of Education course or program, or who has completed degree requirements and is awaiting graduation. It applies to misconduct committed on university premises or during school related or sponsored activities off school premises, as well as to conduct that takes place off school premises and is not related to school activities but causes significant harm to others.

The school's student conduct system is designed to enforce the school's conduct regulations, and is intended to resolve student conduct matters in as informal an administrative setting as possible. The school reserves the right to institute disciplinary action whether or not the offense results or may result in action by a civil or criminal court.

STUDENT CONDUCT REGULATIONS

In addition to maintaining good academic standing and integrity, students are expected to refrain from conduct which injures persons or property; impedes in any way the orderly operations of the schools; 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.

The types of conduct listed below are prohibited by the School of Education. Students who engage in such conduct will be subject to discipline in accordance

with these regulations, as below:

Specifically, students are expected to refrain from:

- acts which disrupt or interfere with the orderly operation of teaching, research, and other academic activities
- behavior that causes, or can reasonably be expected to cause, physical harm to a person
- physical or verbal threats against or intimidation of any person that results in limiting her/his full access to all aspects of life at the school and university
- conduct that constitutes sexual abuse, assault, or rape of another person (see Sexual Assault Policy, page 38)
- activity which constitutes sexual harassment of another person in violation of the university's policy prohibiting sexual harassment
- refusing to comply with the directions of school or university officials, instructors, administrators, or staff acting in performance of their duties
- refusing to appear or giving false statements when one is asked to present evidence or respond to an investigation involving the conduct code
- theft or vandalism of university property, or property of others, or knowingly possessing stolen property
- 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)
- 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
- intentionally or recklessly interfering with normal school or university activities or emergency services
- the unauthorized or improper use of school property, facilities (leased or owned), equipment, keys, identification cards, documents, records, or resources. (This includes any misuse of electronic resources and equipment defined in the university's Policies for Student Use of Shared Information Technology Resources.)
- failure to observe policies regulating the use of school 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/university community, or that impair the school/university 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 in this catalog.

SANCTIONS AND PENALTIES

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

- **Warning:** written notice to a student that continued or repeated violations of specified school policies or campus regulations 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 policies or campus regulations, 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 term or terms 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 either school, university, or private property; 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.).

PROCEDURES FOR FILING A COMPLAINT AND REVIEWING CHARGES OF ALLEGED STUDENT MISCONDUCT

A complaint alleging student misconduct may be filed with the Director of Student Affairs by a member of the faculty or staff, a student, or other aggrieved person. 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. All allegations that a student has violated School of Education policies or campus regulations are intended to be resolved as expeditiously as possible; in lieu of proceeding to a formal hearing, the student and the appropriate school may arrive at a mutually acceptable agreement concerning disposition of the charges, subject to the approval of the appropriate dean or his/her designee.

Proceedings under these procedures will not be delayed pending the resolution of any criminal or other legal proceedings arising out of the same incidents giving rise to the charges of misconduct.

Within 30 days of receipt of a written complaint, the Director of Student Affairs will conduct an inquiry into the matter to determine whether or not cause exists to refer the matter to a hearing committee of three members drawn from the appropriate school's student body, academic, and administrative units. In the event the Director of Student Affairs is unable to exercise independent judgment in the conduct of the inquiry, the appropriate dean shall appoint another member of the administrative staff to conduct the inquiry.

If the Director of Student Affairs determines cause exists, he/she will promptly notify the accused in writing of the charges and convene the hearing committee to evaluate the allegation of misconduct against the student or alumni/student organization.

The committee will make findings of fact, determine whether there has been a violation of the conduct code, and, in such cases, make decisions concerning sanctions within 30 days of being convened.

- The evidence considered by the hearing committee shall be open to review by the accused student and complainant, as will records of all proceedings of the hearing committee. Otherwise, the committee's proceedings will be closed.
- Promptly following receiving notification of the decision of the hearing committee, the accused student or the complainant may submit a written request to the dean of the School of Education for reconsideration of the decision. When such a request is submitted by a complaining party, the dean may promptly send a copy of the request to

the opposing individual, who within seven calendar days of receiving it may submit a written response to the dean.

A request for reconsideration 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 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 shall be the final arbiter in the case.

- All records of a disciplinary case and all supporting documentation shall be maintained in accordance with the university policy and state and federal laws concerning maintenance and disclosure of student records.

UNIVERSITY POLICIES

ALCOHOL AND DRUG ABUSE AND A DRUG-FREE ENVIRONMENT

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

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

It is the policy of Johns Hopkins University that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited on the university property or as a part of university activities. Individuals who possess, use, manufacture, or illegally distribute drugs or controlled dangerous substances are subject to university disciplinary action, as well as possible referral for criminal prosecution. Such disciplinary action of faculty and staff may, in accordance with the university policy on alcohol abuse and maintenance of a drug-free

workplace, range from a minimum of a three-day suspension without pay to termination of university employment. Disciplinary action against a student may include expulsion from school.

As a condition of employment, each faculty and staff member and student employee must agree to abide by the university Drug-Free Workplace Policy, and to notify the divisional human resources director of any criminal conviction related to drug activity in the workplace (which includes any location where one is in the performance of duties) within five days after such conviction. If the individual is supported by a federal grant or contract, the university will notify the supporting government agency within 10 days after the notice is received.

NONDISCRIMINATION POLICY FOR STUDENTS

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

Questions regarding access to programs following Title VI, Title IX, and Section 504 should be referred to the Office Institutional Equity for the university, Garland Hall, Homewood campus, 410-516-8075/410-516-6225 (TTY).

POLICY ADDRESSING CAMPUS VIOLENCE

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

The university urges individuals who have experienced or witnessed incidents of violence to report them to campus security. Alternatively, students are urged to report concerns about violence to the divisional office responsible for student matters, faculty to the divisional office responsible for faculty matters, and staff to the applicable human resources offices. The university will not permit retaliation against anyone who, in good faith, brings a complaint of campus violence or serves as a witness in the investigation of a complaint of campus violence. School of Education students should report such acts of violence to the Student and Alumni Relations Office at 410-516-9736/1-800-811-7585, option 6.

PRIVACY RIGHTS OF STUDENTS (FERPA)

Notice is hereby given that the School of Education of the Johns Hopkins University complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380), as amended, and regulations promulgated thereunder. Eligible students, as defined in the regulations, have the right: (1) to inspect and review their education records, as defined in the regulations; (2) to request the amendment of their education records if they are inaccurate, misleading, or otherwise in violation of the student's rights; (3) to consent to the disclosures of personally identifiable information in their education records except to the extent permitted by law, regulation, or university policy; and (4) to file a complaint with the U.S. Department of Education if the university has failed to comply with the requirements of law or regulation.

The university's policy on Family Rights and Privacy is published periodically in the *Johns Hopkins Gazette*, and copies of the policy are available from the Office of the Registrar, Johns Hopkins University, Professional Schools Administration, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046.

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.

SEXUAL ASSAULT

The Johns Hopkins University is committed to providing a safe educational and working environment for its faculty, staff, and students. The university is particularly concerned about the increase in reports of sexual offenses occurring on the nations' campuses. The university has adopted a policy addressing sexual assaults and offenses involving sexual violence in order to inform faculty, staff, and students of their rights in the event they are involved in an assault, and of the services available to victims of such offenses. Members of the university community who are the victims of, or who have knowledge of, a sexual assault occurring on university property, or occurring in the course of a university-sponsored activity, or perpetrated by a member of the university community, are urged to report the incident to campus authorities promptly.

Persons who are victims of sexual assault will be advised by campus security of their option to file criminal charges with local police of the jurisdiction where the sexual assault occurred. Campus security

and the Office of the General Counsel will provide assistance to a complainant wishing to reach law enforcement authorities.

A victim of an assault on university property should immediately notify campus security who will arrange for transportation to the nearest hospital. In Baltimore City, persons who have been sexually assaulted will be taken to one of the three hospitals designated as rape treatment centers: Mercy Hospital, 301 St. Paul Place (410-332-9000); University of Maryland Hospital, 22 S. Greene St. (410-328-8667); and Johns Hopkins Bayview Medical Center, 4940 Eastern Avenue (410-550-0100). These hospitals are equipped with the State Police Sexual Assault Evidence Collection Kit. For all questions on sexual assault and to receive assistance, including information on treatment centers located outside of Baltimore, please contact the School of Education Student and Alumni Relations Office at 410-516-3736 or at education.studentalumni@jhu.edu.

The university will provide counseling to any member of the Hopkins community who is a victim of a sexual assault, and also will provide information about other victim services. Students can seek the assistance of counseling through their divisional counseling offices, and members of the faculty and staff can seek assistance through the Faculty and Staff Assistance Program (FASAP), 443-997-3800.

A student who is a victim of sexual assault may request a transfer to alternative classes or housing if necessary to allay concerns about security. The university will try to accommodate the request if such classes and housing are reasonably available.

Persons who are the victims of sexual assault also may pursue internal university disciplinary action against the perpetrator. The university's disciplinary process may be initiated by bringing a complaint of sexual assault to the attention of a dean, department chairman or director, supervisor, divisional personnel office, or security office. The university's Affirmative Action officer also is available to render assistance to any complainant. Allegations of sexual assault will be investigated by the appropriate security offices and any other offices whose assistance may be valuable for gathering evidence.

The university reserves the right to independently discipline any member of the student body, staff or faculty who has committed a sexual or other assault whether or not the victim is a member of the university community and whether or not criminal charges are pending. Disciplinary actions against students accused of sexual assaults will be processed by the appropriate student affairs office of the school or campus attended by the accused student in accordance with established disciplinary procedures per-

taining to the school in which the student is enrolled. Disciplinary actions against staff members will be governed by the procedures set out in the university's personnel policies. Disciplinary actions against members of the faculty will be processed by the offices of dean of the appropriate academic division according to the procedures established by that division.

Both a complainant and the person accused of a sexual assault will be afforded the same opportunity to have others present during a university disciplinary proceeding. Attorneys, however, will not be permitted to personally participate in university disciplinary proceedings. Both the complainant and the accused will be informed of the resolution of any university disciplinary proceeding arising from a charge that a sexual assault has been committed.

The disciplinary measures which may be imposed for a sexual assault will vary according to the severity of the conduct, and may include expulsion of a student from the university and termination of the employment of a member of the staff or faculty.

SEXUAL HARASSMENT PREVENTION AND RESOLUTION PROGRAM

Preamble

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

Policy Against Discriminatory Harassment

1. The university is committed to maintaining learning and working environments that are free from all forms of harassment and discrimination. Accordingly, harassment based on an individual's gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic is prohibited. The university will not tolerate harassment, sexual harassment or retaliation in the workplace or educational environment whether committed by faculty, staff, or students, or by visitors to Hopkins while

they are on campus. Each member of the community is responsible for fostering civility, for being familiar with this policy, and for refraining from conduct that violates this policy.

2. For purposes of this policy, harassment is defined as:

- a) any type of behavior which is based on gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, that
- b) is so severe or pervasive that it interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

3. Harassment when directed at an individual because of his/her gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, personal appearance, veteran status, or any other legally protected characteristic may include, but is not limited to: unwanted physical contact; use of epithets, inappropriate jokes, comments or innuendos; obscene or harassing telephone calls, e-mails, letters, notes or other forms of communication; and, any conduct that may create a hostile working or academic environment.

4. Sexual harassment, whether between people of different sexes or the same sex, is defined to include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:

- a) submission to such conduct is made implicitly or explicitly a term or condition of an individual's employment or participation in an education program
- (b) submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement, or
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or educational environment

Sexual harassment may include, but is not limited to: unwelcome sexual advances; demands/threats for sexual favors or actions; posting, distributing, or displaying sexual pictures or objects; suggestive gestures, sounds or stares; unwelcome physical contact; sending/forwarding inappropriate e-mails of a sexual or offensive nature; inappropriate jokes, comments or innuendos of a sexual nature; obscene or harassing telephone calls, e-mails, letters, notes or

other forms of communication; and any conduct of a sexual nature that may create a hostile working or educational environment.

5. Retaliation against an individual who complains of discriminatory harassment under this policy, is strictly prohibited. Intentionally making a false accusation of harassment is also prohibited.

Responsibilities Under this Policy

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

1. All individuals are expected to conduct themselves in a manner consistent with this policy.

2. Staff, faculty and/or students who believe that they have been subject to discriminatory harassment are encouraged to report, as soon as possible, their concerns to the Office of Institutional Equity, their supervisors, divisional human resources or the office of the dean of their school. The university provides a network of confidential consultants by which individuals can discuss concerns related to discriminatory harassment.

3. Individuals who witness what they believe may be discriminatory harassment of another are encouraged to report their concerns as soon as possible to the Office of Institutional Equity, their supervisors, divisional human resources or the office of the dean of their school.

4. Complainants are assured that reports of harassment will be treated in a confidential manner, within the bounds of the university's legal obligation to respond appropriately to any and all allegations of harassment.

5. Managers, including faculty managers, who receive reports of harassment should contact human resources or the Office of Institutional Equity for assistance in investigating and resolving the issue.

6. Managers, including faculty managers, are required to implement corrective action where, after completing the investigation, it is determined corrective action is indicated.

7. The university administration is responsible for ensuring the consistent application of this policy.

Procedures for Discrimination Complaints Brought Within Hopkins

Inquiries regarding procedures on discrimination complaints may be directed to the Vice Provost for

Institutional Equity, or the Director for Equity Compliance & Education, Garland Hall, 130, Homewood Campus, 410-516-8075, 410-516-6225 (TTY).

PHOTOGRAPHY AND FILM RIGHTS POLICY

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

Such photographs and film—including digital media—which will be kept in the files and archives of

Johns Hopkins University, will remain available for use by the university without time limitations or restrictions. Faculty, students, and staff are made aware by virtue of this policy that the university reserves the right to alter photography and film for creative purposes.

Faculty, students, and staff who do not want their photographs used in the manner(s) described in this policy statement should contact the Johns Hopkins University Office of Communications and Public Affairs at 443-287-9900.

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

POLICY ON STUDENT SOCIAL SECURITY NUMBER PROTECTION AND USE

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

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

POLICY

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

of student SSNs or any part thereof for other purposes is prohibited.

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

1. JHU considers the student SSN or any part thereof to be "personally identifiable information" under the Family Educational Rights and Privacy Act of 1974 (FERPA).
2. No part of a student SSN may be publicly displayed or released (e.g., via e-mail to multiple students, student rosters, bulletin boards, etc).
3. The student SSN may be collected as part of the application process and required for registration at JHU. The student SSN is also generally required for certain government reporting and as part of applying for financial aid, billing and employment.
4. The risk of unauthorized disclosure of the student SSN increases with each additional electronic or paper copy of the SSN. Divisional leadership is responsible for ensuring that the number and scope of physical and electronic repositories of SSN are kept to the minimum necessary.

GENERAL REQUIREMENTS

The following requirements apply to paper and electronic records.

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

REQUIREMENTS FOR ELECTRONIC DATA

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

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

- b. minimizing the use of SSN (including use of substitutes such as partial SSN and the Hopkins Unique Identifier)
 - c. documenting security controls and risk remediation
- 3. Social Security Number Privacy Act, Sec. 14-3401 of the Maryland Commercial Law Code ([Http://www.mdhima.org/SS_Number_law.html](http://www.mdhima.org/SS_Number_law.html))

REFERENCES

- 1. University Policy on Family Educational Rights and Privacy
([Http://jhu.edu/~gazette/2001/apr3001/30ferpa.html](http://jhu.edu/~gazette/2001/apr3001/30ferpa.html))
- 2. Johns Hopkins Information Technology Policies
([Http://www.it.jhu.edu/policies/](http://www.it.jhu.edu/policies/))

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DEPARTMENT OF TEACHER DEVELOPMENT AND LEADERSHIP

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

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

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

MASTER OF SCIENCE IN EDUCATION

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

This program requires 33 to 39 credits, depending on the concentration. With the approval of the adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's degree requirements and is taken within the five-year time limit for completion of the degree.

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

School Administration and Supervision

Advisers: James McGowan, 410-516-9764

Jim DeGeorge, 410-516-9769

This MSEd concentration is designed for individuals 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 administration and supervision. Designed primarily for those pursuing principalship and supervisory positions, this 39-credit program is aligned with the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC) Standards. Program options are also appropriate for preparing department chairs, team leaders, or curriculum coordinators.

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

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

Program Plan

Number of Credits Required: 39

First Sequence of Concentration Requirements (24 credits)

Must be taken prior to second sequence. The course 851.705 Effective Leadership must be the 24th credit taken by the student.

- 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
851.705 — Effective Leadership

Second Sequence of Concentration Requirements (15 credits)

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

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

Choose one of the following 3-credit electives:

882.524 — Education of Culturally Diverse Students
884.615 — Cross-Cultural Studies in Literacy
893.632 — Data-driven Decision Making for Schools and Organizations
851.630 — School, Family, and Community Collaboration for School Improvement I

The following two courses are taken as a year-long course over two semesters. These 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

Reading

Adviser: A. Jonathan Eakle, 410-516-9760

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

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

and students with culturally and linguistically diverse experiences.

Throughout the program and with the assistance of School of Education professors, course instructors, and technical experts, candidates develop a professional digital portfolio for presentation as they move toward graduation. This portfolio includes practical research and research reviews, philosophy statements, literacy program designs, multimedia and other literacy materials selections, and reports from practical supervised clinical experiences. The digital portfolio will be available for students to use during and after their graduation from the Johns Hopkins School of Education. In consultation with an adviser, candidates plan a 39-credit program of study, culminating in clinical practicum experiences and portfolio review. Students are required to successfully complete a mid-point multiple-choice comprehensive examination and to score 570 on the Praxis II Reading Specialist examination prior to being approved for graduation. 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.

Note: 1. The Johns Hopkins University School of Education's Academic Policy Committee approved the course of study listed on this page in Fall 2006. In Winter 2007 the new Master of Science in Education: Reading program was submitted to the Maryland Higher Education Commission and the International Reading Association and its approval is pending. 2. All students must provide evidence of a satisfactory federal and state criminal background check.

Program Plan

Number of Credits Required: 39

First Half

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

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

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

884.604 — Emergent Literacy: Theory into Practice
884.615 — Cross-Cultural Studies in Literacy
884.617 — Children and Adolescent Literature
884.642 — Linguistics for Teachers

- 881.622 — Advanced Instructional Strategies
 884.810 — Supervised Clinical Practicum in Reading I

Second Half

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

- 884.508 — Methods of Teaching Reading in the Secondary Content Area, Part I
 884.621 — Seminar: Reading and the Brain
 893.505 — Integrating Technology into Instruction

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

- 881.611 — Action Research for School Improvement
 884.701 — Reading Comprehension and Critical Literacy
 884.610 — Advanced Diagnosis for Reading Instruction
 884.620 — Seminar in Reading: Roles of the Reading Specialist
 884.820 — Supervised Clinical Practicum in Reading II

Master of Science in Education: Reading (May 2008)

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

Important note: The following information is for students completing the Master of Science in Education: Reading program by May 2008. The course of study is currently under revision, as approved in Fall 2006 by the Johns Hopkins University School of Education's Academic Policy Committee. A new Master of Science in Education: Reading program has been submitted to the Maryland Higher Education Commission and the International Reading Association and its approval is pending.

This concentration is designed to enhance the knowledge and skills of classroom teachers and to prepare future leaders in the field of reading instruction in settings from preschool and kindergarten through high school and adulthood.

Various research-based instructional approaches to reading are presented and evaluated in the program. A foundation in cognitive psychological issues is provided as well as coursework in sociocultural dimensions of literacy. Candidates learn to organize

creative and effective learning environments and evaluate commercial instructional products and programs to teach children, youth, and adults to read. Diagnosis, assessment, and instruction are treated as an integrated process to address the needs of readers at various levels, from emergent and struggling readers to gifted and accelerated readers, and from culturally and linguistically diverse backgrounds.

Throughout the program, candidates develop a professional portfolio for presentation as they prepare to graduate. This portfolio includes research, program design, media and material selection, and diagnostic/intervention reports from practical clinical experiences.

In consultation with an adviser, candidates plan a 39-credit program of study, culminating in a clinical practicum and portfolio presentation. This program is approved by the Maryland State Department of Education (MSDE). Candidates who complete the course of study and have three years of successful teaching experience fulfill all requirements for certification as a reading specialist in the state of Maryland.

Note: 1. Students graduating after summer 2007 must score 570 on the Praxis II Reading Specialist examination. 2. Students graduating after May 2008 must complete six hours of supervised clinical practicum, pass a program-based comprehensive examination, and prepare a digital portfolio. 3. All students must provide evidence of a satisfactory federal and state criminal background check.

Program Plan

Number of Credits Required: 39

First Half

Take the following four 3-credit courses for a total of 12 credits:

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

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

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

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

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

Choose one of the following elective courses for a total of 3 credits:

- 882.524 — Education of Culturally Diverse Students
- 884.621 — Seminar: Reading and the Brain
- 893.505 — Integrating Technology into Instruction

Second Half

Take the following 6 courses for a total of 18 credits:

- 884.615 — Cross-Cultural Studies in Literacy
- 884.610 — Advanced Diagnosis for Reading Instruction
- 881.611 — Action Research for School Improvement
- 881.622 — Advanced Instructional Strategies
- 884.620 — Seminar in Reading: Roles of the Reading Specialist
- 884.810 — Supervised Clinical Practicum in Reading I

Educational Studies

Adviser: Carl Herbert, 410-516-9755
Edward Pajak, 410-516-9755

This 33–36 credit concentration is an individualized advanced study program in an area not covered by other Master of Science degrees offered by the School of Education. In consultation with the program adviser, students create a professional development plan that reflects their professional goals. Course assignments are personalized to reflect students' areas of specialization and work environment.

The Educational Studies concentration requires the following common core of courses, which are consistent with the core required in the other MEd 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-credit concentration and nine credits of electives designed in consultation with the program adviser. Alternately, students may elect to combine two graduate certificate programs (15–18 credits each) to complete a

MEd with a concentration in Educational Studies. Students should consult with the program advisor for more information on this option.

Technology for Educators

Adviser: John Castellani, 410-516-9755

The 36-credit Technology for Educators program prepares educators and related professionals to use a broad range of technologies in their multiple roles as teacher, mentor, facilitator, researcher, change agent, as well as lifelong learner. The program is aligned with national and state standards for educational technology, professional development mandates from the State of Maryland (Blueprint for Success: Professional Development Standards, 2005), the Partnership for 21st Century Skills, Maryland standards-based instruction, and the National Academies of Science's initiatives on the new science of learning. The knowledge base within the Technology for Educators program comes from both existing and emerging methods for effective technology training, including policy, practice, research, wisdom, theory, and legislation. Hands-on experiences and classroom activities help participants understand and apply research and best practices on how technology can be used to improve schools and organizations and increase student achievement. Candidates gain competencies in instructional leadership, systems change, integrating technology into instruction, and specialized technical resource.

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

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

Program Plan*Number of Credits Required: 36***Prerequisite Course or Equivalent Skills**

893.526 — Teacher Productivity and Instructional Management Using Technology

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 and Organizations
 893.508 — Technology and the New 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 (formerly Web-based Mentoring and Coaching)
 893.550 — Emerging Issues for Instructional Technology
 893.632 — Data-driven Decision Making for Schools and Organizations

**GRADUATE CERTIFICATE PROGRAMS IN
TEACHER DEVELOPMENT AND LEADERSHIP****Data-based Decision Making and
Organizational Improvement**

Adviser: John Castellani, 410-516-9755

This advanced 15-credit certificate program provides school leaders and leaders of other organizations with knowledge and skills to explore and apply basic concepts supporting data-driven decision-making and performance accountability. Program participants survey data-driven decision-making applications, problem-solving techniques, and methods for engaging in systemic change. Participants learn to apply data-driven decision-making applications and data-mining strategies to existing classroom, school, or organizational data and to use persuasive technology (captology) techniques to create compelling decision-oriented

presentations. Participants engage in the dynamics of scenario-based problem solving and implementation activities using field-based data to make decisions about school or organizational planning. Applicants must hold a bachelor's or master's degree in business or education from an accredited institution.

Requirements (15 credits)

893.601 — Evaluation and Research of Technology Supported Interventions and Programs
 893.632 — Data-driven Decision Making for Schools and Organizations
 893.634 — Technology Leadership for School Improvement
 893.645 — Designing and Delivering E-Learning Environments (formerly Web-based Mentoring and Coaching)
 893.800 — Graduate Internship in Instructional Technology

Earth/Space Science

Adviser: Dan Fernandez, 410-516-9755

This graduate certificate program is designed for educational professionals who want to enhance their knowledge and teaching skills in earth and space sciences. The courses reflect the Maryland State Department of Education's Core Learning Goals in Earth/Space Science, the American Association for the Advancement of Science (AAAS) K-12 Benchmarks for Science Literacy, and the National Academy of Science's K-12 Standards. Scholarships are available for courses through the Maryland Space Grant Consortium.

This program is available only as a cohort.*Note: This certificate does not lead to teacher certification.***Requirements (18 credits)**

886.630 — Understanding and Teaching Physical Geology
 886.631 — Understanding and Teaching Earth Observations from Space
 886.632 — Understanding and Teaching the Solar System
 886.633 — Understanding and Teaching Stars, Galaxies, and Beyond
 886.634 — Understanding and Teaching Earth's Weather and Climate
 886.811 — Field Experience in Earth/Space Science

Educational Leadership for Independent Schools

Adviser: James McGowan, 410-516-9755

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

Graduates of the program will be able to:

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

Requirements (15 credits)

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

851.643 — Supervision and Professional Development for Personnel in Independent Schools

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

851.646 — Business Management and Finance for Independent Schools

851.645 — Governance of Independent Schools

Effective Teaching of Reading

Adviser: Elaine Czarnecki, 410-516-9760

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. Course work addresses research-based assessment and instruction, state and national standards, and the uses of technology in instruction.

This program meets the requirements of the Maryland State Department of Education for initial certification or recertification in reading and, when combined with three years of successful teaching, leads to eligibility for certification as a reading teacher in Maryland.

All students must provide evidence of a satisfactory federal and state criminal background check.

Requirements (15 credits)

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

884.501 — Advanced Processes and Acquisition of Reading

884.502 — Diagnosis/Assessment for Reading Instruction

884.505 — Materials for Teaching Reading

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

884.507 — Instruction for Reading

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

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

884.810 — Supervised Clinical Practicum in Reading I

English as a Second Language (ESL) Instruction

Adviser: Elaine Czarnecki, 410-516-9760

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.

Requirements (15 Credits)

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

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

Take the following two-semester course for a total of 6 credits:

- 810.618 — Methods of Teaching English to Speakers of Other Languages (ESOL)

Take one course from the following for a total of 3 credits:

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

Gifted Education

Adviser: Carl Herbert, 410-516-9755

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

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

The objectives of the program are to:

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

Requirements (18 Credits)

- 885.501 — The Gifted Learner
- 885.512 — The Gifted/ Learning Disabled Learner
- 885.510 — Curriculum, Assessment, and Instruction for Gifted Learners: Part I
- 885.511 — Curriculum, Assessment, and Instruction for Gifted Learners: Part II
- 885.519 — Seminar in Gifted Education
- 885.820 — Practicum in Gifted Education

Leadership for School, Family, and Community Collaboration

Adviser: Mavis Sanders, 410-516-9755

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

The program objectives are to:

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

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

Requirements (15 credits)

- 851.705 — Effective Leadership
- 882.524 — Education of Culturally Diverse Students
- 883.705 — Program Evaluation
- 851.630 — School, Family, and Community Collaboration for School Improvement I
- 851.631 — School, Family, and Community Collaboration for School Improvement II

Leadership in Technology Integration

Adviser: John Castellani, 410-516-9755

This 15-credit 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 constructivist approach are applied to teaching and learning as well as the use of authentic assessment strategies,

differentiated instruction and appropriate technology tools to accommodate all learners including students with special needs

- Leadership - mentoring, consulting, professional development, and systems change

Applicants must hold a bachelor's or master's degree in education or a related field from an accredited institution of higher education and possess skills equivalent to those taught in 893.515 Hardware, Operating, and Networking Systems for Schools and 893.526 Teacher Productivity and Instructional Management Using Technology.

Requirements (15 credits)

- 893.634 — Technology Leadership for School Improvement
- 893.550 — Emerging Issues for Instructional Technology
- 893.645 — Designing and Delivering E-Learning Environments (formerly Web-based Mentoring and Coaching)
- 893.632 — Data-driven Decision Making for Schools and Organizations
- 893.800 — Graduate Internship in Instructional Technology

School Administration and Supervision

Adviser: James McGowan, 410-516-9755;
Tom Husted (Aspiring Leaders), 410-516-8225

Students may pursue Maryland certification as an administrator and/or supervisor through a Graduate Certificate in School Administration and Supervision.

This 18-credit certificate may be taken as a stand-alone, post-master's program, may be incorporated into the 39-credit master's degree in school administration and supervision, or may be combined with another graduate certificate program for a 33-credit master's degree in educational studies. A cohort version of the program (Aspiring Leaders) is offered in partnership with the Baltimore City Public School System. Please contact Tom Husted at 410-516-8225 for more information.

Certificate students prepare a portfolio connecting course projects and addressing program performance requirements. In addition to successful completion of this program, applicants must hold a master's degree, meet the qualifying score on a state-sponsored assessment, and have at least three years of teaching experience to be certified as a principal in Maryland. Candidates must meet with an adviser before they are fully admitted to this program.

Courses in this certificate program are geared to the applied aspects of program evaluation.

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

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

School Administration and Supervision (ISTE)

Adviser: Dr. James McGowan
 Contacts: Linda Carling, 410-516-9842
 Amy Parlette, 410-516-9826

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

ISTE has partnered with the 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 offered through the JHU Teacher Development and Leadership Program, adapt it to include a focus on instructional technology, and to offer it in a Web-based format that builds on CTE's research-based approach to online learning. The certificate launches with an online kickoff in June 2008, which includes a face-to-face meeting at ISTE's National Educational Computing Conference (NECC) in late June 2008. It continues for approximately one year, culminating with an internship and a second face-to-face meeting at NECC in 2009.

Upon successful completion of the year-long certificate program that combines five online courses

offered in eight-week segments, a customized three-credit internship, and face-to-face work sessions, participants earn the 18-credit certificate from Johns Hopkins University and are prepared to meet the standards of the Interstate School Leaders Licensure Consortium (ISLLC), Educational Leadership Constituents Council (ELCC), and ISTE's National Educational Technology Standards (NETS). To be considered for admission to the program, applications must be received by April 11, 2008.

If you are interested in applying to this program (even if the deadline has passed), please contact Amy Parlette at 410-516-9826.

Requirements (18 Credits)

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

School Administration and Supervision for Special Education Leaders

Adviser: Dr. James McGowan
 Contacts: Linda Carling, 410-516-9842
 Amy Parlette, 410-516-9826

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

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

The year-long program combines five online courses offered in eight-week segments with a customized internship. The courses are fully facilitated and run on a rigorous, weekly cycle of instruction.

Students communicate frequently online via the Center for Technology in Education's Electronic Learning Community using tools such as discussion forums, chat, and email. The program launches in June 2008 with a two-week online orientation and a face-to-face meeting in July 2008 at the Johns Hopkins University Columbia Center in Columbia, Maryland. Participants also meet in person in an evening session at the start of each course.

The School Administration and Supervision for Special Education Leaders certificate may be taken as a stand-alone, post-master's program, may be incorporated into the 39-credit master's degree in school administration and supervision, or may be combined with another graduate certificate program for a 33-36 credit master's degree in educational studies.

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

Adviser: Carl Herbert, 410-516-9755

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

The program objectives are to:

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

Requirements (15 credits)

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

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

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

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

DEPARTMENT OF TEACHER PREPARATION

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

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

MASTER OF ARTS IN TEACHING

The Johns Hopkins Master of Arts in Teaching (MAT) program prepares candidates for initial certification in Maryland as elementary or secondary teachers. Offering part- and full-time options, the degree 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 make a change into teaching.

There are four program options of the MAT program, each designed to accommodate your scheduling needs. Regardless of the format, all candidates fulfill the same general requirements for the MAT program. The formats include:

- The Flexible Master of Arts in Teaching (FlexMAT) provides part-time opportunities to become a teacher.
- The School Immersion Master of Arts in Teaching (SIMAT) is a full-time, 12-month option that includes a full-year internship.
- The Professional Immersion Master of Arts in Teaching (ProMAT) is a partnership program between Johns Hopkins University and local school districts (Baltimore City and Montgomery County). The program enables candidates to complete the MAT degree while teaching.

- The Accelerated Master of Arts in Teaching (AMAT) program provides opportunities for qualified undergraduate students to begin their master's degree and teacher certification following their junior year.

MAT Advisers

SIMAT (410-516-9775)

Linda Adamson, Lenore Cohen, Teresa Field

FlexMAT (Phone: 410-516-9759)

Bill Sowders, Len Santacroce

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

Lydia Lafferty, Yolanda Abel, Mary Ellen Beaty-O'Ferrall, Kate Foley, Elaine Guarnieri-Nunn, Francine Johnson, Amy Wilson

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

Frank Masci, Jennifer Cuddapah, Dee Jolles

General Requirements

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

The nationally recognized Interstate New Teacher Assessment and Support Consortium (INTASC) Principles guide the MAT program. Using these standards, students demonstrate their competence through a portfolio development process monitored by faculty and supervising teachers and their participation in a variety of field placement. Upon successful completion of the course work, internship, and Praxis exams, and defense of the portfolio, students are eligible for Maryland state certification. (Praxis is a professional assessment test for beginning teachers.)

All options of the MAT program require candidates to participate in electronic learning communities, and computers and Internet access are available on each campus. In addition, applicants must pass all Praxis I requirements to be admitted to the MAT program. FlexMAT students must have passed the content

knowledge portion of Praxis II to be scheduled for their pre-internship class. ProMAT candidates must have passed the content knowledge portion of Praxis II in order to be placed in the classroom.

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

Coursework

Elementary Education

Number of Credits Required: 39

- 810.608 — Human Development, Learning, and Diversity
- 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
- 810.610 — Methods of Teaching in the Elementary School
- 884.505 — Materials for Teaching Reading
- 884.507 — Instruction for Reading
- 810.640 — Supervised Internship and Seminar in the Elementary Schools

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

- 810.630 — Pre-Internship Seminar
- 810.620 — Special Topics in Elementary Education
- 810.6XX — Elective

Secondary Education

Number of Credits Required: 39

- 810.608 — Human Development, Learning, and Diversity
- 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

- 810.625 — Special Topics in Secondary Education
- 810.615 — Methods of Teaching in the Secondary School
- 810.645 — Supervised Internship and Seminar in the Secondary Schools

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

- 810.630 — Pre-Internship Seminar
- 810.625 — Special Topics in Secondary Education
- 810.6XX — Elective

English for Speakers of Other Languages

Note: 810.648 Supervised Internship and Seminar in ESOL must be taken for 6 credits.

- 810.608 — Human Development, Learning, and Diversity
- 810.602 — Curriculum, Instruction, and Assessment in School Settings
- 810.629 — Supporting English Language Learners in Literacy and Content Knowledge Development
- 884.501 — Advanced Processes and Acquisition of Reading
- 884.612 — Teaching Reading and Writing in the Content Areas to ESL Students
- 810.618 — Methods of Teaching English to Speakers of Other Languages (ESOL)
- 871.502 — Educational Alternatives for Students with Special Needs
- 810.628 — English Grammar and Second Language Acquisition for ESOL Teachers
- 810.648 — Supervised Internship and Seminar in ESOL

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

- 810.630 — Pre-Internship Seminar

Admission

Applicants to the MAT program must submit a resume, an essay, official transcripts from all post-secondary institutions attended, the application fee, passing scores on all Praxis I exams, and in most cases, a letter of recommendation. Since teaching certification is discipline specific, applicants must have completed an undergraduate or graduate degree in the content area in which they seek certification.

Master's Programs Leading to Certification

To be recommended for teacher certification, students must complete the MAT program and pass all Praxis I and II exams required by the state. Note: Praxis II requirements vary by program option. Teacher candidates may pursue certification in one of three areas of concentration:

- Elementary Education (grades 1-6 and middle)
- Secondary Education (grades 7 - 12) Content areas for secondary education certification include English, foreign languages (French and Spanish), mathematics, social studies, sciences (biology, chemistry, earth science, physical science, and physics)
- English for Speakers of Other Languages (ESOL), grades pre-K through 12

Reciprocal Certification

All of the programs in teacher education at JHU are fully accredited and lead to teacher certification in the State of Maryland, which is reciprocal in most other states. A listing of the states with which we have reciprocity is provided below.

Note: The listing in the table below is taken from the NASDTEC Web site, <http://www.nasdtec.org/report.tpl>.

Note: Several of these states require prospective teachers to meet additional ancillary requirements (e.g., additional teacher candidate assessments and/or courses, higher GPA requirement, etc.) in order to be fully certified. In many cases, the incoming teachers are issued an initial certificate, which enables them to begin teaching, and they are given a specific time line for fulfilling any remaining teacher certification requirements. For further information about a particular state, contact that state's Office of Teacher Certification. (This state listing is subject to change without notice.)

FLEXIBLE MASTER OF ARTS IN TEACHING (FLEXMAT)

FlexMAT is the part-time program option at Johns Hopkins University that has been developed to assist in the recruitment and initial certification of teachers. This program is designed for career changers and for individuals who did not prepare for teaching as undergraduates. Candidates can become eligible for certification in Elementary Education (grades 1-6 and middle school); or Secondary Education in the disciplines of English, Spanish, French, social studies, mathematics, and four sciences (biology, chemistry, earth/space/environmental science, and physics).

States with which Maryland has reciprocity			
Alabama	Arizona	Arkansas	California
Colorado	Connecticut	Delaware	Florida
Georgia	Hawaii	Idaho	Illinois
Indiana	Kansas	Kentucky	Louisiana
Maine	Massachusetts	Michigan	Mississippi
Missouri	Montana	Nebraska	Nevada
New Hampshire	New Jersey	New Mexico	New York
North Carolina	North Dakota	Ohio	Oklahoma
Oregon	Pennsylvania	Rhode Island	South Carolina
South Dakota	Tennessee	Texas	Utah
Vermont	Virginia	Washington	West Virginia
Wisconsin	Wyoming	District of Columbia	

FlexMAT is a program option that begins each semester; successful candidates receive certification eligibility and the degree of Master of Arts in Teaching (MAT) in two to five years.

The FlexMAT program was designed with the full-time working individual in mind. It has proven to be a wonderful program for those who need to continue to work full time or those who are full-time parents. The curriculum integrates theory and practice of teaching through a full-semester, supervised internship in a school setting. All courses are in the evening and are offered at the Columbia and Montgomery Campus, but not consecutively every semester. Occasionally, courses are offered at the Homewood campus. Candidates admitted to the program pay for tuition and books for all 39 credits. Financial aid is available for those who qualify. For more information, you may contact the financial aid office at 410-516-9766. Each candidate may complete the program at his/her own pace within the five-year limit. Candidates are not obligated to take a specific number of courses per semester, but are recommended to not take more than three. 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 38 other states.

FlexMAT Requirements

- Submission of application, fee, all official transcripts and an essay that convinces reviewers that the applicant has a commitment to becoming a teacher who believes in positive educational change
- Bachelors degree in the area of intended certification, or equivalent, with a GPA of at least 3.0 in all college level work
- Passing scores for Praxis I exam
- Criminal Disclosure Statement
- Interview with program coordinator and/or faculty adviser, which includes a review of undergraduate coursework
- Faculty recommendation for admission
- Final approval of the dean of the school

FlexMAT Framework

- Candidates have a maximum of five years to complete all of the degree requirements
- Candidates successfully complete a 20-week internship in a partner school

- In lieu of a master's thesis, candidates submit and present a digital portfolio of their work to a review panel following the internship
- Certification eligibility is met through successful completion of all MAT program requirements, including the supervised internship, Praxis I and II, content courses, portfolio, and 39 course credits

University Support for the FlexMAT Program

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

Student Obligations and Responsibilities

- To complete a criminal background check prior to beginning classes
- To complete course work in the sequence recommended by adviser
- To complete all field experience observation requirements prior to internship
- To complete any supplemental course work prior to internship
- To complete all PRAXIS exams prior to internship
- To agree to terminate all other employment once the internship begins
- To accept placement in a school, and under no circumstances arrange own placement; and
- To meet all program requirements, including the successful defense of a portfolio

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

ACCELERATED MASTER OF ARTS IN TEACHING (AMAT)

The Accelerated Master of Arts in Teaching (AMAT) option provides opportunities for qualified upperclass undergraduate students at JHU and at partnership universities to begin their master's degrees and teacher certifications prior to completing their bachelor's degrees. Students apply to the program following the completion of 60 undergraduate credits and after passing the Praxis I exams. If accepted, students work closely with an adviser to determine appropriate course selection and sequence. Upon the completion of their undergraduate program, students continue their master's degrees and complete the course work, internship, and portfolio through the FlexMAT option.

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

SCHOOL IMMERSION MASTER OF ARTS IN TEACHING (SIMAT)

SIMAT is a full-time, twelve-month cohort program that begins every June and ends the following May. SIMAT works with Professional Development Schools (PDS) in Howard County and Baltimore City. A Professional Development School is a school that has entered into a formal partnership with the university. Interns can become eligible for certification in Elementary Education (grades 1-6 and middle school); or Secondary Education in the disciplines of English, Spanish, French, social studies, mathematics, and four sciences (biology, chemistry, earth/space/environmental science, and physics). Successful candidates receive certification eligibility in their content area and the degree of Master of Arts in Teaching.

Interns begin the program assisting with morning summer programs for remediation and/or enrichment in one of SIMAT's Professional Development Schools (PDS) while taking classes daily in the afternoon. The following fall semester, students begin a full-year supervised internship while taking classes in the evening, two to three nights a week. SIMAT interns are responsible for full tuition and registration fees for all 39 credits. Financial aid is available for those who qualify.

SIMAT Program Requirements

- Submission of application, fee, essay, resume, and all official transcripts
- Bachelors degree with a minimum grade point average of 3.0
- Successful interview
- Appropriate coursework in area of desired certification
- Completion of state and federal criminal background checks, revealing no history of criminal activity
- Submission of a negative TB reading from a licensed physician
- Completion of all supplementary (content) coursework
- Passing scores on Praxis I exam

SIMAT Framework

- Candidates complete the program in 12 months
- Candidates are placed in PDS or partnership settings during the program
- In the fall and spring semesters, candidates complete course work in the evening, 2 to 3 nights a week while interning during the day
- In the Summer semester, candidates assist with professional development schools' morning programs and attend daily afternoon sessions for course work
- Candidates submit and present an electronic portfolio of their work to a review panel during the spring semester
- Certification eligibility is met through successful completion of the supervised internship
- Praxis I and II, content courses, electronic portfolio, and 39 JHU credits

University Support for the SIMAT Program

- A cohort coordinator is responsible for supervision of all the interns and university supervisors in a specified cohort
- A university supervisor provides frequent supervision during the internship
- A mentor teacher is responsible for the day-to-day mentoring and development of the intern, and gradually relinquishes responsibility for his/her classes to the inter
- Electronic support and mentoring through the Electronic Learning Community (ELC)

Student Obligations and Responsibilities

- Register for coursework and pay for tuition at specified intervals throughout the program
- Full-time commitment to the internship; holding of additional employment during the entire period of the program is not permitted
- Attendance and participation at all internship seminars, meetings, classes, and PDS or partnership activities
- Be reflective and self assessing of teaching and learning
- Creation of detailed, written lesson plans developed in cooperation with the mentor teacher and shared regularly with the university supervisor
- Participation in all conferences with mentor teacher and university supervisor, including evaluation sessions
- collection of appropriate artifacts for the portfolio
- successful defense of electronic portfolio
- passing of required Praxis tests
- completion of any supplemental content work

For additional information, please contact the SI-MAT program office at 410-516-9775.

MASTER OF ARTS IN TEACHING: BALTIMORE PROMAT

Baltimore ProMAT is a partnership program between Johns Hopkins University and the Baltimore City Public School System (BCPSS) developed to recruit, certify, and retain teachers in urban schools. This program is designed for individuals who did not prepare for teaching as undergraduates. Candidates can become certified in Elementary Education or Secondary Education in the disciplines of English, Spanish, French, social studies, mathematics, and four sciences (biology, chemistry, earth/space/environmental science, and physics). Baltimore ProMAT is a cohort program that begins each summer; successful candidates receive certification and the degree of Master of Arts in Teaching (MAT).

Baltimore City Teach for America (TFA) corps members are eligible to enroll in Baltimore ProMAT if they meet the admissions requirements of the MAT. Candidates who would like to apply for Teach For America must apply to the TFA national organization. For more information about TFA, please visit its Web site at www.teachforamerica.org or call the Baltimore office at 410-662-7700.

Baltimore City Teaching Residency (BCTR) mem-

bers are eligible to enroll in Baltimore ProMAT if they meet the admissions requirements of the MAT. Candidates who would like to apply for Baltimore City Teaching Residency must apply directly to BCTR. For more information and to apply to this program, please visit its Web site at <http://www.baltimorecityteachingresidency.org/> or call the Baltimore office at 410-396-7383.

MASTER OF ARTS IN TEACHING: MONTGOMERY COUNTY PROMAT

Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a two-year, 39-credit Master of Arts in Teaching (MAT) degree in for those interested in becoming secondary general education teachers, English for Speakers of Other Languages (ESOL) teachers, or Elementary Foreign Language Immersion (Chinese, French, or Spanish) teachers. The Montgomery County ProMAT offers approved programs leading to certification in:

- Secondary English
- Secondary Mathematics
- Secondary Foreign Language (Spanish)
- Secondary Science (Biology, Chemistry, Earth/Space/Environmental Science, Physics)
- K-12 ESOL
- Elementary Foreign Language Immersion (Chinese, French, or Spanish)

All tuition, books, and fees are paid for by MCPS after the first 6 credits. Interested students should contact the Montgomery County ProMAT office at 301-294-7105. Admission to the next cohort (Cohort 10) is on a rolling basis until all positions are filled. All required materials, including official transcripts, must be received by April 15, 2008. Coursework begins May 2008. Interviews are held several times throughout the year, so applicants are encouraged to apply early. All complete applications will be screened, and candidates will be notified only if they are selected for an interview.

DEPARTMENT OF COUNSELING AND HUMAN SERVICES

The Department of Counseling and Human Services contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults through its teaching and research activities.

Whether starting a career as a counselor or moving ahead with professional development, the department offers candidates opportunities for career advancement. By offering master's degrees, graduate certificates, certificates of advanced graduate study, and summer institutes, the department prepares counselors and other human service personnel to work with individuals, groups, and families in educational, clinical, community, or organizational settings.

For those starting their careers as counselors, the department offers the Master of Science degree. For professional counselors and human service personnel planning to advance their careers, the department offers graduate certificates and certificates of advanced graduate study. A summer seminar series is available to those who want to do advanced coursework.

MASTER OF SCIENCE IN COUNSELING

As a counselor, you can impact people's lives in positive and meaningful ways. Johns Hopkins graduate programs in counseling will provide both aspiring and experienced counselors with the preparation and support needed to achieve success.

The Master of Science in Counseling prepares you to work in a wide range of educational, community, or organizational settings. As a student in this program, you can choose to specialize in one of three areas:

- School Counseling (including an urban education specialization)
- Clinical Community Counseling
- Organizational Counseling

In addition, there are a number of options available for counselors and human service professionals who wish to enhance their existing knowledge and skills or develop new areas of specialization. Options include certificates of advanced graduate study and graduate certificate programs in a variety of counseling areas.

Clinical Community Counseling

This program is designed to prepare counselors to work in a wide range of community and human service settings. The preparation enhances the development of prevention and intervention strategies in clinical counseling.

Applicants to the program must submit a resume or curriculum vitae, personal statement of goals, two letters of recommendation, and undergo an admission interview. In order to assess applicant dispositions, department faculty will review the required goal statement and evaluate responses in the interviews. The departmental admission committee reserves the option to require that applicants successfully complete prerequisite course work prior to admission. Before being admitted, students must meet with an adviser to plan the sequence of courses to meet all program requirements.

Requirements

The program's plan of study requires a minimum of 48 graduate credits to be completed within five years. With the approval of the program adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's degree requirements and is taken within the five-year time limit. Students complete a 600-hour internship and earn six credits of electives in an area of specialization.

Program Plan

Number of Credits Required: 48

See the Program Notes section below for specific course prerequisites and sequential ordering.

- 861.507 — Introduction to Counseling as a Helping Profession (lab course)
- 861.511 — Career/Life Development and Planning
- 861.605 — Human Development and Counseling
- 863.681 — Research and Evaluation for Counselors
- 861.502 — Counseling Theory and Practice (lab course)
- 861.503 — Group Counseling and Group Experience (lab course)
- 861.609 — Diagnosis in Counseling
- 861.612 — Appraisal and Testing for Counselors
- 863.603 — Couple and Family Therapy (lab course)
- 863.607 — Cross Cultural Counseling: Issues and Interventions
- 863.795 — Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling)

863.809 — Counseling Practicum (formerly
863.824 — Internship in Clinical Community
Counseling

Electives

Six credits of electives must be selected with approval of an adviser.

Program Notes

861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses. Exceptions must receive approval of a counseling faculty adviser.

Students may take 861.511 Career/Life Development and Planning; 861.605 Human Development and Counseling; and 863.681 Research and Evaluation for Counselors, along with 861.507 Introduction to Counseling as a Helping Profession.

861.502 Counseling Theory and Practice is a required prerequisite for all other courses.

A minimum of 18 hours of required coursework including 861.503 Group Counseling and Group Experience are prerequisite for 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling.

Students must take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice, 861.503 Group Counseling and Group Experience, and 863.603 Couple and Family Therapy. All laboratory courses must be completed with a B or above before enrolling in 863.809 Counseling Practicum. A minimum of 39 credits of required coursework including 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling and 863.809 Counseling Practicum must be taken before enrolling in 863.824 Internship in Clinical Community Counseling.

Students must receive grades of B or better in all laboratory course, practicum experiences, and internships to remain in the program.

An oral exam or final portfolio review is required during the last semester.

School Counseling

The School Counseling program is a Maryland State Department of Education (MSDE)-approved education program that provides professional educators and noneducators with the opportunity to develop their background in counseling. Participants are prepared for Maryland state certification as a school counselor. As part of the admission process, applicants must submit a resume or curriculum vitae, personal statement of goals, two letters of recommendation, and

undergo an admission interview. In order to assess applicant dispositions, School of Education faculty will review the required goal statement and evaluate responses in the interview. The departmental admission committee reserves the option to require that program applicants successfully complete prerequisite coursework prior to admission. Before being admitted, students must meet with an adviser to plan the sequence of courses to meet all program requirements.

Participants specializing in urban school counseling enroll in a cohort format to prepare for school counseling roles in urban settings. This program includes courses parallel to the courses in the school counseling program but has an emphasis on understanding urban issues that affect learning, with a central focus on developing school counseling models for addressing these issues. At present, this program is only offered in partnership with the Baltimore City Public School System.

Requirements

Teachers with two year's school experience are required to take a minimum of 48 graduate credits to be completed within five years. Students without two years of school teaching experience will be required to complete an additional 400-hour initial (6 credit) internship in order to fulfill MSDE requirements. With the approval of the adviser, a student may transfer a maximum of three graduate credits from a regionally accredited college or university if the course is directly applicable to the student's program and is taken within the five-year time limit. Students complete a 300-hour internship and also earn three credits of electives. In preparation for the internship, students will be required to complete a criminal disclosure statement and undergo a criminal background check.

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

871.501 — Introduction to Children and Youth with Exceptionalities

Students who do not have two years of school teaching experience are also required to take:

863.819 — Field Experience in School Counseling (Initial Internship) (300 hours)

Program Plan

Number of Credits Required: 48

See the Program Notes section below for specific prerequisite and sequential ordering.

- 861.507 — Introduction to Counseling as a Helping Profession (lab course)
- 861.511 — Career/Life Development and Planning
- 861.605 — Human Development and Counseling
- 863.681 — Research and Evaluation for Counselors
- 861.502 — Counseling Theory and Practice (lab course)
- 861.503 — Group Counseling and Group Experience (lab course)
- 863.633 — Ethics of Counseling
- 861.614 — The Context of School Counseling: Family, School and Community (formerly 861.610 Systems Counseling: Family, School and Community)
- 861.609 — Diagnosis in Counseling
- 861.612 — Appraisal and Testing for Counselors
- 863.607 — Cross Cultural Counseling: Issues and Interventions
- 863.809 — Counseling Practicum (formerly 861.712 Advanced Techniques in Counseling)
- 863.820 — Internship in School Counseling

Students take one of the following two courses after 15 credits of coursework, including 861.503 Group Counseling and Group Experience:

- 863.526 — Introduction to Play Therapy with Children (formerly Practices of Counseling Young Children)
- 863.571 — Counseling Adolescents
- xxx.xxx — Counseling the Early Adolescents

Electives

Three credits of electives selected with approval of a counseling adviser.

Program Notes

861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses. Exceptions must receive approval of a counseling faculty adviser.

Students may take 861.511 Career/Life Development and Planning; 861.605 Human Development and Counseling; and 863.681 Research and Evaluation for Counselors, along with 861.507 Introduction to Counseling as a Helping Profession.

861.502 Counseling Theory and Practice is a required prerequisite for all other counseling courses.

861.503 Group Counseling and Group Experience

and 863.681 Research and Evaluation for Counselors are required prerequisites for 861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.

861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation is prerequisite for 861.614 The Context of School Counseling: Family, School and Community.

Students must take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice and 861.503 Group Counseling and Group Experience. All laboratory courses must be completed with a B or above before enrolling in 863.809 Counseling Practicum. A minimum of 39 credits of required coursework including 863.809 Counseling Practicum must be taken before enrolling in 863.820 Internship in School Counseling.

Students must receive grades of B or better in all laboratory course, practicum experiences, and internships to remain in the program.

A comprehensive exam or final portfolio review is required during the last semester.

Organizational Counseling

The Master of Science in Organizational Counseling combines the knowledge and skill of counseling theory and practice with organizational behavior expertise. Students learn core counseling skills and receive specialized preparation in organizational counseling. The degree includes didactic instruction and opportunities for experiential learning. The design of the program integrates traditional counseling courses with organizational counseling strategies that utilize technology, assessment, program planning, and consulting.

Student typically move through the organizational core course work as a cohort. Core organizational counseling courses are offered online with monthly learning modules. Students in this program must have access to a computer with Internet connection. The intent is to provide students with an integrative understanding of workplace-related issues and expertise in counseling skills.

Applicants must submit a resume or curriculum vitae, personal statement of goals, two letters of recommendation, and undergo an admission interview. School of Education faculty will review the required goal statement and evaluate responses in the interview. The departmental admission committee reserves the option to require their prerequisite course work is successfully completed prior to admission. Before being admitted, students must meet with an adviser to plan the sequence of courses to meet all program requirements.

Requirements

The program requires a minimum of 48 graduate credits to be completed within five years. Students complete Phase 1, core and advanced counseling courses, at an individual pace and move on to complete the organizational core component as a cohort. Students complete Phase 2 organizational counseling cohort in one academic year. Phase 2 courses are offered through distance education supplemented by monthly classroom learning modules. In Phase 3 students complete a 600-hour internship and earn two credits of electives. With approval of the adviser, a student may transfer a maximum of three graduate credits from an accredited college or university if the course is directly applicable to the student's program and has been taken within the five-year time limit.

Program Plan***Phase 1: Basic Core Counseling***

Students must complete 30 graduate credits in courses listed below or their equivalents. Equivalency will be determined by the program adviser.

- 861.507 — Introduction to Counseling as a Helping Profession (lab course)
- 861.511 — Career/Life Development and Planning
- 863.681 — Research and Evaluation for Counselors
- 861.502 — Counseling Theory and Practice (lab course)
- 861.503 — Group Counseling and Group Experience (lab course)
- 861.609 — Diagnosis in Counseling
- 861.612 — Appraisal and Testing for Counselors
- 863.607 — Cross Cultural Counseling: Issues and Interventions
- 863.795 — Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling)
- 863.809 — Counseling Practicum (formerly 861.712 Advanced Techniques in Counseling)

Phase 2: Organizational Counseling Core

Note: The first seven Phase 1 courses listed above must be completed before entering Phase 2.

863.607 Cross Cultural Counseling: Issues and Interventions may be taken concurrently with Phase 2. Designed for active, working adults, core organizational counseling courses are offered through distance education supplemented by monthly classroom learning modules.

- 860.586 — Organizational Context and Workplace Culture
- 861.621 — Counseling and Organizational Behavior (Part I)
- 861.622 — Counseling and Organizational Behavior (Part II)
- 861.619 — Organizational Consultation

Phase 3: Internship

- 863.823 — Internship in Organizational Counseling

Electives

Students must choose a minimum of two elective graduate credits selected with the approval of a counseling adviser.

Program Notes

861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses. Exceptions must receive approval of a counseling faculty adviser.

Students may take 861.511 Career/Life Development and Planning, 861.605 Human Development and Counseling, and 863.681 Research and Evaluation for Counselors, along with 861.507 Introduction to Counseling as a Helping Profession.

861.502 Counseling Theory and Practice is a required prerequisite for all other counseling courses.

A minimum of 18 hours of required coursework including 861.503 Group Counseling and Group Experience are prerequisites for 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling.

Students must take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice and 861.503 Group Counseling and Group Experience. All laboratory courses must be completed with a B or above before enrolling in 863.809 Counseling Practicum. A minimum of 39 credits of required course work including 863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling and 863.809 Counseling Practicum must be taken before enrolling in 863.823 Internship in Organizational Counseling.

Students must receive grades of B or better in all laboratory course, practicum experiences, and internships to remain in the program.

An orals exam or final portfolio review is required during the last semester.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN COUNSELING

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

Applicants are required to have completed a master's degree in counseling or a closely related field from a regionally accredited institution of higher education and submit three letters of recommendation, a statement of career goals, and a resume or curriculum vitae. Eligible applicants are invited for an interview with the admission committee.

Required Course (3 credits)

861.713 — Advanced Treatment Approaches

Electives

Twenty-seven credits with approval of an adviser. Recommended electives include:

860.570 — The Theory and Practice of Clinical Supervision

863.826 — Advanced Internship in Counseling I

863.827 — Advanced Internship in Counseling II

GRADUATE CERTIFICATE PROGRAMS IN COUNSELING AND HUMAN SERVICES

Clinical Community Counseling

This 15-credit program leads to a post-master's certificate for counselors and human service professionals who wish to enhance their professional knowledge and skills. It is also intended for students who need to complete the academic requirements for licensure as clinical professional counselors. Students develop individualized programs of study with specialized concentrations in collaboration with their faculty adviser.

Requirements

Fifteen credits with the approval of the adviser.

Clinical Supervision

This 12-credit certificate provides didactic and experiential training to experienced counseling professionals who intend to supervise counselors at early stages in their professional development. It seeks to enhance the skills and knowledge of supervisors in school,

mental health, and other settings by promoting and sharing models of excellence in the practice of counselor supervision.

Admissions Requirements

Applicants must be state licensed in counseling or a closely related field with a minimum of a master's degree and have at least two years of fully licensed experience, three relevant letters of recommendation, and an appropriate statement of aims and objectives.

Required Courses (9 Credits)

860.570 — The Theory and Practice of Clinical Supervision

863.611 — Strategies of Clinical Supervision

863.825 — Internship in Clinical Supervision

Elective Courses

Students must take three credits in advanced counseling coursework suitable to their supervision setting. The adviser must approve courses.

Contemporary Trauma Response

This 18-credit certificate is intended for experienced professional counselors and therapists who want to add to their expertise intervention skills in extreme stress reactions and the psychological traumatic effects of disaster, terrorism, war, and torture. It includes a capstone practicum experience working with survivors of trauma and disaster and their families under the supervision of experts.

Admissions Requirements

Applicants must have a minimum of a master's degree in counseling or a closely related field, three relevant letters of recommendation, and an appropriate statement of aims and objectives.

Required Courses (12 credits)

863.665 — Contemporary Issues in Extreme Stress and Trauma Reactions I

863.666 — Contemporary Issues in Extreme Stress and Trauma Reactions II

860.591 — Critical Incident Debriefing

860.695 — Secondary Trauma and Compassion Fatigue

863.810 — Clinical Community Trauma Intervention Practicum

860.528 — Post-Traumatic Stress Disorder

Elective Courses

With the approval of their adviser, students choose six credits of electives suitable to their specific interests.

Counseling At-Risk Youth

The Department of Counseling and Human Services at Johns Hopkins University offers a 15-credit Certificate in Counseling At-Risk Youth. It is available to persons holding at least a master's degree in counseling or related field. The program provides knowledge and training to work with adolescents and children experiencing family problems and other issues such as alcohol and drug abuse, anxiety, depression, criminality, violence, and suicide. It is intended to empower counselors with the intervention skills necessary to deal with the problems of disruptive youth on a greater level of severity than their original master's coursework is designed to address.

Course Requirements

The plan of study consists of a minimum of 15 graduate credits (5 courses) to be completed within 3 years. A minimum of a master's degree in counseling or a related discipline from an accredited college or university is required for admission to the program.

Applicants are required to submit a completed application to the School of Education, a detailed resume or curriculum vitae, three letter of recommendation, and a statement of career goals. Eligible applicants will be invited with the admissions committee.

Requirements (9 credits)

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

- 863.572 — Counseling At-Risk Youth
- 863.571 — Counseling Adolescents
- 863.527 — Counseling the Early Adolescent

and both of the following courses for a total of 6 credits.

- 863.603 — Couple and Family Therapy
- 863.630 — Addictions Counseling I: Theory and Approaches

Electives (6 credits)

Chosen with the approval of the adviser.

Organizational Counseling

This certificate in the emerging field of organizational counseling prepares students to provide consultation and counseling services in organizational settings. The Department of Counseling and Human Services offers training to professional counselors and others in the human services management and

business communities who have completed a master's degree in counseling or its equivalent.

Designed for active, working adults, core organizational counseling courses are offered online with monthly classroom learning modules. Students must have access to a computer with an Internet connection. The program provides students with an integrative understanding of workplace-related issues and expertise in counseling skills. A concentration in career development is possible. Contact the adviser for information.

While program participants are required to complete a minimum 15 graduate credits within three years, the certificate can be completed in one calendar year.

Admission

Applicants must hold a master's degree in counseling or a closely related field. Students must show completion of graduate-level work in the following content areas:

- career counseling, including career development and planning;
- principles of tests and assessments;
- diagnosis and treatment planning
- cross-cultural counseling.

Applications must be postmarked by July 15 in order to begin the program as part of the fall cohort

Requirements

- 860.586 — Organizational Context and Workplace Culture
- 861.621 — Counseling and Organizational Behavior (Part I)
- 861.622 — Counseling and Organizational Behavior (Part II)
- 861.619 — Organizational Consultation
- 861.618 — Organizational Counseling: Integrating Theory and Practice

Three elective credits may be chosen with program adviser approval. Many of these elective courses are offered on weekends or as part of the department's Summer Seminar Series.

Play Therapy

The Department of Counseling and Human Services offers a graduate certificate in the emerging, specialized field of play therapy. Play therapy has been applied in elementary, middle, and high school counseling programs to successfully decrease maladaptive behaviors associated with social, emotional, behavioral, and learning difficulties in children and adoles-

cents. This certificate offers training to mental health professionals interested in expanding their knowledge, skills, and dispositions in the practice of counseling children and adolescents by using play therapy. Students who satisfactorily complete the coursework contained within this certificate program will earn the 150 hours of play therapy-specific graduate training required to secure the Registered Play Therapist (RPT) credential issued by the Association for Play Therapy.

Admission Requirements

Applicants must:

- Hold a minimum of a master's degree in one of the following disciplines—counseling, counselor education, psychology, counseling psychology, school psychology, school counseling, rehabilitation counseling, marriage and family therapy, social work, or a closely-related mental health graduate program
- Possess a strong interest in expanding their knowledge, skills, and dispositions in the practice of counseling children and adolescents by utilizing play therapy
- Have the ability to understand and integrate diverse viewpoints and to practice within the boundaries of professional and ethical standards

Course Requirements

The plan of study requires a minimum of 15 graduate credits to be completed within three years. However, many students may develop a program of study to complete the certificate in one calendar year. The program comprises nine graduate hours of play therapy coursework, 3 graduate hours of ethics, and at least 3 graduate hours of electives.

Required Courses

Note: The first three courses listed below build upon each other and must be taken chronologically, with Introduction to Play Therapy as the first in the sequence:

- 863.526 — Introduction to Play Therapy
- 863.652 — Advanced Play Therapy Interventions
- 863.654 — Special Topics in Play Therapy
- 863.633 — Ethics and Legal Issues in Counseling
Young Children and Adolescents (or an adviser-approved graduate course in ethics)

Electives

Three elective credits may be chosen with program adviser approval

Spiritual and Existential Counseling and Therapy

This graduate certificate program is designed for practicing professionals who are interested in expanding their skills and knowledge in the field of spirituality. Issues related to spirituality often arise during counseling practice, and this 12-credit program is designed to address this area.

The program is intended for persons who already possess a master's degree in counseling or a related field. Students who do not have a master's degree and who have already been accepted into a master's program within the Department of Counseling and Human Services may take individual courses in this program as electives, provided they have taken the prerequisite course, 861.502 Counseling Theory and Practice, and have approval of the adviser.

Requirements

- 863.670 — Existential Counseling and Therapy
- 863.674 — Advanced Asian Meditation Therapies
- 863.676 — Spiritual Approaches to Counseling

Electives

Students must take an additional three credits of electives selected with the approval of an adviser.

DEPARTMENT OF SPECIAL EDUCATION

Through master's, certificate of advanced graduate study, certificate, and doctoral programs, the Department of Special Education prepares educators to make a difference in the lives of children with special needs. The department contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults by developing programs that combine the latest research and theory with intervention strategies.

Candidates for the Master of Science in Special Education degree may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The program includes courses required for certification as a special educator in the state of Maryland, and students may select from three areas of concentration: early childhood education, mild to moderate disabilities, and severe disabilities.

We also offer a number of professional development options for special educators. The department offers a 30-credit Certificate of Advanced Graduate Study (CAGS) for students who have a special education background. The program adviser and student develop a course of study including required and elective courses. These programs, designed by faculty members who are actively engaged in addressing special education priorities at the state and national level, were created for educators who wish to enhance their existing skills or for those who choose to develop new specialties. The options include master's degrees, certificates of advanced graduate study, and graduate certificate programs. A Doctor of Education degree with a concentration in special education is also available.

MASTER OF SCIENCE IN SPECIAL EDUCATION

Candidates for the Johns Hopkins Master of Science in Special Education programs may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers.

- Master's Programs Leading to Teacher Certification
- Master's Programs - Non Certification (for students who choose to pursue the MS degree but who do not wish to qualify for teacher certification)

Depending on the specific concentration, students complete 33 to 39 graduate credits for their master's degrees. Students must work with a program adviser to develop a program of study that includes required and elective courses.

Master's Programs Leading to Teacher Certification

The Master of Science in Special Education has been approved by the Maryland State Department of Education in the following areas:

- Early Childhood Education (Infant/Primary) - birth through grade three
- Mild to Moderate Disabilities (Elementary/Middle) - grades one through eight
- Mild to Moderate Disabilities (Secondary/Adult) - grade six through age 21
- Severe Disabilities - kindergarten through grade 12

To be fully admitted, applicants to Special Education programs leading to teacher certification must have a GPA of 3.0 or better and passing scores on the Praxis 1 exam. Students who meet the 3.0 GPA but have not passed Praxis 1 will be admitted provisionally. Successful completion of Praxis 1 is required by the end of the first semester of study.

Students will be required to undergo a criminal background check prior to participating in their internship. In addition to coursework, the internship and all Praxis exams must be completed prior to graduation. A grade of B or better is required for the internship.

Depending on the specific area of concentration, students complete 33 to 39 graduate credits for their master's degree. Students must work with a program adviser to develop a program of study that includes required and elective courses. Graduating students are eligible for teacher certification in Maryland in the appropriate area of specialization.

Early Childhood Education (Infant/Primary Level)

Adviser: Linda Tsantis (Columbia), 410-516-9760

This 42-credit program prepares teachers and related services professionals to work with infants, pre-schoolers, 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 course work and field experi-

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

Interested students may pursue teacher certification by completing the program approved by the Maryland State Department of Education. Students who are not working toward teacher certification develop individualized programs of study jointly with their program adviser.

For additional information, contact program adviser Linda Tsantis at 410-516-9760.

Number of Credits Required: 42

Prerequisite Courses

- 882.511 — Human Growth and Development: A Lifespan Perspective
- 871.501 — Introduction to Children and Youth with Exceptionalities
- 872.800 — Exploratory Site-Based Field Experience in Early Childhood Special Education

Required Courses

- 872.500 — Professional Seminar in Early Childhood Special Education
- 871.510 — Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.511 — Instructional Planning and Management in Special Education
- 872.512 — Collaborative Programming in Early Childhood Special Education
- 871.513 — Applied Behavioral Programming
- 872.514 — Development of Young Children with Disabilities
- 872.501 — Foundations of Learning and Literacy: Screening, Evaluation, and Assessment of Young Children with Disabilities: B-4 yrs.
- 872.502 — Foundations of Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: B-3 yrs.
- 872.503 — Learning and Literacy: Screening, Evaluation, and Assessment of Young Children with Disabilities: 5-8 yrs.
- 872.504 — Early Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: 3- 5 yrs.
- 872.506 — Learning and Literacy: Program Planning and Implementation: Primary Special Education
- 872.509 — Diagnosis and Instruction of Reading for Young Children with Disabilities: Grades One Through Three

872.810 — Internship: Early Intervention and Preschool Special Education

872.811 — Internship: Preschool and Primary Level Special Education

Mild to Moderate Disabilities: Generic Special Education Certification

Advisers: Laurie U. deBettencourt (Montgomery County), 301-294-7056; Michael S. Rosenberg (Homewood), 410-516-8275

This 39-credit program is designed for individuals who are seeking teacher certification to work with students who have mild to moderate disabilities, including learning disabilities, emotional disturbances, and mild mental retardation. Teacher certification options are available at the elementary/middle school (grades one through eight) or secondary/adult levels (grades six through 12). The teacher certification program provides instruction and applied experiences in legal issues, psychoeducational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Students learn to apply specialized techniques within a continuum of educational settings.

Graduates of this program are eligible for certification in generic special education in Maryland. Graduate students must achieve qualifying scores on Praxis I prior to the first internship and Praxis II prior to graduation. Students who do not have an experiential background in education are required to complete an exploratory field experience during their first semester.

For additional information, contact program adviser Dr. Laurie U. deBettencourt, coordinator of the MMD program, at 301-294-7056 in Montgomery County.

Requirements: Elementary/Middle

Number of Credits Required: 39

Prerequisite Courses

- 871.501 — Introduction to Children and Youth with Exceptionalities
- 882.511 — Human Growth and Development: A Lifespan Perspective
- 874.809 — Exploratory Field Experience in Mild to Moderate Disabilities
- 884.500 — Introductory Processes and Acquisition of Reading
- 884.502 — Diagnosis/Assessment for Reading Instruction

Required Courses

- 874.512 — Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 871.513 — Applied Behavioral Programming
- 871.511 — Instructional Planning and Management in Special Education
- 874.513 — Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/ Middle
- 874.526 — Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 874.860 — Mild to Moderate Disabilities Internship: Induction - Elementary/Middle
- 871.510 — Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.524 — Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities
- 874.541 — Reading: Methods for Students with Mild to Moderate Disabilities
- 871.512 — Collaborative Programming in Special Education
- 874.525 — Mathematics: Methods for Students with Mild to Moderate Disabilities
- 892.562 — Access to General Education Curriculum with Technology Accommodations (lab course)
- 874.861 — Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle

Requirements: Secondary/Adult

Number of Credits Required: 39

Prerequisite Courses

- 871.501 — Introduction to Children and Youth with Exceptionalities
- 882.511 — Human Growth and Development: A Lifespan Perspective
- 874.809 — Exploratory Field Experience in Mild to Moderate Disabilities
- 884.501 — Advanced Processes and Acquisition of Reading
- 884.502 — Diagnosis/Assessment for Reading Instruction

Required Courses

- 874.512 — Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Mild Mental Retardation
- 871.513 — Applied Behavioral Programming

- 871.511 — Instructional Planning and Management in Special Education
- 874.514 — Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult
- 874.526 — Classroom Management: Methods for Students with Mild to Moderate Disabilities
- 874.870 — Mild to Moderate Disabilities Internship: Induction - Secondary/Adult
- 871.510 — Legal Aspects, Service Systems, and Current Issues in Special Education
- 874.527 — Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities
- 874.542 — Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities
- 871.512 — Collaborative Programming in Special Education
- 874.528 — Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities
- 892.562 — Access to General Education Curriculum with Technology Accommodations (lab course)
- 874.871 — Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult

Severe Disabilities: Special Education Certification

Adviser: Gloria M. Lane, 410-516-8275

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

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

For additional information, contact program adviser Gloria M. Lane at 410-516-8275.

Minimum Number of Credits Required: 36

Prerequisite Courses

- 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

- 871.510 — Legal Aspects, Service Systems, and Current Issues in Special Education
- 871.511 — Instructional Planning and Management in Special Education
- 871.512 — Collaborative Programming in Special Education
- 871.513 — Applied Behavioral Programming
- 871.514 — Medical and Physical Aspects of Disabilities
- 877.518 — Education of Students with Severe Disabilities: Management of Motor Skills
- 877.555 — Teaching Communication and Social Skills
- 877.513 — Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.514 — Community and Independent Living Skills
- 877.515 — Education of Students with Severe Disabilities: Hearing and Vision Impairments
- 877.810 — Internship in Severe Disabilities: Elementary
- 877.811 — Internship in Severe and Multiple Disabilities: Middle and Secondary

Master's Programs not Leading to Teacher Certification

Students who choose to pursue the MS degree but who do not wish to qualify for teacher certification may concentrate their studies in one of the following areas:

- Differentiated and Inclusive Education
- Severe Disabilities
- General Special Education Studies
- Technology in Special Education

Depending on the specific concentration, students complete 33 to 39 graduate credits for their master's degree. Students must work with a program adviser to develop a program of study that includes required and elective courses.

Mild to Moderate Disabilities: Differentiated and Inclusive Education

Adviser: Laurie U. deBettencourt (Montgomery County), 301-294-7056

This 39- credit program leads to the Master of Science in Special Education degree within the mild to moderate disabilities concentration with an emphasis on differentiated/inclusive education. It is designed for credentialed and practicing general educators, special educators, related service personnel, and other credentialed professionals working in schools who desire enhanced training toward including students with a range of learning needs (including mild, moderate, and severe disabilities) into general education schools and classrooms. The program promotes heterogeneous instruction for students with a variety of learning needs. Courses are offered during the late afternoon and evening at Hopkins campuses in Columbia in Howard County, Maryland; and Rockville in Montgomery County, Maryland.

Requirements

The curriculum comprises core courses (21 credits) for all professionals and several options, including special education certification at the elementary/middle level for general educators who are already certified in grades one through eight. For graduate students who are seeking special education certification, successful completion of Praxis exams must occur at specific points in the program prior to graduation. Substitutions for required courses may be made depending upon the graduate student's academic record and professional goals.

Students in this program seeking generic special education certification who are currently certified in elementary/middle school (grades one through eight) education must complete specific courses listed below, fulfill Praxis exam requirements prior to graduation, and may need to fulfill MSDE reading requirements (dependent on applicant's previous coursework).

Prerequisite Courses

- 871.501 — Introduction to Children and Youth with Exceptionalities
- 882.511 — Human Growth and Development: A Lifespan Perspective

Core Courses

- 878.501 — Differentiated Instruction and Inclusion
- 878.502 — Curriculum Design and Adaptations for Strategic Interventions I
- 878.512 — Curriculum Design and Adaptations for Strategic Interventions II

- 878.503 — Educational Measurement and Curricular
-Based Assessment
- 878.505 — Cooperative Learning for Diverse School
Programs
- 871.512 — Collaborative Programming in Special
Education
- 878.518 — Assistive Technology for Inclusive
Education
- 871.513 — Applied Behavioral Programming
- 874.526 — Classroom Management: Methods for
Students with Mild to Moderate
Disabilities
- 871.510 — Legal Aspects, Service Systems, and
Current Issues in Special Education
- 878.810 — Internship in Inclusive Education:
Induction
- 878.811 — Internship in Inclusive Education:
Culmination
- 874.512 — Characteristics of Students with Mild to
Moderate Disabilities: Learning Dis-
abilities, Emotional Disturbance, and
Mild Mental Retardation

Students already certified in special education or not seeking special education certification complete the following courses (substitutions can be made, depending on applicant's professional goal):

- 874.521 — Strategies Instructional Model: Learning
Strategies I
- 874.522 — Strategies Instructional Model: Learning
Strategies II
- 878.504 — Communication and Counseling Inter-
vention for Students with Troubling
Behavior
- 878.506 — Social and Emotional Interventions

Elective Courses

Specific courses are determined with adviser approval to comprise the 36-credit master's degree.

Severe Disabilities

Adviser: Gloria M. Lane, 410-516-8275

This 33-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.

Number of Credits Required: 33

Core Courses

- 871.510 — Legal Aspects, Service Systems, and
Current Issues in Special Education
- 871.512 — Collaborative Programming in Special
Education
- 871.513 — Applied Behavioral Programming
- 871.514 — Medical and Physical Aspects of
Disabilities

Severe Disabilities Courses

- 877.512 — Education of Students with Severe Dis-
abilities: Language and Cognition
- 877.513 — Education of Students with Severe Dis-
abilities: Augmentative Communication
Systems
- 877.514 — Community and Independent Living
Skills
- 877.515 — Education of Students with Severe Dis-
abilities: Hearing and Vision Impair-
ments
- 877.518 — Education of Students with Severe Dis-
abilities: Management of Motor Skills

Elective Courses

- 871.502 — Educational Alternatives for Students
with Special Needs
- 871.511 — Instructional Planning and Management
in Special Education
- 871.525 — Writing Grant and Contract Proposals
- 872.514 — Development of Young Children with
Disabilities
- 872.501 — Foundations of Learning and Literacy:
Screening, Evaluation, and Assessment
of Young Children with Disabilities:
B-4 yrs.
- 872.503 — Learning and Literacy: Screening,
Evaluation, and Assessment of Young
Children with Disabilities: 5-8 yrs.
- 872.502 — Foundations of Learning and Literacy:
Program Planning and Implementation
for Young Children with Disabilities: B-
3 yrs.
- 872.504 — Early Learning and Literacy: Program
Planning and Implementation for Young
Children with Disabilities: 3-5 yrs.
- 872.506 — Learning and Literacy: Program Plan-
ning and Implementation: Primary Spe-
cial Education
- 877.551 — Survey of Autism and Other Pervasive
Developmental Disorders
- 877.552 — Behavioral Interventions for Students
with Autism

- 877.553 — Classroom Programming for Students with Autism
 877.830 — Graduate Project in Severe Disabilities
 892.560 — Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)

General Special Education Studies

Advisers: Gloria Lane, Michael Rosenberg (Homewood), 410-516-8275; Linda Tsantis (Columbia), 410-516-9760

The Master's in General Special Education provides an individualized program of study for individuals working in school and community organizations that support children, youth, and adults with disabilities. This program accepts certified special educators, and related services and community based professionals. Applicants must possess an academic background in special education or related field, and have experience working with individuals who have cognitive and/or developmental disabilities.

With the approval of an adviser, students may apply credits earned in a graduate certificate program toward a Master of Science in Special Education degree with a concentration in General Special Education Studies. In addition to coursework earned through graduates credits, participants are required to take the following courses:

- 871.510 Legal Aspects, Service Systems, and Current Issues in Special Education
 871.831 Advanced Graduate Project in Special Education

Available certificate programs include:

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

Note: Some certificate options require that students hold certification of licensure in education or a related service field.

Technology in Special Education

Adviser: John Castellani (Columbia), 410-516-9755

This 36-credit program prepares educators and related service professionals, such as speech-language

pathologists and physical or occupational therapists, for leadership roles in the integration of assistive technology into effective instruction.

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

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

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

Number of Credits Required: 36

Core Courses (9 credits)

- 892.800 — Graduate Internship in Assistive Technology
 893.601 — Evaluation and Research of Technology Supported Interventions and Programs
 892.701 — Advanced Seminar in 21st Century Skills (formerly Advanced Seminar in Special Education Technology)

Concentration Courses (27 credits)

Technical Resource

- 893.515 — Hardware, Operating Systems, and Networking for Schools and Organizations

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

- 892.546 — Computer Access for Individuals with Disabilities (lab course)
 892.565 — Assistive Technology to Support Language and Literacy Development (lab course)

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

893.508 — Technology and the New Science of Learning

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

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

892.552 — Augmentative Communication: Evaluation (formerly Augmentative Communication: Evaluation and Strategies)

Agent of Change

892.548 — Assistive Technology Evaluation: A Team Approach (lab course)

893.634 — Technology Leadership for School Improvement

893.632 — Data-driven Decision Making

PROFESSIONAL IMMERSION SPECIAL EDUCATION (PROSEMS) COHORT PROGRAM

Adviser: Laurie deBettencourt (Montgomery County), 301-294-7040

The School of Education at Johns Hopkins University, in partnership with Montgomery County Public Schools, offers a master's degree cohort program for those interested in becoming special education teachers. Visit teach.jhu.edu/prosems/ for more information.

Elements of the ProSEMS program include:

- Two year, 39-credit immersion graduate program
- Successful completion of the program leads to: Master of Science in Special Education degree in Teaching Students with Mild to Moderate Disabilities (MMD)
- Eligibility for Maryland State Department of Education (MSDE) certification in Special Education (generic) grades 1-12
- Field experiences as substitute and student teachers during first year of the program; hired as full-time special education teachers during second year (Teaching Fellowship) of program

- Three-year, full-time teaching commitment in Montgomery County Public Schools (MCPS) upon successful completion of the program

Program Benefits:

- All tuition, books, and fees paid after first six-graduate credits
- Extensive mentoring and supervision from Johns Hopkins and MCPS faculty and staff
- Stipend of ~\$29,000 paid during second year (Teaching Fellowship)
- Contracted to work in MCPS as a special educator upon successful completion of the program.

Eligible applicants include people who: desire career change and already have an undergraduate degree; have recently completed or will complete an undergraduate degree by May 2008; are not already certified special education teachers, nor close to full certification; have a 3.0 cumulative grade point average (GPA) for all post-high school coursework.

Applications are due by June 1, 2008. Coursework begins Fall 2008. Interviews are held several times throughout the year, so applicants are encouraged to apply early. All complete applications will be screened, and candidates will be notified only if they are selected for an interview.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN SPECIAL EDUCATION

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

Applicants are required to have completed a master's degree in counseling or a closely related field from a regionally accredited institution of higher education and submit three letters of recommendation, a statement of career goals, and a resume or curriculum vitae. Eligible applicants are invited for an interview with the admission committee.

GRADUATE CERTIFICATE PROGRAMS IN SPECIAL EDUCATION

Assistive Technology for Communication and Social Interaction

Adviser: John Castellani (Columbia), 410-516-9755

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

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

Requirements (15 credits)

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

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

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

892.548 — Assistive Technology Evaluation: A Team Approach (lab course)

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

892.565 — Assistive Technology to Support Language and Literacy Development (lab course)

892.552 — Augmentative Communication: Evaluation (formerly Augmentative Communication: Evaluation and Strategies)

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

892.561 — Advanced Applications of Assistive Technology for Individuals with Disabilities

892.546 — Computer Access for Individuals with Disabilities (lab course)

892.800 — Graduate Internship in Assistive Technology

Advanced Methods for Differentiated Instruction and Inclusive Education

Adviser: Laurie U. deBettencourt (Montgomery County), 301-294-7056

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

The 15-credit 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.

878.501 — Differentiated Instruction and Inclusion

878.502 — Curriculum Design and Adaptations for Strategic Interventions I

878.503 — Educational Measurement and Curricular-Based Assessment

878.505 — Cooperative Learning for Diverse School Programs

871.512 — Collaboratively Programming

Early Intervention/Preschool Special Education Specialist

Adviser: Linda Tsantis (Columbia), 410-516-9760

This 15-credit certificate program is designed for individuals who wish to acquire knowledge and skills associated with high-quality early intervention and preschool special education for young children with disabilities from birth to 5 years of age. Those who

have previously earned teacher certification in generic special education at the elementary/middle (grades one through eight) or secondary/adult (grade six through age 21) may meet requirements for certification at the infant/primary level (birth through grade three). Some applicants may need to complete a sequence of prerequisite or provisional acceptance courses to be fully admitted to this certificate program.

Upon completion of the graduate certificate program, participants will:

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

Faculty advisers collaborate with applicants to develop an individualized program of studies that includes, at a minimum, all courses in the proposed curriculum. For additional information, contact adviser Linda Tsantis at 410-516-9760.

Requirements

- 872.512 — Collaborative Programming in Early Childhood Special Education
- 872.501 — Foundations of Learning and Literacy: Screening, Evaluation, and Assessment of Young Children with Disabilities: B-4 yrs.
- 872.502 — Foundations of Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: B-3 yrs.
- 872.504 — Early Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: 3-5 yrs.
- 872.810 — Internship: Early Intervention and Preschool Special Education

Education of Students with Autism and Other Pervasive Developmental Disorders

Adviser: Gloria M. Lane (Homewood), 410-516-8275

Designed for special educators and professionals from the related service disciplines, this 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.

Requirements (15 credits)

Take the following three courses for a total of 9 credits:

- 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

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

- 877.552 — Behavioral Interventions for Students with Autism
- 871.513 — Applied Behavioral Programming

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

- 892.560 — Assistive Technology for Educating Individuals with Low Incidence Disabilities (lab course)
- 877.513 — Education of Students with Severe Disabilities: Augmentative Communication Systems

Education of Students with Severe Disabilities

Adviser: Gloria Lane (Homewood), 410-516-8275

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

engage meaningfully in school, home, and community activities.

Teachers who hold generic special education certification may obtain a second Maryland Teacher Certification in Severe and Profound Disabilities, K-12. Additional internship requirements may apply (877.810 or 877.811). Interested applicants should contact the program's adviser, Gloria Lane.

Requirements (15 credits)

- 877.513 — Education of Students with Severe Disabilities: Augmentative Communication Systems
- 877.514 — Community and Independent Living Skills
- 877.515 — Education of Students with Severe Disabilities: Hearing and Vision Impairments
- 877.518 — Education of Students with Severe Disabilities: Management of Motor Skills
- 877.555 — Teaching Communication and Social Skills

DEPARTMENT OF INTERDISCIPLINARY STUDIES IN EDUCATION

Through its teaching, research, and partnership programs, the Department of Interdisciplinary Studies in Education (DISE) contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults.

More specifically, DISE draws upon interdisciplinary research and academic programs to address needs in PK-12 education, with a particular emphasis on urban and urbanizing schools. Initiatives include both those that enhance the content knowledge of educators, and those that apply current research and development activities to the improvement of student achievement and enhanced school performance. Interdisciplinary graduate programs, research projects, and professional development activities are being developed in partnership with other Johns Hopkins University academic units and with public schools. Current activities include:

- programs in PK-12 Science, Technology, Engineering, and Mathematics (STEM) Education
- supporting teachers in urban settings
- leadership in out-of-school time learning programs
- the establishment of an Urban Leadership Development Academy
- creating supportive and safe learning environments
- connecting research in neurosciences with educational practices
- exploring the impact of health issues on school learning

GRADUATE CERTIFICATE IN ADULT LEARNING

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

In the second half of the program, participants ex-

plore 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.

This program can also be combined with another graduate education certificate program for a 33-credit master's degree in Teacher Development and Leadership. Prospective students may arrange an appointment with an adviser by contacting the Department of Teacher Preparation at 410-516-9760.

Requirements (15 credits)

610.610 — Foundations to Innovation for Adult Learning

610.620 — Assessment-Based Instructional Design for Adult Learning

610.630 — Effective and Instructional Strategies and Technologies for Adult Learning

610.640 — Leadership in Adult Learning

610.650 — Internship for Adult Learning

GRADUATE CERTIFICATE IN OUT-OF-SCHOOL TIME LEARNING: ENGAGING LEADERS TO ADVANCE THE FIELD

Adviser: Jennifer Brady, 410-516-6230

The Johns Hopkins University School of Education and the Center for Summer Learning have partnered to offer a unique 15-credit graduate certificate program to prepare professionals to lead high-quality summer and after-school programs.

This certificate is designed to prepare Out-of-School Time (OST) program directors and managers at schools and community-based organizations to meet the unique challenges of leading and managing after-school and summer programs in both formal and informal settings.

Leadership and management skills will be developed through the lens of high-quality academic and youth development programming during the out-of-school hours. The one-year cohort program will enhance the skills and knowledge of OST program managers by:

- Promoting and sharing models of excellence and research-based practices in OST learning.

- Providing job-embedded, practical, and theoretical learning experiences focused on improving the quality of programs and services.
- Fostering dialogue among OST professionals to obtain the skills needed to manage and sustain high-quality after school and summer programs.
- Supporting participants' development as reflective practitioners and creative problem-solvers.

Courses for the term beginning January 2008, will be offered entirely online. Three face-to-face meetings will take place in Baltimore in January and December, and at the Center for Summer Learning's national conference in April in Albuquerque, New Mexico. An innovative summer practicum/ internship will provide participants with an opportunity to implement their knowledge through a program of their choosing.

The program leverages the expertise of education, youth development, and non-profit management faculty across the University. In addition to instruction by Center for Summer Learning and other Johns Hopkins University faculty, students will benefit from exposure to guest lecturers and national experts in the OST field.

Requirements (15 credits)

Developed in partnership with the Center for Technology in Education, this highly innovative certificate consists of a series of five courses and a hands on summer practicum. The program uses a cohort model where each class of participants takes the courses sequentially over a one-year time period.

- 880.601 — Principles and Approaches to Out-of-School Time Learning
 887.601 — OST Program Management and Implementation
 887.603 — OST Staff Leadership and Development
 880.605 — Practicum-Parts 1 and 2
 887.605 — OST Program Evaluation
 887.609 — Finance and Sustainability in OST
 880.607 — Practicum Project Presentation/Program Debrief

GRADUATE CERTIFICATE IN URBAN EDUCATION

The 15-credit Graduate Certificate in Urban Education will assist the early-career certified teacher and other teaching professionals in understanding, valuing, and contributing to the rich diversity of schools and communities in urban and urbanizing settings in order to enhance learning outcomes for all students.

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

- engaging children in classrooms with positive behavioral climates
- demonstrating high quality standards-based teaching practices within the context of urban settings
- providing children with engaging and culturally sensitive learning activities
- communicating effectively within the school and parent community
- engaging community resources to enhance learning experiences
- building leadership capacity within the school setting
- linking school and classroom practices with systemic initiatives

Admission Requirements

Candidates for the Graduate Certificate in Urban Education should hold a bachelor's, master's or post-master's degree in education or a related field from a regionally accredited college or university with a cumulative grade point average of 3.0 (on a 4.0 scale), or a 3.0 cumulative grade point average for the last half of the undergraduate program. Applicants should submit official transcripts from all colleges attended for bachelor's and post-baccalaureate study, an essay, and an application of admissions for the School of Education. For more information, please contact Susan McLean at mclean@jhu.edu or 410-516-8225. To obtain an application visit education.jhu.edu and click "Apply" under the Quick Links heading.

Requirements (15 credits)

- 881.621 — Effective Schools & Effective Instruction
 882.524 — Education of Culturally Diverse Students
 851.630 — School, Family and Community Collaboration
 882.618 — Teaching to the Developmental Needs of the Whole Child
 810.665 — School Reform in the Urban Environment

DOCTORAL PROGRAMS IN EDUCATION

The School of Education's doctoral programs are a significant feature of the school's research function and contribute greatly to its mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults. The school offers the degree of Doctor of Education with concentrations in special education and teacher development and leadership. Since all programs are not offered each year or may be offered only as a cohort, those interested in doctoral study should contact the appropriate department before submitting an application to determine current program openings and admission timelines. The Doctor of Education is awarded by the university based on the recommendation of the appropriate faculty and the Academic Council of the School of Education. These competency-based programs include formal coursework; field experiences; and research preparation for students who will assume leadership positions in college-level teaching, research, administration, and supervision of educational and human services organizations. Students must complete the program, including dissertation and defense, within seven years.

Special Education

The doctoral program in special education prepares students for leadership roles in college teaching, applied research, and service administration. Designed for both special education and related service professionals, the program provides major concentrations in early childhood special education, mild to moderate disabilities, and severe disabilities. Support areas are tailored to the needs of students and can include administration and supervision, counseling, curriculum, mild to moderate disabilities, reading, severe disabilities, technology for educators, and inclusive education. For more information, please visit our Web site at <http://education.jhu.edu/catalog/doctoral-programs-in-education/special-education/> or call the Department of Special Education at 410-516-8275.

Teacher Development and Leadership

The doctoral program in teacher development and leadership is designed to prepare educational leaders for a wide variety of professional positions requiring the knowledge and skills to produce meaningful change in K-12 educational settings. Each doctoral cohort focuses on a defined area of concentration. Past cohort concentrations have included school leadership, systemic and organizational change, school-based teacher education, urban education, and technology applications for data-based decision making.

In general, a new cohort begins every two to three years and is limited to a small number of highly qualified individuals. For more information on the next cohort visit our Web site at <http://education.jhu.edu/catalog/doctoral-programs-in-education/teacher-development-and-leadership/> or call the Department of Teacher Development at 410-516-9755.

Requirements and Admission

The doctoral programs require students to take coursework to prepare for qualifying examinations in a major field of study and one or two support areas. The program of study includes doctoral seminars, research design and methodology courses, internships, dissertation research, and a final oral examination or portfolio review. Program requirements include a minimum of 99 graduate credits beyond the baccalaureate, with at least 51 of those credits taken at the doctoral level.

Admission to doctoral programs is limited and very competitive. Detailed program requirements, admission procedures, application forms, and instructions are available from the School of Education. Interested persons should contact the specific department to determine its specific requirements. Interested persons can visit www.education.jhu.edu/doctoral/ or call the appropriate department. (Special Education, 410-516-8275, or Teacher Development and Leadership, 410-516-9755).

Withdrawal

A doctoral student wishing to withdraw from all courses must file a written notice with the dean of the School of Education and follow withdrawal procedures. Before doing so, students should consult their advisers.

Leave of Absence

Doctoral students may be placed on leave of absence for personal reasons. The approval of the Dean of the School of Education is required before leave is granted for a specific period, normally not exceeding two years. Possible reasons include personal or family illness and military service obligations.

There is no fee for a term leave of absence. The period of the leave is considered an approved interruption of the degree program. Departure of a student from the doctoral program without prior arrangement for withdrawal is interpreted as withdrawal from the program.

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GRADUATE EDUCATION COURSE DESCRIPTIONS

Teacher Development and Leadership

Earth/Space Science

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)

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)

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)

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)

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)

886.811 Field Experience in Earth/Space Science

Students participate in supervised scientific activities and research with a focus on earth/space science. The field experience provides an opportunity for students to work in areas of research, data collection, and scientific inquiry, and get exposure to actual scientific procedures and problem solving. Students are expected to use this experience to develop lessons that they will use in their own classrooms. Participants must obtain approval from their adviser for field research assignments. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

Educational Leadership for Independent Schools

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)

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 supervisions 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)

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

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

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)

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)

Gifted Education

885.501 The Gifted Learner

Students survey giftedness from a historical perspective and discuss new and innovative approaches to meeting the needs of gifted children and adolescents. Participants study the identification of talented youth, the cognitive and affective components of precocious achievement, and appropriate counseling and education procedures for facilitating the development of talent. (3 credits)

885.505 Creativity

Participants examine the psychological and educational aspects of creative thinking. Students review studies of the characteristics of creative children and adults, the creative process, and the identification of potentially creative children and adolescents. The course introduces teaching strategies and curriculum materials for fostering creative behavior in all subjects at both the elementary and secondary school levels. (3 credits)

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)

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

Building upon the knowledge and skills developed in 885.510, 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): 885.510 Curriculum, Assessment, and Instruction for Gifted Learners: Part I.

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)

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)

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)

Prerequisite(s): Must have permission of adviser to register for this course.

885.840 Graduate Project in Gifted Education

Students of demonstrated ability with a special interest in gifted education study under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Instructional Technology**893.505 Integrating Technology into Instruction**

Students examine strategies for integrating technology into specific levels of the K-12 curriculum. Particular emphasis is on evaluating the scope and sequence of software programs for their correspondence to curriculum objectives. Class members explore ways that technology can be used to organize the classroom as a student-centered learning environment; support instructional strategies such as cooperative learning, thematic teaching, and teaching problem solving and higher order thinking skills; and monitor children's progress toward their learning goals. Participants develop strategies for including students with diverse cultural and learning needs in the full range of classroom instruction. (3 credits)

893.508 Technology and the Science of Learning

New technologies are part of the intellectual landscape in which new kinds of knowledge are breaking down the boundaries of previous distinct disciplines. The design and use of new technologies make possible new approaches to learning, new contexts for learning, new tools to support learning, and new understandings of the dynamics of the learning process itself. This course examines the role of technology relative to the key concepts of active learning, metacognition, and transfer of knowledge from multidisciplinary perspectives on learning. Based on the new science of learning, students will develop and implement technology related strategies that align instructional technology to standards-based instruction, teach problem solving and higher-order thinking skills, promote cooperative learning, and use reflective teaching and inductive approaches to increase student achievement. (3 credits)

893.515 Hardware, Operating Systems, and Networking for Schools and Organizations

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)

893.526 Teacher Productivity and Instructional Management Using Technology

Students examine uses of application packages, such as general database, spreadsheet, and word processing programs as tools to increase teacher productivity and enhance effective instruction. In addition, participants review more specific applications including electronic grade books for monitoring student progress, special education case management software, management systems for classroom organization, and desktop publishing software for increasing school-to-home communication. (3 credits)

893.542 Telecommunications and Internet-Based Instruction

Participants explore the use of telecommunications in bringing information and resources from around the world to their individual classrooms, including the technical components of using online resources and services, such as the Internet. Students develop activities for teaching collaborative projects, for corresponding with students and teachers in other countries, for gathering and analyzing data, and for conducting research in K-12 classrooms. (3 credits)

Prerequisite(s): 893.515 Hardware, Operating Systems, and Networking for Schools and Organizations.

893.545 Integrating Media into Standards-Based Curriculum

Participants explore the use of telecommunications in bringing information and resources from around the world to their individual classrooms, including the technical components of using on-line resources and services, such as digital media centers, electronic text distributors, and video and media available through eServices. Students develop differentiated instructional activities for teaching collaborative projects, for corresponding with students and teachers in other countries, for gathering and analyzing data, and for conducting research in K-12 classrooms. (3 credits)

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 copyright, digital libraries, data mining, and the use of neural networks for enhancing instructional delivery by bringing information to teachers, working with meta-tagging and objects in virtual Web-based environments, and using data as a base for making instructional decisions in schools respectively. (3 credits)

893.561 Local Area Network Systems in Schools

Students survey the uses of classroom computers connected to local area networks and wide area networks. Participants examine planning, designing, acquiring, and installing schoolwide local area network systems for classroom use. Students add and delete users, configure print spoolers, and set up software for network use. The course emphasizes the planning and management of schoolwide network systems. (3 credits)

Prerequisite(s): 893.515 Hardware, Operating Systems, and Networking for Schools and Organizations.

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)

893.574 Advanced Technology Strategies for Improving Student Learning

Participants investigate strategies for integrating technology into performance-based teaching and learning to enhance student achievement. Class members design performance-based teaching and assessment tasks that include technology and follow guidelines developed by the Maryland Assessment Consortium. In addition, participants explore assessment tools, such as student electronic portfolios and software to monitor student progress toward performance indicators. (3 credits)

Prerequisite(s): 893.572 Collaborative and Project-based Learning Using Technology.

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)

Prerequisite(s): A minimum of 21 credits toward a graduate degree in education.

893.625 Research Strategies and Assessment of Individual and Group Performance

This course provides an overview of education research terminology, methods, and designs. Participants work with aspects of program evaluation and statistics. Topics include the use of data charts and graphs in making instructional decisions based on promising practices and referencing on cultural diversity, disability, and individual learning styles. (3 credits)

893.628 Gaming and Media Design for Learning

This course provides an overview 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)

893.632 Data-Driven Decision-Making for Schools and Organizations

The increasing impact of a knowledge economy and globalization has been a catalyst to the fields of knowledge management and organizational decision making. This course is designed to introduce knowledge management concepts into an educational context and to provide an in depth focus on data-driven decision making in educational organizations and institutions. The models, tools, techniques, and theory of data-driven decision making that can improve the quality of leadership decisions are examined through solution-based scenarios. Students investigate how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued and shared for effective use. Course topics include leadership and strategic management relative to organizational decision making, power and politics, managerial and organizational structures, strategy formulation, organizational learning, and decision support systems. A related intent is to develop an understanding of data-mining metrics that can be used to make predictive models that support systemic change. (3 credits)

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)

893.643 Data-based Decision Making for School Administrators

This course is designed to provide school administrators with the knowledge, resources, and supports to improve school management and student achievement through the use and analysis of data. Topics covered in the course include using data-based decision making to meet national, state, and local educational standards; data gathering and interpretation; understanding a predictive approach to data-based decision making; using data to enhance reading instruction; and supporting highly qualified teachers and their use of data. (3 credits)

893.645 Designing and Delivering E-Learning Environments (formerly Web-based Mentoring and Coaching)

Students explore the use of mentoring and distributed learning environments. Small groups study the use of online and face-to-face mentoring to communicate and solve school issues related to data-driven decision making. Participants use Internet products that provide synchronous and asynchronous communication to develop and deliver peer coaching and to apply and evaluate Web-based communication tools. (3 credits)

893.647 Design of Internet-based Instructional Materials

Participants design and develop a Web-based module to be used in their school or organization based on a systematic approach to instructional design and development. Participants receive training and work with the appropriate multimedia tools in conjunction with sound principles of Web-based design and delivery. (3 credits)

893.648 Web-based Mentoring and Online Course Evaluation

Participants become part of an online learning initiative; engage in mentoring for an ongoing period of time; and work with asynchronous and synchronous learning environments. Participants begin to structure how mentoring and online interactions could be used in schools and organization to facilitate professional development and training. Participants engage in continued development of products from Instructional Design and Multimedia Tools. (3 credits)

893.660 Advanced Applications of Data-based Decision Making

Individual students and/or teams use case examples for extracting knowledge from data taken from real-life applications and explore issues for interpretation and application. Individuals apply data mining and other decision-making applications to existing classroom or organizational data. Individuals engage in problem solving and implementation activities in order to work with data to make decisions about school or organizational planning. (3 credits)

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): 881.611 Action Research for School Improvement or 893.601 Evaluation and Research of Technology Supported Interventions and Programs or 893.635 School Improvement Through Technology: Implementing Change.

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 stretching customized learning experience where students can participate 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)

893.830 Graduate Project in Technology

Students of demonstrated ability with special interest in technology study under the direction of a faculty member in the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project before they register for this course. (3 credits)

893.845 Doctoral Project in Technology

Doctoral students with a minor or joint major in technology work under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Note: Open only to EdD Students.

Measurement, Research, and Statistics**883.504 Educational Measurement and Evaluation**

Participants consider methods for evaluating the progress of K-12 students and the effectiveness of classroom instructional programs. Class members discuss research findings, with emphasis on the practical aspects of classroom assessment and test construction, administration, analysis, and interpretation. (3 credits)

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)

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)

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)

883.705 Program Evaluation

Students explore approaches to program evaluation with an emphasis on understanding theoretical perspectives and process involved. Special emphasis is on indexes of the relationship between a successful evaluation and published evaluation standards. (3 credits)

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)

Prerequisite(s): 883.504 Educational Measurement and Evaluation or 883.505 Theory and Practice of Standardized Testing and A minimum of 9 credits in area of concentration.

883.711 Qualitative Research Methodology I

Students are introduced to qualitative research methodology and designs, employing nongroup designs in social sciences. Principles of observational research techniques and interpretative methodology help the student select components of qualitative research to look at patterns and relationships between subject and variables in a natural setting. (3 credits)

883.712 Qualitative Research Methodology II

Students develop necessary skills to design and conduct qualitative research studies. This course covers principles of investigator as instrument, obtrusive/nonobtrusive balance, the professional as researcher and recorder, and the investigator/respondent relationship. Multimethod approaches are introduced and the tools of qualitative researchers are employed. (3 credits)

883.714 Statistics II: Intermediate Statistics with SPSS

This course extends the basic statistical methods covered in 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): 883.507 Statistics I: Basic Statistics with SPSS.

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): 883.507 Statistics I: Basic Statistics with SPSS and 883.714 Statistics II: Intermediate Statistics with SPSS.

883.716 Single Subject Research Designs

Students focus on designing, conducting, and critically evaluating research studies that use direct observation as a primary data collection method. The course emphasizes applied behavior analysis (i.e., single-subject) research methodology. Students also consider descriptive, case study, ecological, and ethnographic research methods and review observational research applications in sample content areas of current interest in special education and other human services fields. (3 credits)

Prerequisite(s): 871.513 Applied Behavioral Programming.

883.717 Observational Research Methods II

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

Prerequisite(s): 883.716 Single Subject Research Designs.

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 only to students enrolled in EdD programs.

883.830 Graduate Project in Measurement, Research, and Statistics

Students of demonstrated ability with special interest in measurement, research, and statistics study under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Prerequisite(s): A minimum of 15 credits in the area of concentration and Must have permission of adviser to register for this course.

883.849 Dissertation Research

Doctoral students prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the Graduate Division of Education. Written approval of the proposal must be received from the major adviser prior to registration. (3 credits)

Note: Open only to EdD students.

Reading**884.500 Introductory Processes and Acquisition of Reading**

This course is intended for students seeking initial teacher certification at early childhood and elementary levels. Participants examine the processes of language and reading development, including the impact of phonemic awareness and how the brain responds to reading acquisition. This course provides an introductory foundation for further study of specific strategies, materials, and assessment techniques in reading instruction. (3 credits)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

884.501 Advanced Processes and Acquisition of Reading

This foundations 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)

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)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

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)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

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)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

Prerequisite(s): 884.501 Advanced Processes and Acquisition of Reading.

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)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

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, ESL and reading in content classrooms, and organizational/study skills in preparation for employment and higher education. (3 credits)

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

Prerequisite(s): 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I.

884.520 Teaching Reading to ESL Students

This course is designed for elementary and secondary teachers who work with students for whom English is not the primary language. Attention is given to issues of diversity, the impact of culture on learning, language acquisition systems (English and foreign languages), the reading process for speakers of other languages, and models of immersion for students learning to read as emergent readers and content readers. Participating students learn how to design lessons for these readers and connect the process of reading to the emerging text-driven spoken and written language skills used in school. (3 credits)

884.604 Emergent Literacy: Research into Practice

Emergent Literacy: Research into Practice builds on the theories and research-based knowledge presented in 884.501 to address in depth instructional issues involving emergent literacy processes. Topics include the application of current literacy theory to alphabets, word identification, and word study strategies for classroom instruction, designing and providing authentic early literacy experiences and literacy-rich environments, and strategies and methods for storytelling and in developing contextual oral reading fluency. (3 credits)

884.610 Advanced Diagnosis for Reading Instruction

This course advances the knowledge of students who have taken Diagnosis/Assessment for Reading Instruction (884.502) to refine and expand the diagnostic process in determining reading difficulties and appropriate 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)

Prerequisite(s): 884.502 Diagnosis/Assessment for Reading Instruction.

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)

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)

884.617 Children and Adolescent Literature

Children and Adolescent Literature builds on the theories and research-based knowledge presented in 884.505 to examine 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)

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)

884.621 Seminar: Reading and the Brain

This course offers students an opportunity to study, discuss, and explore aspects of brain function that influence learning and, particularly, the reading process. Neurological processing, the physical development of the brain, the impact of injury, dysfunction and medication on the brain, and how the brain's structure serves as a processing center are examined. Students see how the various technologies are used to study the physical activities of the brain as it processes information. They explore how understanding brain function connects to reading instruction and curriculum. Experts in the field of neurology, neuropsychology, language, research, and education share their knowledge with students. This course is offered at Kennedy Krieger Institute. (3 credits)

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)

884.701 Reading Comprehension and Critical Literacy

Building on the instructional strategies learned in 884.507, 884.508, and 881.622, 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. (3 credits)

884.810 Clinical Practicum in Reading I

This capstone experience permits students to apply concepts, theories, and instructional strategies learned in the Johns Hopkins University reading courses in a clinical setting. Under the supervision of the clinical instructor, students design and implement instructional plans and apply current literacy theory, research, and their knowledge and skills in diagnosis, material selection, and instruction to the teaching of children who struggle with reading. (3 credits)

Prerequisite(s): 884.501 Advanced Processes and Acquisition of Reading. 884.502 Diagnosis/Assessment for Reading Instruction. 884.505 Materials for Teaching Reading and 884.507 Instruction for Reading or 884.508 Methods of Teaching Reading in the Secondary Content Area, Part I.

884.820 Supervised Clinical Practicum II

Supervised Clinical Practicum II is a capstone course that focuses on how teachers can intervene to facilitate literacy development. It allows Master of Science in Reading students to extend and apply concepts, theories, and techniques they learned in earlier reading courses. Discussions focus on various reading problems, how these problems are defined, identified, and addressed, and factors that contribute to reading difficulties. A strong emphasis is placed on cognitive models of reading acquisition, current education theory, and in applying theory in clinical and classroom practice. Under expert supervision, Hopkins students tutor children who experience reading difficulties, and from this experience develop case studies and professional clinical reports. (3 credits)

Prerequisite(s): 884.610 Advanced Diagnosis for Reading Instruction and 884.810 Clinical Practicum in Reading I.

884.830 Graduate Project in Reading

Students of demonstrated ability with special interest in reading study under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Prerequisite(s): A minimum of 15 credits toward a graduate degree in education and Must have permission of adviser to register for this course.

School Administration and Supervision

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 explore various reform proposals for schools. (3 credits)

851.603 School Law

Participants explore the legal foundations and structure of education and consider contemporary issues based on legislation and court decisions. Students develop techniques of legal research and analyze a topic of interest. (3 credits)

851.609 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)

851.705 Effective Leadership

Students review the principles and techniques required of 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. (3 credits)

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)

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

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): 851.601 Organization and Administration of Schools and 851.603 School Law and 851.705 Effective Leadership and 852.602 Supervision and Professional Development and 881.501 Curriculum Theory and Development and Must have permission of adviser to register for this course.

851.830 Graduate Project in School Administration and Supervision

Students of demonstrated ability with a special interest in administration study under the personal direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program and Must have permission of adviser to register for this course.

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)

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)

881.621 Effective Schools and Effective Instruction

Participants review recent research on effective schools and effective instructional techniques. Additional topics include strategies for implementing relevant research findings and implications for administrators, supervisors, and teachers. (3 credits)

Teacher Development and Leadership**851.610 Mentoring and Peer Coaching**

Students review literature and acquire knowledge and skills needed for mentoring beginning teachers and working collaboratively with veteran colleagues on improving instruction. Theories concerning the social and psychological aspects of teacher career development are studied, along with the impact of school climate and culture on teacher collegiality. (3 credits)

851.630 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)

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

Building on the knowledge and skills developed in 851.630, 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 School, Family, and Community Collaboration for School Improvement I. (3 credits)

Prerequisite(s): 851.630 School, Family, and Community Collaboration for School Improvement I.

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)

855.801 Doctoral Seminar I

Students explore topics and issues related to the continuing professional development of teachers and other educators. Research related to the stages of teacher development is introduced, and the characteristics of effective professional development programs are discussed and analyzed in depth. Recent findings and initiatives related to teacher leadership are presented. All participants are assigned to implement action research projects and other interventions in their workplaces. Frameworks for performance-based portfolios are designed, and feedback on the portfolios is provided to each student by instructors and cohorts. Participants provide presentations of their own research and professional activities related to the Seminar themes. (3 credits)

Note: Open only to students enrolled in EdD program.

855.802 Doctoral Seminar II

Students explore topics and issues related to master teaching. Research related to the effectiveness of certain instructional strategies is analyzed and discussed. Profiles and case studies of outstanding teachers are presented, and participants are encouraged to develop their own theories about the components of effective instruction and its role in school improvement. Concepts and theories such as teacher efficacy, reflective teaching, teachers as researchers, mentor teachers, peer coaching for instructional improvement, expert/novice teacher differences, and many others are introduced and studied in depth. Participants continue to apply the ideas they encounter in seminar to their workplaces by conducting research projects and further developing their portfolios. They are also assigned to present the results of their projects at state, regional and national conferences. (3 credits)

Note: Open only to students enrolled in EdD program.

855.803 Doctoral Seminar III

Students explore topics and issues related to collaboration in educational settings. Research related to school-university partnerships, professional development schools, and other examples of collaboration is analyzed and discussed. The relative effectiveness of different types of partnerships and the characteristics of enduring collaborative programs are introduced and studied in depth. Participants are assigned to investigate collaborative projects in their workplaces and to present their findings to their instructors and cohorts. They are also assigned to present the results of their investigations at professional conferences and to submit articles reporting on their findings to professional journals. Portfolio development continues during this Seminar. (3 credits)

Note: Open only to students enrolled in EdD program.

855.804 Doctoral Seminar IV

Students explore topics and issues related to organizational change in schools and school districts. Research related to the nature and dynamics of change, the stages and characteristics of effective change, school reform, restructuring and renewal, and generic theories on organizational development are analyzed and discussed in depth. Concepts such as resistance to change, steady state theory, motivation, consensus of stakeholders, and leadership for change are introduced. Participants are assigned to identify current or historical change processes and to evaluate their success.

Assignments emphasize the application of sound principles of change to participants' organizations. Each participant is involved in a change project and either reports on the project at a professional conference or in an article submitted to a journal. Portfolios are reviewed, and feedback is provided to participants by instructors and cohorts. (3 credits)

Note: Open only to students enrolled in EdD program.

855.840 Doctoral Internship I: Teacher Development and Leadership

Doctoral candidates apply theories and concepts related to teacher development and leadership to systematically identify problems in their workplaces. (3 credits)

Note: Open only to EdD students in TDL cohort.

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)

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)

881.640 Secondary Content Area Literacy for School Leadership

This course provides education leaders with an overview of secondary school level content area literacy theories, strategies, and processes as well as practical applications of literacy to school leadership. Participants in this course learn how to identify, survey, and evaluate classroom and school-wide literacy processes across subject areas in general, and in math, science, and language arts classroom in particular. The literacy theories, processes, and strategies addressed in this course are aligned with the Maryland Voluntary State Curriculum, Core Learning Goals and local Core Curriculum Standards and with effective school leadership practices as outlined in the Maryland Instructional Leadership Framework. Participants in this course will develop and implement practical tools to evaluate strategic and appropriate literacy techniques in content area classrooms. In addition, knowledge gained in this course will help school leaders identify, analyze, and implement effective school-wide subject area literacy practices, strategies, and reading and writing programs. (3 credits)

Note: Limited to students in the partnership programs.

881.646 Understanding and Teaching Biological Sciences

The goal of this course is to give school administrators a rich understanding of: a) the nature and content of science, and b) learn current best practices in science pedagogy. Participants explore both the content and instructional strategies necessary for effective integration of biological concepts in the secondary classroom. Students systematically examine the essential academic content and effective pedagogical methods associated with teaching biology and other sciences at the high school level. The methods of teaching include such strategies as appropriate use of technology, problem solving, systems modeling, cooperative learning, and multiple criteria for assessment. (6 credits)

Note: Limited to students in partnership program.

881.678 Curriculum and Instructional Leadership

The goal of this course is to provide school administrators with the knowledge and skills they need to be effective leaders of curriculum and instruction in their secondary schools. Principals and assistant principals will be strengthened by examining topics related to student learning, such as: Hiring teachers who are highly qualified in their content areas; reviewing and assessing lesson plans; observing classrooms for pedagogical content knowledge and skills; providing feedback to teachers; making summative evaluations about teacher performance; communicating knowledgeably with parents about subject matter concerns; and using student performance data to make decisions about the school instructional program. Experiential workshops and on-site follow-up will assess and reinforce knowledge and skills directly in the school context. (3 credits)

Note: Limited to students in the partnership programs.

882.501 Educational Psychology: Learning

Participants examine current theory and practice in the teaching and learning process. The course emphasizes the dynamics of learning through the perspectives of human development, learning theory, cognitive mechanisms, individual differences, classroom dynamics, measurement and evaluation, and social forces. (3 credits)

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)

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)

882.830 Graduate Project in Foundations of Education

Students of demonstrated ability with special interest in teaching study under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Prerequisite(s): A minimum of 15 credits toward a graduate degree in education and Must have permission of adviser to register for this course.

Teacher Preparation***Initial Teacher Certification*****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)

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

810.440 Summer Learning Internship

Students selected by the Center for Summer Learning at JHU will support local school district efforts to offer high quality summer school programming to elementary students. This internship class provides students with information about child development, learning, and instruction appropriate to summer programs in advance of and during the internship experience in the schools. Students will learn how to plan and present effective instruction in areas such as literacy, math, and the arts. (3 credits)

Note: Open only to students participating in a Center for Summer Learning program.

810.608 Human Development, Learning, and Diversity

This course integrates key insights from current theory and practice in human growth and development, educational psychology, and cultural diversity. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, and geographical regions. This course is intended primarily for students seeking initial teacher certification. (3 or 6 credits)

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

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 uses of the Internet to obtain curriculum resources. (3 or 6 credits)

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

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. (3 or 6 credits)

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

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. (3 or 6 credits)

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

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. (3 or 6 credits)

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

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. (3 or 6 credits)

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

810.615 Methods of Teaching in the Secondary School

Participants explore a variety of instructional techniques, including research-based methods from the effective teaching movement, reflective teaching, and inductive approaches to instruction. Specific applications to content areas in English, science, mathematics, social studies, and foreign language are provided. Through laboratory sessions, students apply the course content to their specific teaching areas, examine appropriate teaching materials, and engage in micro-teaching sessions. Methods for teaching literacy at the secondary level are integrated into course assignments. This course includes uses of the Internet to obtain curriculum resources. (3 or 6 credits)

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

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. (3 or 6 credits)

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

810.620 Special Topics in Elementary Education

The purpose of this course is to improve students' content knowledge. Students explore specific topics in the subject areas commonly taught in elementary school through seminar discussions, research, projects, and application assignments. Topics vary each semester based upon current issues and the needs of students. (3 credits)

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

810.621 Special Topics in Secondary English

The purpose of this course is to improve prospective teachers' content knowledge in English. Students explore specific topics in English through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students (3 credits)

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

810.622 Special Topics in Secondary Math

The purpose of this course is to improve prospective teachers' content knowledge in mathematics. Students explore specific topics in math through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

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

810.623 Special Topics in Secondary Science

The purpose of this course is to improve prospective teachers' content knowledge in science. Students explore specific topics in science through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

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

810.624 Special Topics in Secondary Social Studies

The purpose of this course is to improve prospective teachers' content knowledge in social studies. Students explore specific topics in social studies through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. (3 credits)

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

810.625 Special Topics in Secondary Education

The purpose of this course is to improve students' content knowledge. Students explore specific topics in their areas of certification through seminar discussions, research, projects, and application assignments. Topics vary each semester based upon current issues and the needs of the students. (3 credits)

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

810.626 Special Topics in Secondary Foreign Language

The purpose of this course is to improve prospective teachers' content knowledge in foreign languages. Students explore specific topics in foreign language through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students (3 credits)

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

810.630 Pre-Internship Seminar

This course is required for all FlexMAT students immediately prior to 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. For FlexMAT students this class replaces Professional Seminar in Teaching, 810.658.

Prerequisite(s): FlexMAT students must have completed 30 credits toward the MAT. This class must be taken the semester prior to internship, and FlexMAT students must submit Praxis II Content Knowledge Examinee Score Report to the FlexMAT office prior to enrolling in this course.

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 program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. (3 or 6 credits)

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

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 program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. (3 or 6 credits)

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

810.658 Professional Seminar in Teaching

Participants share their teaching experiences and analyze their successes and problems in the context of current research and best practices in teaching, learning, and classroom management. Class members examine models for action research and conduct an action research project in their classrooms. They develop personal professional growth plans and continue the development of their professional portfolios. (3 credits)

Note: Open only to students admitted to Teacher Preparation programs. Limited to students in specific partnership programs.

810.671 Integrating the Developmentally Appropriate Early Childhood Curriculum

Students examine an integrated approach to teaching science, mathematics, dramatics, and movement in the early childhood curriculum and explore cross-curricular connections with language arts, reading, and writing skills. This course includes uses of the Internet to obtain curriculum resources. Participants also examine strategies to ensure that the early childhood curriculum resources are developmentally appropriate and include both parent and community involvement. (3 credits)

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

810.672 Parent Involvement in Education

Participants examine the research on parent involvement at the early childhood, elementary, and secondary levels. Individuals explore various public and private initiatives in parenting and parent involvement programs designed to enhance student achievement. Participants develop programs for urban settings and diverse populations. (3 credits)

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

810.830 Graduate Project in Curriculum or Instruction

Students of demonstrated ability with special interest in curriculum or instruction study under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Prerequisite(s): A minimum of 15 credits toward a graduate degree in education and Must have permission of adviser to register for this course.

871.502 Educational Alternatives for Students with Special Needs

See Special Education, Core and General Courses.

884.500 Introductory Processes and Acquisition of Reading

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

884.501 Advanced Processes and Acquisition of Reading

See Teacher Development and Leadership, Reading

884.502 Diagnosis/Assessment for Reading Instruction

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

884.505 Materials for Teaching Reading

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

884.507 Instruction for Reading

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

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

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

884.510 Methods of Teaching Reading in the Secondary Content Area, Part II

See Teacher Development and Leadership, Reading

Note: Students in initial teacher certification programs complete additional field and portfolio assignments.

810.606 Human Development, Learning, and Diversity: Part 1

This course integrates key insights into current theory and practice in human growth and development, educational psychology (learning), and cultural diversity. Participants analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, physiology, values, family, and geographic regions. (3 credits)

810.607 Human Development, Learning and Diversity: Part 2

Candidates will explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis candidates will determine the best way for them to positively impact students, regardless of ethnicity, gender, socioeconomic status, sexual orientation, etc. (3 credits)

Prerequisite(s): 810.606 Human Development, Learning, and Diversity: Part 1.

810.641 Supervised Internship and Seminar for Elementary ProMAT Candidates: Part 1

Candidates enrolled in the Professional Master of Arts in Teaching (ProMAT) program option spend a minimum of a semester in an appropriate elementary school setting under the supervision of a university supervisor and/or intern coach. 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. (3 credits)

Prerequisite(s): Must be enrolled in a partnership program and have permission of adviser to register for this course.

810.642 Supervised Internship and Seminar for Elementary ProMAT Candidates: Part 2

Candidates enrolled in the Professional Master of Arts in Teaching (ProMAT) program option spend a minimum of a semester in an appropriate elementary school setting under the supervision of a university supervisor and/or intern coach. This second accompanying seminar provides support for the candidates' continued growth as a teacher 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: Students must be enrolled in a partnership program.

Prerequisite(s): Must be enrolled in a partnership program and have permission of adviser to register for this course.

810.646 Supervised Internship and Seminar for Secondary ProMAT Candidates: Part 1

Candidates enrolled in the Professional Master of Arts in Teaching (ProMAT) program option spend a minimum of a semester in a content-appropriate secondary school setting under the supervision of a university supervisor and/or intern coach. 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. (3 credits)

Prerequisite(s): Must be enrolled in a partnership program and have permission of adviser to register for this course.

810.647 Supervised Internship and Seminar for Secondary ProMAT Candidates: Part 2

Candidates enrolled in the Professional Master of Arts in Teaching (ProMAT) program option spend a minimum of a semester in a content-appropriate secondary school setting under the supervision of a university supervisor and/or intern coach. This second accompanying seminar provides support for the candidates' continued growth as a teacher and enables them to discuss and reflect upon their experiences within the framework of the INTASC principles that guide the MAT program. Other required program elements, such as action research or portfolio development may be included in this seminar. (3 credits)

Prerequisite(s): Must be enrolled in a partnership program and have permission of adviser to register for this course.

810.661 Master of Arts in Teaching Portfolio Development

This course is designed for Master of Arts in Teaching candidates who need additional technological and programmatic assistance to develop the required exit portfolio for the MAT program. Candidates may choose to enroll in this elective class or may be required by the MAT program to enroll in the class upon the recommendation of advisor. (1-3 credits)

810.662 Master of Arts in Teaching: Creating a Motivational Classroom Environment

This course examines educational theory, research and practice in the area of achievement motivation. Course content emphasizes the application of results of current motivational research and practice in education to the classroom setting. Topics include issues such as self-efficacy and self-concept theory, attribution and social cognition theories, goal orientation, intrinsic versus extrinsic motivation and the effects of values, interest and emotion on motivated behavior and decisions. Finally, the class participates in analyzing motivation issues drawn from their experiences as teachers. (3 credits)

810.663 Writing Across the Curriculum

This course focuses on the essential elements of an effective integrated preK-12 writing program. Topics include the writing process, stages of writing development, writing as a way of constructing meaning, writing for authentic purposes, developing a supportive writing environment, using technology to enhance the teaching of writing, and integrating spelling, grammar, and handwriting skills into the writing process. The course addresses issues around evaluating, publishing, and assessing student writing. Special attention is given to teaching struggling writers and ESL students. (3 credits)

810.664 Teaching Critical Thinking in Grades K through 12

Participants explore the theoretical basis of 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. (3 credits)

810.665 School Reform in the Urban Environment

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

810.650 Reducing Stress and Managing Behavior in the Classroom

As part of creating a successful learning community, teachers and students both have the need to develop strategies for coping with the environmental demands and stresses of current life. Medical research has shown that techniques such as deep breathing, meditation, and mindful forms of exercise can contribute to reduced stress and better behavior. This course will provide teachers with ways of reducing their own stress, as well as with classroom activities that can be used with students to build classroom community. Participants should expect to engage in moderate physical activities as part of the course. (3 credits)

810.660 Teacher as Thinker and Writer

Novice teachers will reflect upon and write about their teaching experiences as a means of improving their teaching practice. They will employ a variety of writing forms to reflect on their different roles and contexts required of them in their classrooms, schools, and communities. Each class session will serve as a writing workshop with collaborative activities designed to generate pieces of writing (expository, narrative, descriptive, imaginative, and dramatic). By the end of the semester, every student will have produced a collection of twelve writings about being a teacher in an urban public school, which can be used as portfolio artifacts to support INTASC's 6, 9 and 10. (3 credits)

Math and Science for K-8 Lead Teachers**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)

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)

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)

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, 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)

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)

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 use to make connection to science. Additionally, mathematical representations will be used to plot, graph, and analyze scientific date. The course provides opportunities for the teacher-leaders to develop requisite goals, plans, and material 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, case study analysis. (3 credits)

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 involve them in formulating questions, designing investigations, conducting observations, employing simple tools and equipment to gather data, constructing plausible explanations to answer their questions, and communicating their 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 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)

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 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)

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 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)

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)

810.690 Environmental Science for K-8 Lead Teachers

The goal of this course is to provide K-8 teachers with the requisite knowledge and skills to gain a deeper understanding of the nature and content of environmental science. The following topics will be covered: Natural resources and human needs; interactions of environmental factors; environmental issues; impact of human activities on the natural environment; ecosystems; habitat destruction; air, water, and land pollution; and global warming. The national and state content standards highlight the value of integrating technology with science for developing scientific literacy. Participants will be exposed to scientific innovations and their impact on the contemporary modern society. The applications and impact of technology on human life would be an important feature of the content courses. (3 credits)

English for Speakers of Other Languages**810.618 Methods of Teaching English to Speakers of Other Languages (ESL)**

This course is designed for candidates in the English to Speakers of Other Languages (ESL) 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 preK-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. (3 or 6 credits)

810.648 Supervised Internship and Seminar in ESL

Candidates spend a semester in an appropriate ESL setting under the guidance and direct supervision of a certified teacher and a university supervisor. A support seminar meets once a week to enable candidates to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants continue to develop their portfolios and prepare for portfolio presentations. Candidates must arrange their schedules to be available from Monday through Friday during school system hours for this experience. Participants are required to pre-register for an internship for the fall semester by February and for the spring semester by October. They should contact the department for exact dates and procedures. (3 or 6 credits)

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

871.502 Educational Alternatives for Students with Special Needs

See Special Education, Core and General Courses.

884.520 Teaching Reading to ESL Students

See Teacher Development and Leadership, Reading.

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

See Teacher Development and Leadership, Reading.

810.628 English Grammar and Second Language Acquisition for ESL Teachers

This course provides prospective and current ESL 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 ESL students within the context of factors that influence second language acquisition. (3 credits)

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

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)

Note: Replacement of a course 884.520: Teaching Reading to ESL Students.

Counseling and Human Services**Core and Advanced Courses****861.504 Group Counseling in Urban Schools**

Students learn practical and theoretical concepts of group dynamics and group counseling within the context of urban school settings. Participants explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and laboratory experiences. (3 credits)

Note: This course is limited to students in the School Counseling Program with Urban emphasis.

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

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)

Note: Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

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)

Note: Limited to students admitted to MS or CAGS programs in school, clinical community, or organizational counseling. Students are required to take the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): 861.502 Counseling Theory and Practice.

861.507 Introduction to Counseling as a Helping Profession

This course provides an overview of the history and philosophy of professional counseling with special attention to the roles, functions, and limitations of school, community, and organizational counselors. Included is an understanding of the essentials of basic counseling skills; attending, listening, and interviewing stages of clinical treatment; and client/counselor relationships. Students learn about professional counseling organizations, professional credentialing, and standards and ethics in counseling and related human services. The course emphasizes self-growth and awareness and observational skills as related to becoming a facilitator of individual, group, family, and systems change. (3 credits)

Note: This class involves an exploration of personal factors as they contribute to counseling skills.

861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation

Students consider the historical and philosophical bases for school counseling programs, explore traditional and emerging roles for the school counselor, and examine relevant ethical and legal issues. Students also learn to apply a systematic program development process for the design, delivery, and evaluation of school counseling programs. (3 credits)

Note: Limited to students admitted to school counseling.

Prerequisite(s): 861.503 Group Counseling and Group Experience. 863.681 Research and Evaluation for Counselors.

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)

Note: Tuition includes materials fee.

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

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)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

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)

Note: Must be taken before 861.712 Advanced Techniques in Counseling.

Prerequisite(s): 861.502 Counseling Theory and Practice.

861.610 Systems Counseling and Consultation: Family, School, and Community

Students examine the interactions of multiple systems, including youth, families, schools, and community-based agencies and organizations and explore the school counselor's role in helping to facilitate interactions among these systems. Students learn basic principles of systems theory and examine different models of consultation for use with teachers, families, and community agencies. Students develop skills for working collaboratively with families, other school-based professionals, and professionals from community-based agencies and organizations. (3 credits)

Note: Limited to students admitted to school counseling.

Prerequisite(s): 861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.

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)

Note: Tuition includes materials fee.

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

861.618 Organizational Counseling: Integrating Theory and Practice

Students participate in a capstone/internship experience to blend the theories and practices studied in the courses in the Organizational Counseling Post-Graduate Certificate Program. Emphasis is on applying theories and models for the delivery of workplace human services and the provision of organizational consultation within a new paradigm for organizational counseling. Students complete an applied project as part of the requirements for this course. (2 credits)

Note: This course is limited to students in the post-master's certificate in Organizational Counseling.

Prerequisite(s): 861.619 Organizational Consultation. 861.622 Counseling and Organizational Behavior (Part II).

861.619 Organizational Consultation

Behavioral workplace consultation and counseling approaches are emphasized along with employee assistance, needs assessment, goal and objective identification, and program planning and evaluation. Students examine the role of the organizational consultant and apply current theoretical models that are used to analyze organizational behavior. Participants learn about phases of the change management process and intervention strategies. Included topics are transformational leadership, vision/goals, motivation, diversity, culture, roles, power, authority, problem solving/decision making, and communication. Assessments suitable for organizational settings are explored. Students are introduced to grant and proposal writing as well as strategies to market their services. This course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of one semester. (3 credits)

Note: This course is limited to students in Phase II of the Organizational Counseling programs. Tuition includes materials fee.

Prerequisite(s): 861.621 Counseling and Organizational Behavior (Part I).

861.621 Counseling and Organizational Behavior (Part I)

Students learn counseling and organizational behavior theories and models to address communication and relationships within organizational settings. The course emphasizes organizational counseling, negotiation and conflict resolution, problem solving, and decision making; stress, burnout, and violence; cross-cultural and gender awareness; leadership, executive coaching and mentoring; and team building. Participants explore issues impacting on employee performance and the provision of employee assistance services, assessment and referral, brief behavioral counseling, addiction assessment and counseling, career issues, work and family issues, crisis intervention, consultation and collaboration, prevention program design, and related content. The course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of two semesters. (3 credits)

Note: Part I offered fall semester; Part II offered spring semester. Students cannot register for part II without first completing Part I. This course is limited to students in Phase II of the Organizational Counseling programs.

861.622 Counseling and Organizational Behavior (Part II)

Students learn counseling and organizational behavior theories and models to address communication and relationships within organizational settings. The course emphasizes organizational counseling, negotiation and conflict resolution, problem solving and decision making; stress, burnout, and violence; cross-cultural and gender awareness; leadership, executive coaching and mentoring; and team building. Participants explore issues impacting on employee performance and the provision of employee assistance services, assessment and referral, brief behavioral counseling, addiction assessment and counseling, career issues, work and family issues, crisis intervention, consultation and collaboration, prevention program design, and related content. This course is taught in a distance education format supplemented with weekend class meetings held monthly over the course of two semesters. (3 credits)

Note: Tuition includes materials fee. This course is limited to students in Phase II of the Organizational Counseling programs.

Prerequisite(s): 861.621 Counseling and Organizational Behavior (Part I).

861.625 Advanced Skills for Creating and Leading Groups

This course provides study beyond the basic group counseling course through training in advanced group leadership and facilitation skills. Students become familiar with creating and leading counseling groups and task groups based upon the identified needs of a given population, agency, or organization. Understanding one's leadership and membership style is emphasized. The course includes both didactic and experiential learning. (3 credits)

Prerequisite(s): 861.503 Group Counseling and Group Experience.

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)

Note: Limited to students admitted to MS or CAGS programs in school, clinical community or organizational counseling. Students are required to attend the two-day laboratory sessions.

Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): A minimum of 21 credits of required coursework in this degree program.

861.503 Group Counseling and Group Experience. 861.609 Diagnosis in Counseling.

861.713 Advanced Treatment Approaches

This course explores a wide range of effective techniques and strategies in counseling and therapy, in the context of successfully treating various mental and emotional disorders.

Approaches and procedures from such diverse models as psychodynamic, cognitive, behavioral, experiential, and systemic are explored along with theories of change and research findings on effective counseling and therapy. (3 credits)

Prerequisite(s): 861.712 Advanced Techniques in Counseling.

**862.611 Advanced Career Development:
Applying Theory to Practice**

This course applies career development theory to career counseling practice and offers an overview of computer-assisted technology in the career counseling process. Students learn a holistic career development process and study its interrelatedness to personal counseling, mental health, and all life roles including the impact of the information age. Students develop comprehensive career/life planning portfolios through skills-building experiential activities and learn internet applications to career counseling. Students also explore diversity issues in areas such as gender and culture. Professional guidelines and legal and ethical issues with respect to the use of technology in the career counseling process are discussed. (3 credits)

Note: Tuition includes materials fee.

Prerequisite(s): 861.502 Counseling Theory and Practice. 861.511 Career/Life Development and Planning.

**863.526 Introduction to Play Therapy with
Children (formerly Practices of Counseling
Young 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 and ethical and legal considerations when counseling minors. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice.

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)

Note: This course must be taken prior to 863.820 Internship in School Counseling.

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.503 Group Counseling and Group Experience.

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)

Note: This course must be taken prior to 863.820 Internship in School Counseling.

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.503 Group Counseling and Group Experience.

863.572 Counseling At-Risk Youth

Participants examine information, prevention and intervention techniques, and resources which assist them to work effectively with at-risk youth. Topics considered include suicide, drug abuse, eating disorders, pregnancy, gang membership, and AIDS. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.577 Substance Abuse Counseling in the Schools

This course examines substance abuse in relation to what youths may encounter in their neighborhoods and families. The physiological and psychological effects of alcohol and drugs are examined in addition to topics ranging from children of alcoholics and codependence to multigenerational transmission. The emphasis of the course is on counseling in individual, group, and family settings. (3 credits)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.603 Couple and Family Therapy

(Lab Course) Students study the theory and practice of couple and family therapy with an emphasis on models of family development and major approaches to intervention with couples and families. Systemic models of family intervention are emphasized as well as the study of other historically important and contemporary approaches to couple and family therapy. The course blends didactic and experiential learning. (3 credits)

Note: Students are required to attend the two-day laboratory sessions. Laboratory courses and internship classes involve an exploration of personal factors as they contribute to counseling skills and techniques.

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice.

863.607 Cross Cultural Counseling: Issues and Interventions

Participants explore aspects of counseling clients from diverse ethnic, racial, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students consider counseling strategies for enhancing cross-cultural interventions. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.610 Counseling Urban Families

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

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.612 Multicultural Counseling with Urban Youth and Families

Students explore aspects of counseling practice from diverse ethnic, racial and socioeconomic backgrounds with an emphasis on the urban environment. Through didactic and experiential learning, students consider counseling strategies for working in the urban context. (2 credits)

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.614 Diagnosis in Counseling in the Urban Environment

Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria with an emphasis on at-risk youth in the urban environment. Theories relative 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. A developmental framework for understanding diagnosis is provided which considers multicultural, feminist, and systems perspectives. (3 credits)

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.616 Appraisal and Testing in Urban Schools

Students explore individual and group approaches to assessment and evaluation through the use of standardized 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 and heritage, language, and disability are examined as are ethical and professional issues. This course placed special emphasis on appraisal and testing in the urban school environment. (3 credits)

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.618 Legal and Ethical Aspects of the School Counselor's Role in the Urban Environment

Students explore an overview of ethical and legal issues related to the professional practices of counseling with an emphasis on school counseling in urban settings. Topics include responsibility, competence, public statements, confidentiality, professional relationships, licensing and other regulatory programs, and research. The course emphasizes clinical strategies relevant to legal and ethical issues. (3 credits)

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.619 Introduction to School Counseling in Urban Settings

This course provides students with an introduction to the field of school counseling with a focus on urban schools. Students will learn about the role and function of the urban school counselor and urban school counseling programs compared to traditional school counseling models. Special emphasis is placed on learning how urban school counselors function more as team facilitators and brokers of services rather than as single source service providers. (3 credits)

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.622 Systems Counseling and Consultation: Family, School, and Community

Students look at the impact of multiple systems on youth and families and the school counselor's role in helping to facilitate interaction between individuals, families and larger systems. Models of consultation are addressed, including collaborative consultation. (3 credits)

Prerequisite(s): 861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.

863.630 Addictions Counseling I: Theory and Approaches

Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered, and are examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice. 861.609 Diagnosis in Counseling.

863.631 Addictions Counseling II: Techniques and Strategies

This course includes a wide variety of techniques and strategies for effective counseling with clients with addictive behaviors. A practice oriented approach is taken involving in-class demonstrations, simulations, and role plays utilizing techniques taken from various theories and applied in individual, group, and family contexts. The emphasis of the course is on intervention skills and working with resistance. (3 credits)

Prerequisite(s): 863.630 Addictions Counseling I: Theory and Approaches.

863.632 Pharmacological Aspects of Addiction

This course surveys the wide range of abusable and addictive psychoactive drugs. Specific physiological, psychological, and behavioral effects of alcohol, hallucinogens, cocaine, amphetamines, narcotics, cannabis, tranquilizers, and various inhalants are covered. Along with these effects, students are trained to recognize symptoms of each in the context of the DSM IV-R. (3 credits)

Prerequisite(s): 863.630 Addictions Counseling I: Theory and Approaches.

863.650 Working with Children's Contemporary Issues of Grief and Trauma

This course recognizes a multitude of loss and grief issues faced by children in a contemporary world. Students gain an understanding of children's complicated grief issues including suicide, homicide, AIDS, violence, abuse, bullying, terrorism, and trauma. Through the use of case studies, students learn how to utilize specific clinical techniques when working with children experiencing traumatic loss. Participants gain an awareness of normal grief responses in children, tasks of grief, myths of grief and techniques useful in helping children grieve. Students learn practical ways to respond to children's grief reactions and questions and learn grief resolution techniques to work with children in educational and counseling situations. They also learn how to recognize behaviors that signal loss and how to identify at-risk and traumatized children. (3 credits)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.652 Advanced Play Therapy Interventions

This course is designed for those who have had previous preparation in basic play therapy and who desire to enhance their understanding and refine their skills in techniques and methods of play therapy when working with children and adolescents in school, community-based and private counseling settings. Advanced interventions and strategies will focus on aspects related to various theoretical orientations and creative approaches to counseling young children, adolescents and families. The usefulness of expressive art techniques, sand play, bibliotherapy and school-based play therapy will be some of the advanced topics covered. Students will have the opportunity to receive supervised experience as they practice and observe play therapy techniques through experiential assignments. Specific discussions will focus on how counseling and play therapy influences the practice of counseling with children and adolescents and how current empirically based research and ethical clinical practice influence the development of play therapy and counseling theories. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice. 861.503 Group Counseling and Group Experience. 863.526 Introduction to Play Therapy with Children (formerly Practices of Counseling Young Children).

863.654 Special Topics in Play Therapy

Course Description: The major goal of this course is to facilitate students' knowledge, skills and dispositions to effectively and ethically conduct filial (parent/family) therapy and different applications of play therapy with diverse populations. Some of the special populations that might be included in this course are children and adolescents (a) affected by a natural or man-made disaster, (b) affected by physical and/ or sexual abuse, (c) affected by death/dying (d) affected by parental divorce, and (e) diagnosed with a DSM-IV disorder(s). Teaching strategies will include interactive lectures, classroom discussions, role-plays, video presentations, and experiential assignments. Specific discussions will focus on how counseling and play therapy influences the practice of counseling with children and adolescents and how current research and ethical clinical practice influence the development of play therapy and counseling theories.

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program 861.507 Introduction to Counseling as a Helping Profession, 861.502 Counseling Theory and Practice, and a graduate course in counseling young children, counseling early adolescents, or counseling adolescents and/or a graduate course in play therapy. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice.

863.670 Existential Counseling and Therapy

The existential and phenomenological perspectives of Martin Heidegger, Edmund Husserl, Jean-Paul Sartre, Irvin Yalom, Fritz Perls, and Viktor Frankl are covered in depth, with special attention directed toward application to counseling and therapy with regard to such transcultural and spiritual issues as death, meaning, isolation, freedom, authenticity, empathy, consciousness, being, liberation, and existential anxiety. The course also concentrates on the understanding and treatment of mental and emotional disorders from an existential and Gestalt perspective. The relationship between cognitive, existential, and Gestalt therapies is also addressed, with emphasis placed on integrative counseling and therapy. This course has been approved by the Maryland State Board of Counselors as meeting the requirements for the category of psychotherapy and treatment of mental and emotional disorders. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.674 Advanced Asian Meditation Therapies

Various styles and methods of meditation are examined from the Buddhist, Hindu, and Taoist traditions as well as their philosophical assumptions, psychological perspectives, and research support. Many meditation methods, such as concentration, mindfulness, and bhakti, as well as various forms of Yoga and Zen meditation are studied, with an emphasis on application to mental and emotional disorders such as anxiety and depression. An understanding of Asian concepts of the ego, mind, body, mental health, psychopathology, compassion, freedom, and liberation are also addressed. A portion of class periods will be devoted to the actual practice and application of techniques studied in class and in reading assignments. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.675 Spirituality, Culture, and Counseling

The multicultural aspects of counseling with regard to spirituality and developmental perspectives are addressed in this course, including the various religious and philosophical presuppositions and perspectives found in nonwestern cultures such as India, China, Africa, and Southeast Asia. The course also includes the study of comparative religion, specifically, Christianity, Islam, Judaism, Buddhism, Hinduism, Taoism, and Shamanism, as well as relevant cultural aspects. Dialectical thinking, wisdom, and the use of innovative paradigms from the multicultural literature are studied with the goal of enhancing the student's range of understanding and the ability to formulate effective counseling strategies for persons of different traditions. The course also covers issues of oppression and intolerance including the spiritual aspects of gender, culture, religion, and sexual orientation. Psychopathological consequences of certain dogmatic religious and cultural beliefs are also discussed. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.676 Spiritual Approaches to Counseling

This course delineates the essential differences between spirituality and religion and concentrates on the presuppositions and experiential aspects of spirituality. Topics include ethical behavior, various concepts of a higher power, transgression, forgiveness, guilt, transcendence, and mystical experience. Many consciousness raising techniques for personal development and that of clients are offered. The overarching perspective of the course is the phenomenological approach to counseling, making use of research from cognitive therapy as well as the fields of transpersonal and humanistic psychology, and the psychology of religion. The study of wisdom, a current topic in developmental research, is also a focus of the course. Students are asked to be prepared to be able to step outside of their own belief systems in order to ask and analyze fundamental questions of metaphysics, spirituality, and religion, in a nondogmatic fashion. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

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)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.682 Program Evaluation and Research for School Counseling

This course includes principles related to research and evaluation. Students also learn basic concepts for understanding research in the field of counseling and how to evaluate the impact of program interventions. (3 credits)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.792 Ethical and Legal Issues in Counseling

Participants explore an overview of ethical and legal issues related to the professional practice of counseling. Topics include responsibility, competence, public statements, confidentiality, professional relationships, licensing and other regulatory programs, and research. The course emphasizes clinical strategies relevant to legal and ethical issues. (3 credits)

Note: This course must be taken before internship.

Prerequisite(s): A minimum of 18 credits of required coursework. 861.503 Group Counseling and Group Experience.

863.814 Advanced Internship in Addictions Counseling

Students spend 250 hours over one semester in an agency providing treatment for addictions and related problems. Students work with clients under supervision of agency personnel in order to develop clinical skills in treating addictions and to gain practical experience. Students meet on a regular basis with a university supervisor to discuss cases, evaluate experiences, and increase competencies. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

863.818 Field Experience in Counseling in Urban School Settings

Students participate in a wide range of field observations and supervised counseling experiences in urban school settings. The course involves seminars with faculty and meetings with counseling mentors to discuss field work and current professional issues. (3 credits)

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

863.819 Field Experience in School Counseling (Initial Internship)

The purpose of the Field Experience course is twofold: (1) to prepare counselor-trainees to be effective school counselors and (2) to help them acquire the school-based experience needed for Maryland State Certification. Because counselor-trainees sometimes enter the field placement without prior professional work experience in a school setting, emphasis is placed on understanding the individual school as a smaller system within a larger school system and community. Topics emphasized in the Field Experience course are: school climate, school organization and procedures, the role and function of faculty and staff, including the school counselor, and the management of the school counseling program. (3 credits)

Note: Students must attend the mandatory field placement and school counseling internship meeting held in January to begin the application and site selection process. Attendance at the January field placement meeting is required for students who want to be placed in a school system for the upcoming academic year. Some school systems require that students re-apply to continue their field placement over two semesters.

Prerequisite(s): A minimum of 21 credits of required coursework in this degree program. 871.501 Introduction to Children and Youth with Exceptionalities.882.511 Human Growth and Development: A Lifespan Perspective.863.681 Research and Evaluation for Counselors.861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.861.503 Group Counseling and Group Experience.

863.820 Internship in School Counseling

This supervised experience in school counseling includes both field work and class instruction. Students spend 300 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 program in counseling with a concentration in school counseling who have completed 39 hours of required course work, including all counseling courses. (3 credits)

Note: Students must attend an internship orientation held prior to the semester before starting their field placement to begin the application and site selection process. Attendance at the January field placement meeting is required for students who want to be placed in a school beginning the fall semester of the same calendar year. Some school systems require that students re-apply to continue their field placement over two semesters. All application materials must be returned by March 1.

Prerequisite(s): A minimum of 39 credits of required coursework in this degree program. 861.503 Group Counseling and Group Experience.861.609 Diagnosis in Counseling.861.612 Appraisal and Testing for Counselors.861.712 Advanced Techniques in Counseling.861.610 Systems Counseling and Consultation: Family, School, and Community.

863.822 Internship in Urban School Counseling

This supervised experience in school counseling includes both field work and classroom instruction. Students spend 200 hours, over the course of two semesters, engaged in counseling with individuals and groups, consultation with teachers and families, and program development activities under the supervision of a practicing, certified school counselor. (3 credits)

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

863.823 Internship in Organizational Counseling

This supervised internship experience in organizational counseling includes both a 600-hour field placement experience and class instruction. Students combine skill development in basic counseling techniques in a clinical setting with emphasis on applying theories and models for the delivery of workplace human services and organizational counseling and consultation. Students complete an applied project as part of the requirements for this course. Students must register for this course in consecutive fall and spring semesters as it is a two-semester sequence. Enrollment is limited to students in the master's program in organizational counseling, requires prior approval of the program adviser, and completion of all laboratory courses. (6 credits)

Prerequisite(s): A minimum of 39 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice.861.503 Group Counseling and Group Experience.861.712 Advanced Techniques in Counseling.861.621 Counseling and Organizational Behavior (Part I).861.622 Counseling and Organizational Behavior (Part II).861.619 Organizational Consultation.

863.824 Internship in Clinical Community Counseling

This supervised internship in counseling includes both a 600-hour field placement and class instruction. Students must register for this course in consecutive Fall and Spring semesters as it is a two semester sequence. Enrollment is limited to students in the master's program in Clinical Community Counseling. (3 credits)

Note: Requires prior approval of the program adviser and completion of all laboratory classes. Students must contact the internship coordinator in advance of registering for any internship course in order to begin the application and site selection process. Attendance at the January internship orientation meeting is required. All application materials are available from the internship coordinator and must be returned by May 1. This internship experience begins in the fall semester and continues through the end of the spring semester.

Prerequisite(s): A minimum of 39 credits of required coursework in this degree program. 861.502 Counseling Theory and Practice.861.503 Group Counseling and Group Experience.861.712 Advanced Techniques in Counseling.863.603 Couple and Family Therapy.

863.825 Internship in Clinical Supervision

This internship helps to develop and advance student's skills in clinical supervision. Students first study alternative models of supervision and then supervise beginning counselors in individual, group, and family counseling settings. (3 credits)

Note: Open only to students admitted to the CAGS in Counseling and Clinical Supervision program, or post-master's clinical community students.

Prerequisite(s): 863.611 Strategies of Clinical Supervision. Open only to CAGS and post master's students. Must have permission of advisor. Students interested in this advanced internship must notify the departmental internship coordinator by April 1 for a fall placement and October 1 for a spring placement.

863.826 Advanced Internship in Counseling I

This is the first of a sequence of advanced internship courses. Experienced counselors refine and advance their expertise in counseling in a variety of clinical settings with diverse populations. Through a combination of didactic and supervised clinical activities, students assess their current performance and explore counseling and therapy styles which require advanced levels of skill. Internship placements are to be arranged with the departmental field experiences coordinator. (3 credits)

Note: This course is open only to CAGS and advanced master's students. Students interested in this approved internship must notify the departmental internship coordinator by April 1 for a fall placement and October 1 for a spring placement.

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 Experience Coordinator. (3 credits)

Note: This course is open only to CAGS students and advanced master's students. Students interested in this advanced internship must notify the departmental Internship Coordinator by April 1 for a Fall field placement and October 1 for a Spring placement.

Prerequisite(s): 863.826 Advanced Internship in Counseling I.

863.830 Graduate Project in Counseling

Students of demonstrated ability with a special interest in counseling study under the personal direction of a faculty member of the Division of Education. Applicants must meet with the major adviser and prepare outlines of the proposed projects prior to registration. (3 credits)

Prerequisite(s): A minimum of 24 credits in this degree program.

863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling (formerly 863.792 Ethical and Legal Issues in Counseling)

Participants explore professional issues in counseling with specific regard to ethics and laws that pertain to the profession, such as ethical codes, responsibility, competence, public statements, confidentiality, reporting abuse, and dual relationships. Professional issues in the context of community mental health are also covered in terms of historical, societal, and philosophical aspects, as well as licensing, roles, policies, legislation, reimbursement, and the professional identity of community counselors. Racial and ethnic issues as well as gender, sexual orientation, socioeconomic status, and mental status in community counseling settings are also addressed. (3 credits)

Note: Requires prerequisite of 861.502 Counseling Theory and Practice plus a minimum of 18 graduate counseling credits or equivalent.

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.809 Counseling Practicum (formerly 861.712 Advanced Techniques in Counseling)

This supervised practicum experience includes a 100-hour field placement and class instruction. Students will obtain a minimum of 40 contact hours with clients. The course includes 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, plus group and individual supervision sessions. Emphasis is given to management of client resistance, trust building, use of interpretation and confrontation, and relevant legal and ethical issues. The course is taken near the of a student's program of study after all other lab coursework is completed and prior to the internship. (3 credits)

Prerequisite(s): 861.503 Group Counseling and Group Experience. 861.502 Counseling Theory and Practice. 861.609 Diagnosis in Counseling.

**861.614 The Context of School Counseling:
Family, School and Community (formerly
861.610 Systems Counseling and Consultation:
Family, School and Community)**

Students integrate knowledge and understanding of community, environmental, and institutional opportunities that enhance, or thwart student academic, career, and personal/social success and overall development. Students look at the impact of multiple systems on youth and families and the school counselor's role in helping to facilitate interaction between individuals, families, and larger systems. Students learn about systems theory and its application to families, schools, and the broader community. The course examines a variety of community-based services, including health, mental health, social services and juvenile justice and how school counselors can collaborate with these services. Students also examine different models of consultation for use with teachers, families, and community agencies. (3 credits)

Prerequisite(s): 861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.

863.653 Cognitive Behavioral Play Therapy

This course teaches how to adapt cognitive-behavioral (CB) therapy to the practice of play therapy (PT) with children, ages four years through late school age. In addition to CBPT theory and implications, students will learn how to select toys for CBPT. A variety of CBPT techniques will be presented and videotapes of CBPT sessions will be shown. Students will implement CBPT with practice in large and small groups and through written assignments. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

863.656 Narrative Therapy

This course will explore the social construction of lived experience and the use of narratives in counseling. Demonstrating the vitality of the client's interior monologue, students will focus on how the theory and philosophical roots of Narrative Therapy support an array of approaches applicable to diverse populations, including children, adolescents and adults. This course will balance theory, counseling methods and clinician skills for students to learn the knowledge, skills and dispositions associated with Narrative Therapy. (3 credits)

Prerequisite(s): 861.502 Counseling Theory and Practice.

**863.633 Ethics and Legal Issues of Counseling
Young Children And Adolescents**

Participants explore an overview of ethical and legal issues related to professional orientation and responsibility across the lifespan, with an emphasis on counseling young children and adolescents. Some of the topics will include professional responsibility, competence, boundaries, confidentiality, collaborative professional relationships, licensing and certification, research, and cultural competency. Students will examine the ethics and legal issues involved when working with clients over the developmental life span, with an emphasis on children and adolescents engaged in educational systems, social institutions, and counseling practices. (3 credits)

Note: A minimum of 18 credits of coursework is required.

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.503 Group Counseling and Group Experience.

**863.613 Multicultural Counseling in the Urban
Environment**

Students explore aspects of counseling practice from diverse ethnic, racial, and socioeconomic backgrounds with an emphasis on at-risk youth in the urban environment. Through didactic and experiential learning, students consider counsel strategies for working in the urban context. (3 credits)

Note: Open only to students in the Baltimore City Public School System At-Risk Cohort.

863.615 Counseling At-Risk Youth in the Urban Environment

Participants examine information, prevention and intervention techniques, and resources which assist them to work more effectively with at-risk youth in the urban environment. Topics considered include suicide, drug abuse, eating disorders, pregnancy, gang membership, and AIDS. Instructional formats include lectures/discussions, audio visual presentations, participants' self-evaluation of their own at-risk behavior, role plays, and small group discussion. (3 credits)

Note: Open only to students in Baltimore City Public School System Counseling At-Risk Cohort

863.617 Diagnosis for School Counselors Working in the Urban Setting

Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-R) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria. Theories relative 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. A developmental framework for understanding diagnosis is provided which considers multicultural, feminist, and systems perspectives. This course places a special emphasis on diagnosis and treatment of children and adolescents. (3 credits)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

863.734 Family Systems and Interventions

Students study the theory and practice of family therapy with an emphasis on 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)

863.665 Contemporary Issues in Extreme Stress and Trauma Reactions I

This course is designed as an introduction to issues of extreme stress reactions and the short and long-term psychological traumatic effects of disaster, war, terrorism, and torture. It includes an historical overview of trauma responses and interventions within the helping professions, theoretical foundations, as well as individual and community mental health intervention strategies. Students will examine their own responses to clients who present with issues of traumatic and extreme stress reactions, and the emotional consequences to their family members. (3 credits)

Note: Open only to advanced master's or post-master's students.

863.666 Contemporary Issues in Extreme Stress and Trauma Reactions II

This course expands on topics of psychological trauma and reactions of substance abuse; risk-taking behaviors; anger; violence; grief and loss; physical, sexual, and psychological abuse of family members; relationship and work problems; and more. Students will study current research in contemporary trauma issues and intervention strategies for the effects of disaster, war, terrorism, and torture on survivors and their families. Prerequisite: 863.665 Contemporary Issues in Extreme Stress and Trauma Reactions I. (3 credits)

Prerequisite(s): 863.665 Contemporary Issues in Extreme Stress and Trauma Reactions I.

863.810 Clinical Community Trauma Intervention Practicum

Students will have the opportunity to refine and advance their skills in field settings that offer trauma therapy with diverse populations. Through a combination of didactic and supervised clinical activities, students will explore and apply appropriate therapeutic strategies under the supervision of experienced practitioners. The Department must approve internship sites. (3 credits)

Prerequisite(s): 863.666 Contemporary Issues in Extreme Stress and Trauma Reactions II.

Counseling Minicourses

860.510 Self-esteem: Theory and Practice

Students learn the psychological, historical, developmental, and sociological meaning of self-esteem, how to assess it, and how to recognize characteristics of low self-esteem. The course examines theories, definitions, and the etiology of self-esteem. Students participate in experiential activities and learn individual and group techniques for self-esteem enhancement. Students also learn to use self-esteem interventions suitable for diverse populations, including women, minorities, children, and those who are disenfranchised and in need of empowerment. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.528 Post-Traumatic Stress Disorder

This course provides an overview of the etiology of and issues critical to the diagnosis and treatment of Post-Traumatic Stress Disorder (PTSD). An emphasis is placed on the understanding of historical trends and contemporary theoretical and clinical models. (1 credit)

Prerequisite(s): 861.609 Diagnosis in Counseling.

860.540 Contemporary Issues in Counseling Theory and Practice

This seminar course provides an opportunity for students to learn about recent advances in counseling theory and practice. The emphasis is on an intensive training experience with respect to a single or related set of issues contemporary to the counseling and human services profession. The course blends both didactic and experiential learning. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.501 Crisis Intervention

Participants explore counseling strategies and techniques for working with individuals in crises. Students consider specific short-term strategies for diffusing emergency situations and review follow-up activities. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.547 Brief Counseling: A Rational Emotive Behavior Therapy Intensive

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

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.548 Counseling Individuals with Eating Disorders

This course centers on the dilemma involved in counseling individuals with eating disorders, on societal beliefs and phenomena that contribute to the maintenance of this problem, and on those issues that complicate the counseling process. Participants examine some of the underpinnings which give rise to eating disorders and gain an understanding of both the diagnostic and behavioral differences between anorexia and bulimia. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice. 861.609 Diagnosis in Counseling.

860.549 Solution Focused Brief Counseling: Strategies and Techniques

This course focuses on conceptual models for brief therapy in individual, group, and family modalities. In particular, issues of assessment, problem identification, and aggressive behavioral interventions are addressed. The focus is on crisis intervention and the use of community resources for follow-up and case management. The format includes lectures, discussions, and experiential exercises. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.553 Multicultural Counseling and Urban Youth and Families

Students explore aspects of counseling practice from diverse ethnic, racial, and socioeconomic backgrounds with an emphasis on the urban environment. Through didactic and experiential learning, students consider counseling strategies for working in the urban context. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.555 Understanding and Benefiting from the Mind-Body Connection

Students review the important theories and research behind the mind-body connection. Students learn a variety of strategies to use with clients including visual imagery and relaxation through demonstration and practice. Special attention is given to counseling people with cancer, heart disease, HIV, and other specific medical problems. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.561 Adolescent Suicide: Counseling Assessment and Prevention

Participants review potential indicators leading to adolescent suicide. Students consider psychosocial factors of adolescent suicide, the influence of the school environment and support systems, the parenting process, and data on the incidence of suicide with emphasis on counseling intervention, assessment, and prevention strategies. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.567 Using the Creative Arts in Counseling

Students examine the history, theories, and techniques of using the creative arts in counseling. Particular attention is given to the visual and verbal arts such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music. Each of these arts helps sensitize clients to the world, both around and within themselves. Participants are given an opportunity to practice using the creative arts in their work with clients throughout the lifespan. Specific techniques are demonstrated through role plays and case examples. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.570 The Theory and Practice of Clinical Supervision

This course is a didactic and clinical study of supervision. The didactic component involves an orientation to the different conceptual frameworks and models of supervision; the context of the supervision relationship including variables such as gender, race, culture, socioeconomic status, sexual orientation, and religion; and the ethical, legal and professional regulatory responsibilities of clinical supervisors. The clinical component includes the development of a supervisory contract, informed consent, documentation procedures, evaluation approaches, and structure for supervision sessions. Students practice supervision skills and strategies and techniques for doing individual and group supervision. (1 credit)

Note: Limited to students admitted into the CAGS or PMC programs.

Prerequisite(s): Must have permission of adviser to register for this course.

860.575 Counseling Boys and Their Families

This course provides mental health practitioners with accurate information about the emotional lives of boys and suggest effective strategies for counseling this population. The instructor discusses the myths and realities about boys and demonstrate that there is a mismatch between the parameters of conventional counseling and the relational styles of boys. In order to correct for this mismatch, counselors learn how to make adjustments in the process of counseling with boys, including suggestions for establishing rapport, administering interventions with boys, and teaching parenting skills to their parents. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.577 Bereavement Counseling Theory and Practice

Participants explore individual and group counseling strategies to support individuals experiencing the death of family members or close friends. Students focus on understanding death at different developmental levels and assisting clients to adjust to personal loss, emotional stress, and cognitive confusion. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.584 Employee Assistance Programs: A Sampling of Best Practices

This course provides a review of the best practices of comprehensive employee assistance programs (EAPs). Exemplary models are described of EAP assessment and intervention, case monitoring, preventive activities and organizational development services. Case examples are blended with opportunities for innovative program design. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.591 Critical Incident Debriefing

Trauma and the need to process the impact that critical events have on victims, survivors, witnesses, first responders, and help-givers is a recurrent theme in the aftermath of September 11, 2001. This course presents mental health practitioners with several models for conducting critical incident debriefing - the classic, Mitchell Model, of debriefing, grief-related debriefing approaches, and a resolution-focused debriefing model. Course participants develop counseling intervention strategies to recognize and respond to the effects of trauma in individual clients. Case studies and intervention designs applicable to a variety of settings (e.g., fire departments, police, EMT, schools, hospitals, airplane crews, and agencies) are presented. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

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)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.597 Career Coaching: Innovative Career Counseling Practices

This course provides grounding in the theory and practice of coaching models for intervention as applied to career counseling practice. Increasingly, career counselors and other counseling and human services professionals are adapting coaching strategies for working with clients confronting significant developmental challenges. The technology of coaching is explored, and its implications for innovative career counseling practices considered. The course includes both didactic and experiential learning. (1 credit)

Prerequisite(s): 861.511 Career/Life Development and Planning. 861.507 Introduction to Counseling as a Helping Profession.

860.598 Myers-Briggs Type Indicator

This course provides basic training in the administration and interpretation of the Myers-Briggs Type Indicator instrument (MBTI). Widely used in business, counseling, and educational settings, The MBTI personality inventory assists clients in making personal or career decisions, and identifying leadership styles and interpersonal communication preferences. Students learn its many uses for career change and exploration, couples counseling, conflict resolution, and personal growth, and its applications to business and education. (1 credit)

Note: Tuition includes materials fee.

Prerequisite(s): 861.612 Appraisal and Testing for Counselors. 861.511 Career/Life Development and Planning. 861.507 Introduction to Counseling as a Helping Profession.

860.599 Adult Development and Transition

This course examines historical, social, cultural, and contextual factors affecting adults and explores theoretical approaches to adult development and transitions throughout the adult life span. Students learn principles applied to counseling adults with emphasis on developmental processes, individual differences, and mental health. Students also learn about the nature, scope, and variety of settings in which programs of adult counseling take place as well as strategies for helping adult clients cope with major life changes in various life roles. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.606 Suicide Across the Life Span

This course addresses the significant concerns of suicide and suicide prevention and provides training needed by counselors to effectively assist those at risk for attempting suicide. It includes the history of suicide in various cultures; risk factors for suicide; suicidal assessment; ethical and legal issues surrounding suicide; and counseling techniques with children, adolescents, adults, and survivors and their families. A varied format including experiential exercises will be used to introduce concepts and illustrate assessment and counseling techniques. Those planning to enroll in the seminar are encouraged to read, *Suicide Across the Life Span: Implications for Counselors*, (Capuzzi, 2004, American Counseling Association, ISBN @1-55620-232-6) prior to the first class. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.607 Urban School Students and Their Parents: The Role of School Counselors

This seminar is designed to assist practicing school counselors in increasing academic achievement and parental involvement for urban students of color (i.e., African Americans). In addition, it is designed to increase school counselors' multicultural awareness, knowledge, skills, and relationships with urban students and parents of color. Participants will develop a thorough understanding of the social, cultural, and economic factors that affect the academic, personal, and career development of urban students. Additionally, they will be presented a number of strategies and interventions to work with this special population. (1 credit)

860.613 Counseling Clients with Personality Disorders

Participants learn theoretical models for borderline and other personality disorders as defined by the DSM IV and discuss intervention approaches for working with this client population. Emphasis is placed on understanding these diagnostic categories and developing effective treatment plans. (1 credit)

Prerequisite(s): 861.609 Diagnosis in Counseling.

860.614 Counseling Individuals with Anxiety Disorders

Students in this course review the nature of anxiety and how it affects human functioning, performance, and interaction. Topics such as phobias, panic attacks, stress management, and general anxiety are discussed. The emphasis of the course is on effective treatment using a wide range of approaches. (1 credit)

Prerequisite(s): 861.609 Diagnosis in Counseling.

860.615 Domestic Violence: Its Impact on Spouses and Children and Remediation Strategies for Mental Health Professionals

Despite the fact that more and more members of society have developed heightened awareness of the incidence and impact of domestic violence in the United States, many men, women, and children are still affected by violence in their families. The emotional, social, and physical impacts are far-reaching and, usually, have serious long-term effects. This seminar addresses the dynamics that occur in violent families with particular emphasis on counseling strategies that can be used by mental health professionals when working with spouses, children, and other family members. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.616 Achieving Change with Difficult Clients

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

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.620 Couples Therapy

This course provides an overview of contemporary approaches for couples therapy. The emphasis is placed on understanding the dynamics of couple relationships, communication patterns, and the developmental challenges inherent to couple relationships. Models for effectively working with couples are considered through both didactic and experiential learning. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.623 Using the Potential of Anger in Individual and Couples Counseling

This course teaches participants to increase their clinical skills in utilizing the action-taking potential and constructive expression of client's anger in individual and couples counseling. Connections between anger, gender, and diversity issues are explored. Special emphasis is placed on couples' counseling in terms of conflict resolution, intimacy skills, and entitlement/jealousy issues. The course includes lecture, activities, and case review. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.624 Introduction to Psychodynamic Counseling

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

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.626 Object Relations Theory and Therapy

This course emphasizes the interpersonal nature of the therapeutic situation and the normal and pathological development of the self. The therapeutic implications of these concepts, especially for difficult clients, are discussed. The timing and facilitating of corrective emotional experience, working with transference and countertransference, and when and learning how to confront therapeutically are examined and illustrated by clinical case examples. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice. 860.624 Introduction to Psychodynamic Counseling.

860.633 Crisis Intervention in the Schools

Participants concentrate on enabling counselors to deal with a wide variety of crises such as suicide, suicidal ideation, death in the family, loss of a home, divorce, and sexual and physical abuse. Students learn the differences between crisis counseling and standard modes of therapeutic intervention. The outcome of the course is the ability to recognize crisis situations and formulate crisis counseling strategies and interventions for at-risk youth in school settings. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.644 Advanced Play Therapy

This course explores theory and practice of advanced play therapy: solution-oriented play therapy, directive and non-directive group play therapy and applications of play therapy with specific populations. Use of expressive arts techniques and sandtray therapy are covered. All techniques are especially useful to school-based counseling with young children and their parents. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice. 863.526 Introduction to Play Therapy with Children (formerly Practices of Counseling Young Children).

860.645 Gestalt Therapy

This course is an introduction to the fundamental principles of gestalt therapy, including its history, context, and presuppositions. A range of gestalt topics will be covered including the cycle of experience, contact, boundary disturbances, the experiment, empty-chair technique, handling resistance and gestalt dreamwork. The emphasis of the course is on instilling a sense of gestalt phenomenological awareness in the student that enables his or her use of gestalt principles as an adjunct to counseling practice. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.647 Overcoming Bullying in Schools

This course examines the serious effects of bullying on students and the school climate. Participants study characteristics of bullies and their victims, as well as the role of peers, parents and staff in perpetuating or preventing bullying behavior. Research on effective school programs and interventions to overcome bullying is reviewed, and key Internet, print and media resources are presented. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.652 Jungian Analytical Play Therapy: Activating the Child's Self-Healing Archetype

Participants explore an overview of the theoretical underpinnings of Jungian Analytical Play Therapy (JAPT) and an exposition of the metaphysical tenets that directionalize it. While covering specific play activities, participants are introduced to the Jungian therapist's understanding of the child's psyche, the meaning of play, and the developmental stages involved in the play therapy process with children and adolescents. The course objectives include (a) assisting participants to guide their clients towards self-healing within the therapeutic relationship, (b) introducing participants to experiential JAPT activities to bridge the theoretical to the practical, and (c) involving participants in an interactive discussion of the practicality of utilizing JAPT in diverse mental health settings. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.657 Children and Resiliency: Helping Children Cope With Trauma and Violence

Students develop an understanding of the effect of trauma and violence on children and learn practical concepts and tools to use with young children to adolescents. The course focuses on children and traumatic grief, techniques for traumatic grief work with special considerations for terrorism, war, school violence, and bullying and victimization issues. The course also provides information on children and resiliency, and ways counselors can encourage caring adults to support attributes of resiliency in children and adolescents. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.660 Psychopharmacology for Counselors

Participants are introduced to the major categories of psychopharmacologic medications and gain an understanding of and appreciation for the use of these medications in the treatment of mental and emotional disorders. The counselor also learns about the need for effective collaborative relationships with psychiatrists and other physicians. (1 credit)

Prerequisite(s): 861.609 Diagnosis in Counseling.

860.655 Developing a Successful Private Practice

This course assists participants in developing a successful private practice and is suitable for those who have not yet launched a private practice as well as for those who have already begun a practice. Students learn the pros and cons of a private practice. Topics include defining the practice, business planning, setting up an office, developing consent to treatment and other forms, recruiting clients, billing, dealing effectively with managed care, writing treatment plans and authorization requests, assessing treatment effectiveness, and many other topics. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.693 Human Sexuality In Counseling

This course explores the basic knowledge and clinical skills counselors need to work with sexuality issues with clients. Emphasis is placed on increasing counselors' awareness of their own sexuality, attitudes, and values so as to increase their comfort level in assisting clients/couples with sexual concerns. This course focuses on sexuality counseling and not sex therapy. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

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)

Prerequisite(s): 861.511 Career/Life Development and Planning.

860.509 Increasing Therapeutic Presence in Counseling: The Mind-Body Connection

The purpose of this experientially focused seminar is to enhance participant ability to establish therapeutic presence with clients and to increase awareness of the here-and-now therapeutic process. This is accomplished through mind-body modalities such as meditation to increase internal and environmental awareness, mindfulness, and proxemics. In addition, the presenter will work with participants throughout the seminar to demonstrate applications to the helping relationship. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.656 Counseling Adults in Transition

This course is designed to help students understand how people deal with the inevitable transitions in their lives. Students learn about different types of transitions, the transition process, and ways individuals cope with change. Students have an opportunity to apply this knowledge and develop counseling skills to a group in transition with whom they might work. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.654 Client-Centered Play Therapy

This course explores theoretical formulations of client-centered play therapy (CCPT). Because CCPT provides a useful basis for establishing, maintaining, and re-establishing the client-therapist relationship; it can be used in conjunction with most directive and non-directive play therapy theoretical frameworks. This makes it extremely useful as a foundational basis for play therapy clinical practice. Core conditions foundational to the practice of CCPT are analyzed and synthesized through didactic instruction, processing of videotapes of actual play therapy sessions, and participant role play. Course objectives include (a) preparing counselors to structure and conduct play therapy sessions that optimize the child's feelings of safety and freedom; (b) analyzing experiential CCPT activities to facilitate successful achievement of therapeutic CCPT response skills; (c) conducting an interactive discussion on ways CCPT can be used to meet clinical goals in diverse mental health settings. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.579 The WDEP Formulation: Learning and Practicing Reality Therapy

This interactive course focuses on practical skills immediately useful on the job; skills that can be integrated into other theories. It includes discussion, role-playing demonstrations of cases presented by participants and small group practice. Participants will gain a working knowledge of choice theory, the basis of reality therapy, followed by an explanation and demonstration of the WDEP system (wants, doing, evaluation, planning). Integrated into the session will be a review of research on reality therapy and a discussion of misconceptions about the practice and implementation of the principles of reality therapy. Prerequisite: 861.502 Counseling Theory and Practice or equivalent. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.585 The Role of Collegiate and Professional Sports in the Adult Life Cycle

This course is designed to provide an overview of the challenges faced by individuals who pursue competitive athletics, with an emphasis on those who are additionally challenged by doing so with high visibility. Unique demands and pressures will be discussed, in addition to therapeutic approaches and techniques that would facilitate work with these individuals and their families. The overview will be presented within a developmental framework with a systemic emphasis. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.595 Coping with Stress in the Post 9/11 World

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)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.514 Counselor/Client Boundaries: Ethical and Legal Issues

Perhaps no other ethical and legal issue has caused more controversy among helping professionals than determining the boundaries of the therapeutic relationship. The purpose of this course is to present and discuss specific boundary issues such as bartering, social relationships, business or financial relationships, accepting gifts, self-disclosure, touching, and sexual attractions and relationships in the context of counseling and psychotherapy. Legal consequences for offending counselors will also be explored. (1 credit)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.512 Bullying, Hate Language and the Power of Words

Bullying and hate language that take place in mid and later adolescence can affect self concept, perception of well-being, academic achievement, interpersonal relationships, and sexual identity development. Counselors in all settings---community agency, school, higher education, or private practice---work with adolescents and their families around the impact of bullying. This course will examine the power of words and physical and emotional bullying, and explore intervention ideas for counselors. It will be participatory in nature and include role-plays, case studies, and lecture/discussion. Prerequisite: 861.502 Counseling Theory and Practice or equivalent. (1 credit)

Prerequisite(s): 861.502 Counseling Theory and Practice.

860.586 Organizational Context and Workplace Culture

This course provides students with a basic orientation to organizational culture and includes a presentation of variations in workplace structure and context. Through a distance education format, students explore the complex nature of organizations. Topics of study include an overview of functional areas of business, human resource roles and policies, and a basic understanding of organizational development, behavior and management issues. This course must be taken before or concurrently with the organizational counseling core courses. (1 credit)

860.621 Violence Prevention in the School Setting

This course will provide an overview of school based prevention and intervention strategies designed for students who are at-risk of participating in or becoming victims of violent behaviors. In addition we will explore treatment options for youth who have actually participated in violent behaviors with applications of mental health interventions in schools and communities. Crisis management strategies for dealing with critical incidents will also be explored (3 credits)

Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.

860.530 Multicultural Issues in Trauma Reactions

This course examines various aspects of working with those affected by trauma who are members of diverse ethnic, racial, and socioeconomic groups including immigrant populations. Intervention strategies effective with various kinds of trauma and a wide range of traumatic reactions are explored. (1 credit)

860.695 Secondary Trauma and Compassion Fatigue

This course examines the phenomenon of vicarious traumatization, or secondary trauma and compassion fatigue, which can result in a range of reactions in mental health professionals, medical personnel, police, firemen, victim advocates, and family members who care for traumatized people. Intervention techniques for such individuals and strategies for counselor self-care are presented. (1 credit)

860.515 Counseling Military Families

Students explore aspects and issues affecting contemporary 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. Counseling for issues of isolation, frequent moves, deployment and reintegration into family life, anticipatory loss and grief, anxiety, uncertainty, and the effects of war are presented. (1 credit)

860.571 Family Group Therapy

This course provides training in leadership and facilitation skills for group work with multiple families. Students become familiar with creating and leading family groups based upon the identified needs of families with common concerns such as those dealing with similar issues of grief and loss, loved ones with traumatic injuries, or those who are affected by violence, disaster, terrorism, or war. The course includes both didactic and experiential learning. (1 credit)

Prerequisite(s): 861.503 Group Counseling and Group Experience. 863.603 Couple and Family Therapy.

863.611 Strategies of Clinical Supervision

This course explores techniques and other pertinent issues in current clinical supervision research. It is designed to give students an opportunity to reflect on and observe the process of supervision of counselors. Students practice supervision skills, strategies, and techniques for doing individual, family, and group supervision. Students will have the opportunity to interview supervisors in the field. (2 credits)

Note: Prerequisite(s): 860.570 Theory and Practice of Clinical Supervision. Open only to CAGS and post-master's students.

860.664 Theory and Application of Feminist Therapy

The course offers an introduction to feminist therapy as a systems approach to growth and change. It emphasizes the integration of feminist principles into students' theoretical frameworks and counseling styles. Students will learn skills for implementing feminist therapy strategies with female and male clients from diverse cultural backgrounds. (1 credit)

860.653 Family Play Therapy

Family play therapy engages the family's ability to utilize symbol language, metaphor, and expansive communication; decreases resistance; increases dynamic participation; allows for playful experience; and improves family members' sense of well-being. This course highlights experiential activities, including family puppet stories, family art, family play, genograms, and family sand trays. (1 credit)

860.662 Counseling Refugees and Immigrants

This course provides an overview of issues, skills, and practice related to counseling refugee and immigrant populations. Students will develop an understanding of pre-migration trauma and issues that impact refugee and immigrant mental health, as well as explore post-migration issues related to mental health, acculturation, and psychosocial adjustment. The Multi-Level Model of Psychotherapy and Social Justice (MLM) will be presented with opportunities for practice and skill development. (1 credit)

Special Education**Core and General Courses****871.501 Introduction to Children and Youth with Exceptionalities**

Participants investigate the major areas of exceptionality addressing the characteristics and educational needs of students with a broad range of special instructional needs. Students review incidence and etiology, diagnostic and therapeutic services, educational programs, and findings of recent research. (3 credits)

871.502 Educational Alternatives for Students with Special Needs

Designed especially for general educators, counselors, supervisors, and administrators, this course examines differentiated instruction for students with special needs in general education schools and classrooms. Participants review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized educational programs in general education classrooms. (3 credits)

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

This survey course reviews litigated and legislated standards for special education and related services for persons who have disabilities. Participants explore current issues in the provision of services for persons with disabilities, including normalization, deinstitutionalization and inclusion, the regular education initiative, and the educability and right-to-life controversies. (3 credits)

871.511 Instructional Planning and Management in Special Education

Participants focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional strategies that promote effective classroom organization. (3 credits)

871.512 Collaborative Programming in Special Education

This course focuses on five collaboration themes common to various educational settings: interpersonal communication, problem solving, cultural diversity, teamwork, and family systems theory. Participants examine techniques that promote effective communication between school practitioners and related professionals, and families of students with special needs. (3 credits)

871.513 Applied Behavioral Programming

Students investigate the principles and procedures of the field of applied behavioral analysis. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Participants develop individual projects that demonstrate their ability to design, implement, and evaluate behavioral support programs in an ethically responsive manner. (3 credits)

871.514 Medical and Physical Aspects of Disabilities

This survey course provides the student with information from the medical sciences concerning the etiologies and treatments of disabilities. Topics include human genetics and embryology; the newborn period; the structure, functions, and interrelationships of the major systems of the human body; infectious diseases; and emergency procedures. (3 credits)

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)

Note: Only open to EdD students in special education. Students should not register for this course unless they are able to attend all class meetings.

871.848 Doctoral Seminar in Special Education I

Research studies on topics of current interest in special education and related service fields are reviewed and critically evaluated. Recent studies in the areas of language and communication, social behavior, vocational skills, community living skills, behavior disorders, academic behaviors, environmental design, staff management, and training for intervention agents are discussed. Students also critique manuscripts and propose studies in one or more of these areas. (3 credits)

Note: Open only to EdD students in special education.

Prerequisite(s): 883.710 Quantitative Research Methods. 883.716 Single Subject Research Designs.

871.849 Doctoral Seminar in Special Education II

Participants discuss topics relating to practical, legal, and ethical issues in conducting research in applied settings. Each student conducts a research study in an area of interest, and the class reviews and discusses those studies while they are in progress. (3 credits)

Note: Open only to EdD students in special education.

871.850 Doctoral Seminar in Special Education III

Students develop written and oral presentations of their research projects. Activities relating to presenting, analyzing, and interpreting research data, and writing and publishing research reports are discussed. Participants review effective methods for teaching college/university-level courses and inservice training workshops and courses. (3 credits)

Note: Open only to EdD students in special education.

871.860 Dissertation Research in Special Education

Doctoral students in special education prepare the dissertation proposal and conduct research under the direction of the appropriate research committee in the Graduate Division of Education. Written approval of the proposal must be received from the major adviser prior to registration. (3 credits)

Note: Open only to EdD students in special education. Students should indicate the number of credits for which they are registering as a section (e.g., section 01=1 credit, section 02=2 credits, etc.).

871.861 Dissertation Research Seminar in Special Education

Doctoral students in special education critique dissertation proposals, chapters, and instruments at different stages of the research process. The final critique is a mock oral examination, which prepares the individual student for the actual dissertation defense. (3 credits)

Note: Open only to EdD students in special education

871.865 Dissertation Research Seminar in Special Education I

Doctoral students in special education develop their dissertation prospectus and proposal. On-going feedback and support is provided within an interactive seminar format. (3 credits)

Note: Open only to EdD students in special education

871.866 Dissertation Research Seminar in Special Education II

Doctoral students in special education critique dissertation proposals, chapters, and instruments at different stages of the research process. The final critique is a mock oral examination, which prepares the individual student for the actual dissertation defense. (3 credits)

Note: Open only to EdD students in special education

871.831 Advanced Graduate Project in Special Education

(3 credits)

Early Childhood Special Education

872.500 Professional Seminar in Early Childhood Special Education

Beginning students in the Early Childhood Special Education (ECSE) Program explore the field of ECSE through preservice professional development. Students acquire a broader schema for roles and responsibilities, career planning, accepted standards, contemporary practice, and organizational structures related to ECSE. Students become familiar with features of national, state, and local ECSE systems. Students also examine issues related to reform-based education in Maryland. (3 credits)

872.501 Foundations of Learning and Literacy: Screening, Evaluation, and Assessment of Young Children with Disabilities: B-4 yrs.

The first few years of life establish initial patterns of learning, literacy, and behavior, and set the pace for subsequent development. Students review instruments and procedures for screening, evaluating, and assessing the status of a young child's cognitive development, physical development (including vision and hearing), communication development, social or emotional development, and adaptive development. Included in this process is an examination of pre-literacy levels. In this course, there is emphasis on translation of evaluation and assessment information into meaningful outcomes for young children with disabilities and their families. (3 credits)

872.502 Foundations of Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: B-3 yrs.

Early intervention can have a significant effect on developmental outcomes for young children with disabilities and their families. Students focus on planning, implementing, and evaluating programs for eligible infants, toddlers, preschoolers, and their families. There is an emphasis on facilitation of a family-centered foundation for learning and literacy in infants and toddlers. Topics include (a) a survey of curricular options for young children and families, (b) selection of family-centered treatment outcomes, (c) design of instructional activities for promoting developmental progress, (d) evaluation of program effectiveness, and (e) evaluation of family satisfaction with services. (3 credits)

872.503 Learning and Literacy: Screening, Evaluation, and Assessment of Young Children with Disabilities: 5-8 yrs.

In this course, participants become competent at planning, administering, and reporting the results of a variety of screening, evaluation, and assessment instruments or procedures for children enrolled in kindergarten and primary level special education. Participants interpret test results for purposes of: (a) communicating findings to families; (b) communicating findings to colleagues; (c) individual program planning for learning and literacy; and (d) monitoring of individualized programs. Participants develop strategies for effective management of resources and information related to the screening, evaluation, or assessment process at the kindergarten and primary levels of special education. (3 credits)

872.504 Early Learning and Literacy: Program Planning and Implementation for Young Children with Disabilities: 3-5 yrs.

Research has shown that preschool special education programs can promote development in young children with disabilities. This course concentrates on instructional and curricular approaches to early learning and literacy within the context of inclusive programs for children with disabilities. (3 credits)

872.506 Learning and Literacy: Program Planning and Implementation: Primary Special Education

Research has shown that primary special education can promote higher rates of development in young children with disabilities. This course concentrates on instructional and curricular approaches to learning and literacy for children with disabilities who are in the primary grades. In this course there is an emphasis on support of learning and literacy within the context of inclusive primary programs for children with disabilities. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

872.509 Diagnosis and Instruction of Reading for Young Children with Disabilities: Grades One Through Three

Research has shown that primary special education can promote higher rates of development in young children with disabilities. In this course, there is a focus on the diagnosis of reading problems, individualized planning for reading instruction, and implementation of such reading programs as Orton-Gillingham, the Stevenson method, phonemic awareness, the alphabetic principle, and modification of the literacy environment. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

872.512 Collaborative Programming in Early Childhood Special Education

This course explores the collaboration of special educators, health care providers, social services personnel, and families in planning and implementing programs and transitions for young children with disabilities and their families. Students become competent communicators in both written and oral modes and across cultures on issues related to early intervention, preschool, and primary special education. (3 credits)

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)

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)

Prerequisite(s): Must have permission of adviser to register for this course.

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: An application for this internship must be completed well in advance of the internship. Check with the Field Experience Coordinator for the Early Childhood Special Education Program for exact dates and procedures.

Prerequisite(s): Must have permission of adviser to register for this course.

872.811 Internship: Preschool and Primary Level Special Education

Designed for students seeking Maryland special education teacher certification at the infant/primary level, this internship provides supervised field experiences in special education for children in the three- to-eight year age range. Field sites and activities are individually selected according to student interest and training needs. (3 credits)

Note: An application for this internship must be completed well in advance of the internship. Check with the Field Experience Coordinator for the Early Childhood Special Education Program for exact dates and procedures.

Prerequisite(s): Must have permission of adviser to register for this course.

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 of the Graduate Division of Education. The student should meet with the faculty member who will supervise his or her project prior to registration. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

872.840 Doctoral Internship in Early Childhood Special Education

Doctoral students in special education with a concentration in Early Childhood Special Education participate in an individualized program of learning activities designed to support leadership development. (3 credits)

Prerequisite(s): Must have permission of adviser to register for this course.

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

Participants examine the incidence, etiology, and characteristics of learning disabilities, emotional disturbance, and mild mental retardation and review major theoretical models associated with the study of these conditions. (3 credits)

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

Participants explore assessment instruments and procedures for diagnosing elementary and middle school students who are experiencing learning and behavior problems. Participants administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. (3 credits)

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

Participants examine assessment instruments and procedures for diagnosing secondary level students who are experiencing learning and behavior problems in school. Students administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social-emotional behavior, and vocational functioning. (3 credits)

874.521 Strategies Instructional Model: Learning Strategies I

This course introduces participants to the Strategies Instructional Model, an eight-stage teaching procedure that can be implemented with elementary and secondary students who are at-risk for or have mild/moderate disabilities. Participants apply strategy instruction with students and develop related instructional materials. (3 credits)

874.522 Strategies Instructional Model: Learning Strategies II

Participants continue implementation of the Strategies Instructional Model with elementary and secondary students who are at-risk for or have mild/moderate disabilities. Emphasis is on student independence and the generalization of strategy use. (3 credits)

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

Participants learn teaching strategies that can be used by teachers with students who have difficulty with oral and written expressive language. Instructional methods include both curriculum modifications and teacher-devised tasks. (3 credits)

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)

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)

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

This course examines the assessment and instructional methods needed to implement and evaluate career/vocational programs that promote successful post-school adjustments for students with mild to moderate disabilities. Participants review the practice of vocational and career assessment, vocational instruction, vocational counseling, and the development of recreation and leisure skills and activities. (3 credits)

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

Class members discuss the psycho-social characteristics of adolescents with mild to moderate disabilities, including the cultural implications of those characteristics. Participants review the goals of the secondary school and gain an understanding of the range of curricular demands and graduation requirements, and their impact on students with special needs. The implications of school organization and service delivery models for students with disabilities are explored. Participants develop adaptations, plans, and projects using the secondary curricular content areas. (3 credits)

874.541 Reading: Methods for Students with Mild to Moderate Disabilities

Participants learn to apply strategies designed to improve the reading performance of elementary/middle school students with mild to moderate disabilities. Highlighted are strategies related to word identification and paraphrasing and methods such as progress monitoring and self-evaluation. During the course, participants apply a strategy with a student who is experiencing reading difficulties. (3 credits)

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

Participants learn to apply strategies designed to improve the reading and writing performance of secondary students with disabilities. Highlighted are strategies designed to maximize content area reading comprehension and writing within the content areas. During the course, participants apply strategies with a student or students experiencing reading difficulties. This course incorporates goals and objectives that correspond to the MSDE required course, Teaching Reading in Secondary Content Areas Part I. (3 credits)

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)

Note: Admission to the graduate program in Mild to Moderate Disabilities is required before registering.

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 of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

874.840 Doctoral Internship: Mild to Moderate Disabilities

Students participate in varied experiences developed in consultation with their major advisers. (3 credits)

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)

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)

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)

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)

Inclusion**878.501 Differentiated Instruction and Inclusion**

Participants examine practical, ethical, and theoretical issues in the context of national, state, and local initiatives for least restrictive placement of students with diverse learning needs, including typical students, ESOL students, students with disabilities, and those who are gifted. Individuals compare and contrast existing service delivery systems and model programs that are successful at integrating students with a range of educational needs into general education settings. (3 credits)

878.503 Educational Measurement and Curricular-Based Assessment

Participants review standardized achievement tests, criterion-referenced tests, and curriculum-based measurement and interpret results as they relate to program planning for learners with diverse learning needs in general education classrooms. The course emphasizes developing curricular-based assessments, determining local and school norms for tests, and evaluating learners' progress and performance in academic and social curricular areas. (3 credits)

878.505 Cooperative Learning for Diverse School Programs

Participants explore the recent research on cooperative learning and develop methods for using cooperative systems in heterogeneous settings that accommodate individuals with a range of diverse learning needs. Participants discuss cooperative and peer learning programs and explore research findings and practical classroom organization and instructional strategies. (3 credits)

878.506 Social and Emotional Interventions

Participants examine basic concepts, guidelines, strategies, and materials to conduct social-emotional instruction for students with diverse learning needs. The course emphasizes curricula and methodologies that enhance students' self-esteem and independence. (3 credits)

878.512 Curriculum Design and Adaptations

Participants use the framework from Curriculum Design I to further explore and develop differentiated instructional accommodations for students with a range of diverse learning needs in general education settings and classrooms. Additional topics include systemic change for schools and self-determination skills for students. (3 credits)

878.810 Internship in Inclusive Education: Induction

Designed for general educators who are seeking special education certification in the Inclusion program, this internship, scheduled toward the midpoint of a student's program, involves implementation of practices devised to include more students with mild, moderate, and severe disabilities into general education classrooms. Students plan and implement inclusive practices that are new and unique for their school settings. (3 credits)

Note: Applications are available at the Montgomery County Campus. Applications for fall must be received by March 1; for spring by October 1.

Prerequisite(s): Submission of passing score on Praxis I exam.

878.811 Internship in Inclusive Education: Culmination

Designed for general educators who are seeking special education certification in the Inclusion program, this internship, scheduled toward the completion of a student's program, involves implementation of practices devised to include more students with mild, moderate, and severe disabilities into general education classrooms. Students plan and implement inclusive practices that are new and unique for their school settings. (3 credits)

Note: Applications are available at the Montgomery County Campus. Applications for fall must be received by March 1; for spring by October 1.

Prerequisite(s): A minimum of 21 credits of required coursework in this degree program. 878.810 Internship in Inclusive Education: Induction.

Severe Disabilities**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)

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; (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)

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)

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)

877.551 Survey of Autism and Other Pervasive Developmental Disorders

Providing a comprehensive review of current information about autism and other pervasive developmental disorders, this course draws on research findings and clinical experience from a number of related disciplines; including psychiatry, psychology, neurobiology, and pediatrics. In addition to exploring theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues, students are introduced to the primary therapeutic and intervention strategies employed with students who have autism. The theoretical basis of, and empirical evidence for, the diverse traditional and nontraditional therapies that have been proposed for persons with autism are also explored. (3 credits)

877.552 Behavioral Interventions for Students with Autism

Students explore the growing body of research findings showing that students with autism can derive significant and durable benefits from interventions based on the principles of applied behavioral analysis. Strategies for conducting functional analyses of problem behavior and developing multielement treatment plans are reviewed. (3 credits)

877.553 Classroom Programming for Students with Autism

Students examine the design and implementation of effective classroom programs, such as those based on the TEACCH model, for students with autism who differ in age and level of functioning. The course topics include classroom structure and organization, group instruction strategies, educational assessment and IEP development, record keeping, curriculum, instructional activities and materials, parent involvement, and staffing and support services. (3 credits)

877.810 Internship in Severe Disabilities: Elementary

Designed for students seeking Maryland special education certification in severe disabilities, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children of primary and elementary school age. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program.

877.811 Internship in Severe and Multiple Disabilities: Middle and Secondary

Designed for students seeking Maryland special education certification in severe disabilities, this internship provides supervised field experiences in the application of instructional strategies and curriculum adaptations needed to teach children of middle and secondary school age. (3 credits)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program.

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 of the Graduate Division of Education. Applicants must meet with their major advisers and prepare an outline of their proposed projects prior to registration. (3 credits)

Note: Students should indicate the number of credits for which they are registering as a section number (e.g., section 01=credit, section 02=2 credits, etc.).

877.840 Doctoral Internship in Severe Disabilities

Doctoral students participate in varied experiences developed in consultation with their major advisers. (3 credits)

Note: Open only to EdD students. Students should indicate the number of credits for which they are registering as a section number (e.g., section 01=1 credit, section 02=2 credits, etc.).

877.555 Teaching Communication and Social Skills

This course reviews the theoretical foundations of cognitive and language assessment and intervention. In addition, 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)

Note: Course replaces 877.512 Education of Students with Severe Disabilities and 877.554 Teaching Language and Social Skills..

Assistive Technology**892.524 Integration of Technology into Early Childhood Special Education**

Students examine strategies for integrating technology into early childhood curriculum areas (birth through early elementary). Participants evaluate software and peripherals relative to curriculum objectives and the developmental level of the child. Participants develop skills and strategies to serve as a resource in early childhood special education settings and create materials suitable for including students with special needs in the full range of classroom instruction. (3 credits)

892.546 Computer Access for Individuals with Disabilities

(Lab Class) Participants evaluate various adapted computer technologies that enable students with disabilities to participate in effective instructional programs. Using a hands-on approach, students acquire skills and knowledge of essential microcomputer operations, technical requirements for connecting various adaptive devices to computers, tools to make adjustments for individual needs, and conceptual frameworks in the selection of appropriate access strategies. Students design technology-supported instructional interventions using current research in the effective uses of computer access devices for learning. (3 credits)

Prerequisite(s): 893.515 Hardware, Operating Systems, and Networking for Schools and Organizations.

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)

892.552 Augmentative Communication: Evaluation (formerly Augmentative Communication: Evaluation and Strategies)

Students examine issues related to the application of augmentative and alternative communication (AAC) devices for students with disabilities. Participants analyze instructional strategies for promoting communication and techniques for integrating AAC systems into specific communication environments. Participants apply decision-making principles that guide the selection of AAC systems based on student need, environmental and desired instructional outcomes. (3 credits)

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)

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)

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)

892.565 Assistive Technology to Support Language and Literacy Development

(Lab Class) Participants examine the current literature on development of language and literacy as it relates to children with disabilities. Students evaluate the critical components of a balanced literacy program. Focus is on the assessment of student need for instructional support to improve performance on literacy indicators. Class members develop technology-based instructional strategies that promote student progress toward literacy outcomes. (3 credits)

892.580 Instructional and Assistive Technologies for Learning

(Lab Class) This course focuses on strategies and techniques for implementing software and other technologies in the lives of individuals with disabilities from ages 3-adult. Participants explore instructional and assistive technologies for students with disabilities. Students apply technology to individualized program planning. Knowledge and awareness components of this course may be delivered via distance education. (3 credits)

892.581 Telecommunications for Individuals with Disabilities

(Lab Class) This course provides an overview of the Internet with primary focus on accessibility issues and solutions. Students perform Internet searches, design and produce informational Web pages and prepare instruction that includes accessibility features for increasing access to online information for students with disabilities. (3 credits)

892.582 Technology for Advanced Literacy and Language Development

(Lab Class) Participants examine related research and literature for producing technology based literacy environment. The focus is on supporting multiple modes of learning, exploring diversity and disability, and managing technology based literacy programs. Participants develop technology solutions for reading and writing. (3 credits)

892.583 Designing of Technology Based Educational Materials for Students with Disabilities

(Lab Class) This course provides students with an introduction to the design, development and evaluation of instructional materials. The course reviews fundamental principles, learning theory and instructional strategies relevant to the process of usability. Participants develop universally accessible curriculum based on designated content standards using digital materials and technologies. (3 credits)

Prerequisite(s): 892.580 Instructional and Assistive Technologies for Learning.

892.701 Advanced Seminar in Special Education Technology

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)

Prerequisite(s): 893.601 Evaluation and Research of Technology Supported Interventions and Programs.

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 Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project before registering for this course. (3 credits)

Note: Students should indicate the number of credits for which they are registering as a section (e.g., section 01=1 credit; section 02=2 credits, etc.)

Prerequisite(s): A minimum of 15 credits of required coursework in this degree program.

892.845 Doctoral Project in Technology in Special Education

Doctoral students with a minor or joint major in technology in special education work under the direction of a faculty member of the Graduate Division of Education. Applicants must meet with their major adviser and prepare an outline of their proposed project prior to registration. (3 credits)

Note: Open only to EdD students. Students should indicate the number of credits for which they are registering as a section number (e.g., section 01=1 credit, section 02=2 credits, etc.).

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 stretching customized learning experience where students can participate 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)

Interdisciplinary Studies in Education

Urban Education

881.615 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 in light of how it intersects with the correlates of research-based effective teaching. 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 and technology. (3 credits)

810.665 School Reform in the Urban Environment

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

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)

881.621 Effective Schools and Effective Instruction

Participants review recent research on effective schools and effective instructional techniques. Additional topics include strategies for implementing relevant research findings and implications for administrators, supervisors, and teachers. (3 credits)

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)

882.618 Teaching to the Developmental Needs of the Whole Child

Building on previous coursework, 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)

Note: Limited to students in the partnership programs.

Center for Summer Learning

880.601 Principles and Approaches to Out-Of-School Time Learning

This component serves as the theoretical foundation of the certificate where participants will understand the characteristics of effective programs, principles and approaches of learning, and youth development. (1 credit)

887.601 OST Program Management and Implementation

This course explores how to manage and implement an out-of-school time learning program. (3 credits)

887.603 OST Staff Leadership and Development

This course examines how to build, lead and keep a high-quality staff. The course will align with relevant NSDC/MSDE standards for professional development. (3 credits)

880.605 Practicum

Part 1 - (April) Participants will gather at the Center's annual national conference to plan practicum projects. Part 2 - Participants will utilize their course knowledge and skills targeted toward specific learning objectives in a summer program of their choice. (1 credit)

887.605 OST Program Evaluation

This course prepares managers to conduct and/or contract for an effective OST program evaluation and then discusses how to use the results for program improvement. (3 credits)

887.609 Finance and Sustainability in OST

This course provides theory and practice of managing the finances of an OST learning program and building a sustainable future. (3 credits)

880.607 Practicum Project Presentations/Program Debrief

Participants will reconvene in person at the JHU campus in Baltimore to present their summer practicum's work and debrief about the program experience. (1 credit)

Adult Learning

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)

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)

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)

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)

610.650 Internship for 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) (3 credits)

GRADUATE EDUCATION FACULTY

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GRADUATE EDUCATION ACADEMIC FACULTY

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RESEARCH AND DEVELOPMENT CENTERS

The School of Education's research and development centers play an integral and vital role in furthering the school's mission to support and advance the quality of education and human services for the continuous development of children, youth, and adults. Recognized as national leaders in creating new research-based models of instruction, these centers are making lasting improvements in student achievement across the country and are helping to address the learning needs of the most challenged students.

CENTER FOR SUMMER LEARNING

Through its extensive research, partnership, program development, and leadership and service activities, the Center for Summer Learning contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults. More specifically, the center strives to create high-quality summer learning opportunities for all young people.

As the nation's only center of research and advocacy dedicated exclusively to promoting summer learning, it is committed to expanding summer learning opportunities for disadvantaged children and youth as a strategy for closing the achievement gap. Recent center projects include:

- Training of over 2,000 summer program providers annually, impacting more than one million children each year.
- Building awareness and public support for summer learning. An annual national Summer Learning Day and conference bring together more than 400 program providers, researchers, and policymakers from across the country.
- Influencing public policy and funding through informing policymakers and engaging stakeholders.
- Generating more than \$12 million in public investment for summer programs reaching more than 16,000 children and youth.
- Conducting the nation's first randomized, longitudinal trial of a multiyear summer program designed to prevent summer learning loss.

To learn more about the work of the Center for Summer Learning, refer to www.summerlearning.org.

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CENTER FOR RESEARCH AND REFORM IN EDUCATION

Through its extensive research, partnership, program development, and leadership and service activities, the Center for Research and Reform in Education (CRRE) contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults. More specifically, CRRE focuses on obtaining, analyzing and distributing the very latest educational research to bring meaningful reform to America's under performing public schools. Recent center projects include:

- Three-year national randomized evaluation of the Success for All whole school reform programs that showed conclusive evidence of the program's superior results in student reading performance.
- Initiation of a national, definitive, randomized evaluation comparing transitional bilingual, two-way bilingual, and English-only instruction in reading for native Spanish-speaking students.
- Three-year randomized study evaluating embedded multimedia and computer-assisted tutoring, which found improved reading outcomes for these strategies.
- Creation of the first-ever all-literature reviews of the research findings on instruction in elementary and secondary level mathematics and secondary level reading programs.
- Operation of the federally funded Center for Data-Driven Reform in Education (CDDRE)

which helps 60 high-poverty school districts in four states to make effective use of the data they collect, and to select research-proven instructional programs.

To learn more about the work of the Center for Research and Reform in Education, refer to www.education.jhu.edu/cre.

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CENTER FOR TECHNOLOGY IN EDUCATION

The Center for Technology in Education (CTE) strives to improve the quality of life of children and youth, particularly those with special needs, through teaching, research, and leadership in the use of technology. In doing so, CTE contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults. Through a unique partnership, CTE combines the research and teaching resources of The Johns Hopkins University and the leadership and policy support of the Maryland State Department of Education.

Recent center projects include:

- Development of Student Compass, an easy-to-use, Web-based data collection tool for monitoring student progress to improve the learning and performance of students with disabilities in general education classes.
- Creation of more than 50 on-line professional learning communities with 10,000+ participants.
- Development of a statewide special education data system supporting data for all 24 Maryland School districts.
- Standardization and electronic formatting of the Individualized Education Plan (IEP) that must be prepared for all Maryland schoolchildren diagnosed with disabilities.
- In partnership with Maryland Public Television, reached over 50,000 Maryland educators through Thinkport, a one-stop online center for teachers and parents that provides educational resources, information, and advice.
- Creation of a series of digital learning games to enhance student learning in mathematics and reading. The Center is working with researchers at the Johns Hopkins Applied Physics Laboratory (APL) to explore how scientific simulation technologies and approaches can be creatively applied to engage middle school students in project-based learning activities.

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

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CONCEPTUAL FRAMEWORK AND INSTITUTIONAL INFORMATION

MISSION

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

We accomplish this mission through

- Teaching
 - Research
 - Program Development
 - Leadership and Service
 - Partnership Programs with Local Schools and Districts
- Our candidates are

- Knowledgeable in their respective content area/discipline
- Reflective practitioners
- Committed to diversity
- Data-based decision-makers
- Integrators of applied technology

The school's Accreditation Committee has mapped the following indicators to the terms defining candidate outcomes.

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.

Commitment to diversity: respect for the differences among learners (e.g., 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.

School of Education Johns Hopkins University CONCEPTUAL FRAMEWORK




Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

ETS [®] Educational Testing Service		HEA - Title II 2005-2006 Academic Year					
Institution Name		JOHNS HOPKINS UNIV GRAD SCHOOL					
Institution Code		5332					
State		Maryland					
Number of Program Completers Submitted		189					
Number of Program Completers found, matched, and used in passing rate Calculations ¹		189					
		January 11, 2007					
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
ELEM ED CONTENT AREA EXERCISES	012	81	81	100%	1080	1072	99%
ENG LANG LIT COMP PEDAGOGY	043	23	23	100%	118	106	90%
MATHEMATICS PEDAGOGY	065	12	12	100%	83	81	98%
SOCIAL STUDIES PEDAGOGY	084	20	20	100%	178	175	98%
PHYSICAL ED VIDEO EVALUATION	093				103	102	98%
SPANISH PEDAGOGY	194	9	9		18	18	100%
LIFE SCIENCE PEDAGOGY	234	9	9		42	41	98%
PHYSICAL SCIENCE PEDAGOGY	483	6	6		29	29	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	3	3		30	29	97%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	83	83	100%	1281	1277	100%
EARLY CHILDHOOD EDUCATION	020	1	1		284	281	99%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	22	22	100%	117	115	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	12	12	100%	83	80	96%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	22	22	100%	185	179	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091				104	101	97%
BUSINESS EDUCATION	100				9		
MUSIC ANALYSIS	112				37	36	97%
MUSIC CONTENT KNOWLEDGE	113				37	36	97%

January 11, 2007

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

		HEA - Title II 2005-2006 Academic Year					
Institution Name		JOHNS HOPKINS UNIV GRAD SCHOOL					
Institution Code		5332					
State		Maryland					
Number of Program Completers Submitted		189					
Number of Program Completers found, matched, and used in passing rate Calculations ¹		189					
		January 11, 2007					
		Statewide					
Type of Assessment ²		Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills		170	169	99%	2273	2249	99%
Aggregate - Professional Knowledge		163	163	100%	1681	1653	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)		167	167	100%	2003	1974	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)					31	27	87%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)					202	191	95%
Aggregate - Performance Assessments							
Summary Totals and Pass Rates ⁶		189	188	98%	2379	2302	97%

January 11, 2007

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass/rate.

APPENDIX C
Institutional Survey
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

Institution name: **Johns Hopkins University**
Respondent name and title: **Elaine M. Stotko, Chair, Department of Teacher Preparation**
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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

Section I. Pass rates.

In Maryland we pay Educational Testing Service (ETS) to provide us with the data. You will send in the ETS Excel spreadsheet that you received from the ETS Title II office.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2007, the relevant information is for those completing program requirements in academic year 2005-2006. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006: **849**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006? **408**

3. Please provide the numbers of supervising faculty who were:

18 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

120 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006: **138**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **2.96**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _____ hours. The total number of weeks of supervised student teaching required is _____. The total number of hours required is _____ hours.

Master of Arts in Teaching Program:

FlexMAT: 37.5 hours x 20 weeks = 750 hours
SIMAT: 37.5 hours x 40 weeks = 1500 hours
ProMAT: 37.5 hours x 40 weeks = 1500 hours (minimum)

Special Education Programs:

Mild & Moderate: 37.5 hours x 24 weeks = 900 hours
Severe Disabilities: 37.5 hours x 24 weeks = 900 hours
Early Childhood: 37.5 hours x 24 weeks = 900 hours

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes ☒ No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Ralph Fessler (Signature)

Ralph Fessler Name of responsible institutional representative
for teacher preparation program

Dean, School of Education Title

Certification of review of submission:

Steven Knapp / Dean (Signature)

Steven Knapp Name of President/Chief Executive (or designee)

Provost Title

DIVISION OF PUBLIC SAFETY LEADERSHIP (DPSL)

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DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership (DPSL) contributes to the School of Education's mission to support and advance the quality of education and human services for the continuous development of children, youths, and adults through its teaching, research, and partnership activities.

DPSL is recognized internationally for quality education, innovation, research, and technical assistance. DPSL cultivates and sustains viable communities by establishing and disseminating educational and research programs and providing technical assistance that foster the ethical, social, operational and intellectual development of leaders in public safety and related fields. The division fosters excellence in the delivery of public safety services to all people through quality leadership, innovation, embracing differences, and enhancing alliances.

Public safety in America is embarking on a new era. The role of public safety agencies is changing dramatically. Along with protecting life, property, and reducing and managing crime, executives are asked to respond to increased citizen concerns and fears, matters related to local and national security, and social conditions beyond their control. Public expectation for public safety services is at an all-time high. The changing role and mission of public safety organizations necessitates innovative approaches to providing quality service. Today's public safety executives must continue to reshape departments that, traditionally, have been highly centralized, overspecialized, and conventional in their approach to resolving community issues and problems. They must meet the challenges of increased scrutiny, a highly charged political environment, public demand for lasting change and quality neighborhoods, shortage of qualified personnel, and more.

PROGRAMS

To respond to these and other challenges, DPSL, in conjunction with law enforcement officials from around the country, established several interdisciplinary programs for current and future executives serving the public safety profession. These exceptional cohort programs are recognized nationally for their quality curricula, excellent faculty, and the success of graduates. Degree programs include:

- Master of Science in Management – Police Executive Leadership Program
- Master of Science in Management–Fire/EMS Executive Development Program

- Master of Science in Management – Aspiring Leaders
- Master of Science in Intelligence Analysis
- Bachelor of Science in Management and Leadership – Police Executive Leadership Program
- Bachelor of Science in Management and Leadership – Aspiring Leaders
- Graduate Certificate in Homeland Security Leadership

The curricula reflect leadership, business, and liberal arts, and differs from other programs offered to public safety executives, as it is not a criminal justice or fire science program.

To strike a balance between academic instruction and extracurricular projects related to the public safety needs of the region, students are required to complete individual and group projects on behalf of their own and other organizations, applying newly acquired skills and information to the professional work environment.

Throughout the program, students participate in workshops and seminars led by subject-area experts, political leaders, police chiefs, fire chiefs, community leaders, business executives, and others. Workshops and seminars are held on critical incident management, crisis communication, police influence on economic and community development, enlightened leadership, geo-mapping, eyewitness testimony, emerging gangs, community problem solving, effects of legalized gambling on police, resource allocation, and risk tolerance.

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" communities program, characteristics of successful first-line supervisors, and effectiveness of police district and precinct commanders.

DPSL continuously pursues new avenues for research. DPSL faculty and staff are currently engaged in research on school safety, transportation safety (ports and railways), campus safety, evacuation plan-

ning, identity theft, and police response to people who have disabilities.

FACULTY

Full-time faculty, part-time faculty, and staff bring a wealth of practical experience and scholarship to the division's programs and activities. The diversity of the faculty gives a broad-based perspective to the division's undertakings and role as a leader in public safety education. Faculty members incorporate community and public safety issues through class discussion, projects, case studies, and field trips.

Faculty and staff are called upon regularly to serve on national commissions, work groups, and task forces. They have served on national commissions on topics such as homeland security, intelligence, profiling, recruiting, identity theft, performance of federal agencies, technology, interoperability, accreditation, computer crime, and more.

ALUMNI

Since 1994 nearly 500 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 graduated, more than 50 have achieved the rank of chief of police, and a select group are acting fire chiefs. Other program alumni have gone on to hold leadership positions in federal law enforcement agencies, the private sector, and public safety research organizations.

POLICE EXECUTIVE LEADERSHIP PROGRAM - PELP

The Police Executive Leadership Program (PELP) is an intense course of study for public safety executives leading to graduate and undergraduate degrees in management. The award-winning program has been cited as one of the premier public safety executive education programs in the nation. Currently in its 13th year, the program remains the flagship program for the division and serves as the model for all division programs. See our Web site at www.psl.jhu.edu/pelp/agencies.cfm for a list of agencies in the PELP program.

PELP BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP

The undergraduate program provides students with a quality education and myriad opportunities to develop professionally and personally. Throughout the program, students interact with local and nationally renowned leaders in public safety, education, government, nonprofit organizations, and business and industry. Designed for those who have attained an associate in arts degree or its equivalent (60 credits or more), students must complete 60 upper-level (junior and senior year) undergraduate credits. The 60-credit undergraduate program offers a business-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

Graduates receiving a Bachelor of Science in Management and Leadership may be eligible for the 11-month accelerated Master of Science in Management.

Curriculum

Year One Curriculum

- 700.304 — Values and Ethics
- 700.351 — Introduction to the Change Process
- 700.303 — Communication Skills for Leaders
- 700.421 — Information Resources in the Social Sciences
- 700.309 — Team Building and Leadership
- 700.317 — Research Evaluation: From Theory to Application
- 700.305 — The Ethics of Dissent
- 700.311 — Social Problems in Contemporary Society
- 700.354 — Managing Diversity
- 700.352 — Quality Management

Year Two Curriculum

- 700.302 — Theories of Personality
- 700.470 — Community Development
- 700.341 — Creative Thinking and Problem Solving
- 700.310 — Management of Information Systems
- 700.502 — Developmental Psychology

- 700.301 — The Economics of Social Issues
 700.401 — Community and Public Relations Management
 700.530 — Special Topics in Leadership
 700.505 — The Constitution, Society, and Leadership
 700.312 — Management: Power and Influence

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

The undergraduate program is two years in length. While schedules among cohorts may vary based on the individual needs of students and organizations, typically classes meet two Fridays and Saturdays monthly, from 8:30 a.m. until 5:00 p.m.

Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses.

Requirements for Admission

Applicants to the Undergraduate Police Executive Leadership Program (PELP) must:

- be in a supervisory position or at an executive level in their organization
- be endorsed by their chief or CEO
- possess an associate's degree or its equivalent from an accredited college or university together with a successful academic record
- meet entrance criteria established by the university
- submit a formal application, essay, resume, letter of endorsement, and official transcripts from all post-secondary institutions

You may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program. Applicants are interviewed, and an admissions committee makes the final selection of candidates.

Transfer of Undergraduate Credit

Undergraduate degree applicants may transfer credits for courses taken at regionally accredited institutions of higher education when a grade of C or above has been earned. Transfer credits will be viewed in 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 examinations offered by the Advanced Placement (AP) examination program and the College-Level Examination Program (CLEP) approved by the American Council on Education's Center for Adult Learning and Educational Credentials.

A maximum of 60 credits may be transferred into an undergraduate degree program in the School of Education, including credits by examination. Prospective students should request a preliminary transfer evaluation by calling the undergraduate admissions and advising office at 410-516-9866 prior to submitting an application.

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 in an undergraduate program of study is \$450 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

Undergraduate Honors (PELP and PALP)

Undergraduate degree candidates whose grade point averages are 3.5 or better and fall within the top 20 percent of their discipline's graduating class will be eligible to receive undergraduate honors status. Eligible candidates must have earned a minimum of 54 credits through undergraduate programs of the Johns Hopkins University.

PELP MASTER OF SCIENCE IN MANAGEMENT

Students who successfully complete the 45-credit PELP graduate program are awarded the Master of Science in Management degree. The curriculum consists of 15 three-credit courses covering areas including leadership, change management, building quality organizations, management decision-making, and ethics and integrity.

Curriculum

Year One Curriculum

- 705.588 — Ethics and Society
- 705.605 — Ethics and Integrity
- 705.606 — Advanced Leadership Studies
- 705.635 — Leadership and Organizational Behavior
- 705.615 — Seminar in Change Management
- 705.745 — Information and Telecommunication Systems
- 705.713 — Managing Differences
- 705.724 — Building Quality Organizations

Year Two Curriculum

- 705.719 — Crisis Communication Management
- 705.700 — Management Issues in Psychology
- 705.730 — Management: A New Paradigm
- 705.750 — Case Studies in Management
- 705.618 — Leadership and the Classics
- 705.732 — Program Effectiveness and Evaluation
- 705.820 — Current Issues in Leadership (Capstone)

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is two years in length. While schedules among cohorts may vary based on the individual needs of students and organizations, typically classes meet two Fridays and Saturdays monthly, from 8:30 a.m. until 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins locations including the Downtown Center in Baltimore; the Homewood campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission

Applications to the program are reviewed on a rolling basis, and those admitted will be placed into cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses.

Requirements for Admission

Applicants to the Graduate Public Safety Executive Leadership Program (PELP) must:

- be in a supervisory position or at an executive level in their organization
- be endorsed by their chief or CEO
- possess a bachelor's degree or its equivalent from an accredited college or university together with a successful academic record
- meet entrance criteria established by the university
- submit a formal application, essay, resume, letter of endorsement, and official transcripts from all post-secondary institutions

You may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

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

**Application fee is waived for all public safety professionals.*

Tuition

Annual tuition for the academic year 2007-2008 for the graduate program is \$600 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

PELP ACCELERATED MASTER OF SCIENCE IN MANAGEMENT

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

The curriculum covers areas including leadership, change management, building quality organizations, management decision making, and ethics and integrity. Students admitted to the accelerated program must complete 30 graduate-level credits (10 three-credit courses) to qualify for graduation.

Curriculum

- 705.635 — Leadership and Organizational Behavior
- 705.732 — Program Effectiveness and Evaluation
- 705.700 — Management Issues in Psychology
- 705.724 — Building Quality Organizations
- 705.750 — Case Studies in Management
- 705.710 — Leader as Teacher: Influencing
Communities and Individuals
- 705.719 — Crisis Communication Management
- 705.730 — Management: A New Paradigm
- 705.618 — Leadership through the Classics
- 705.820 — Current Issues in Leadership (Capstone)

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

This is an 11-month graduate program. While schedules among cohorts may vary based on the individual needs of students and organizations, typically classes meet two Fridays and Saturdays monthly, from 8:30 a.m. until 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins campuses including the Downtown Center in Baltimore; the Homewood Campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

If you qualify and would like to apply, you may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

Applications to the program are reviewed on a rolling basis and those admitted will be placed into cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses.

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

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 in an accelerated graduate program of study is \$680 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

Grading Policy

Please see page 30 of this catalog.

PUBLIC SAFETY ASPIRING LEADERS PROGRAM - PALP

Built on the foundation of the Police Executive Leadership Program (PELP), the Public Safety Aspiring Leaders Program (PALP) is designed to prepare future leaders to successfully meet the challenges facing communities, law enforcement organizations, and the public safety profession. The graduate and undergraduate programs are designed for those who have not yet attained supervisory or command rank. This unique program is for successful front-line officers, deputies, troopers, and other public safety personnel. See our Web site at www.psl.jhu.edu/palp/agencies.cfm for a list of agencies participating in the PALP program.

PALP BACHELOR OF SCIENCE IN MANAGEMENT AND LEADERSHIP

The undergraduate program provides students with a quality education and a myriad of opportunities to develop professionally and personally. Throughout the program, students interact with locally and nationally renowned leaders in public safety, education, government, nonprofit organizations, and business and industry. Designed for those who have an associate in arts degree or its equivalent (60 credits or more), students must complete 60 upper-level (junior and senior year) undergraduate credits. The 60-credit undergraduate program offers a business-based interdisciplinary curriculum emphasizing the practical application of the ideas and skills gained in class.

Graduates receiving a Bachelor of Science in Management and Leadership degree may be eligible for the 11-month Accelerated Master of Science in Management program.

Curriculum

Year One Curriculum

- 700.304 — Values and Ethics
- 700.351 — Introduction to the Change Process
- 700.303 — Communication Skills for Leaders
- 700.421 — Information Resources in the Social Sciences
- 700.309 — Team Building and Leadership
- 700.317 — Research Evaluation: From Theory to Application
- 700.305 — The Ethics of Dissent
- 700.311 — Social Problems in Contemporary Society
- 700.354 — Managing Diversity
- 700.352 — Quality Management

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
- 700.401 — Community and Public Relations Management
- 700.530 — Special Topics in Leadership
- 700.505 — The Constitution, Society, and Leadership
- 700.312 — Management: Power and Influence

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through each program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

The undergraduate program is two years in length. The Public Safety Aspiring Leadership Program (PALP) meets two Tuesdays and Thursdays monthly, from 8:30 a.m. until 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins locations including the Downtown Center in Baltimore; the Homewood campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT) in Aberdeen, Maryland.

Admission

Applications to the program are reviewed on a rolling basis and those admitted will be placed into cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses.

Requirements for Admission

Applicants to the Undergraduate Public Safety Aspiring Leaders Program (PALP) must:

- be experienced public safety professionals who are currently employed by a public safety agency or organization, and desire to rise to supervisory ranks
- be endorsed by their chief, CEO, or local commander
- possess an associate's degree or its equivalent from an accredited college or university, together with a successful academic record
- meet entrance criteria established by the university
- submit a formal application, essay, resume, letter of endorsement, and official transcripts from all post-secondary institutions

You may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

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

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 in an undergraduate program of study is \$450 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

PALP MASTER OF SCIENCE IN MANAGEMENT

Students who successfully complete the 45-credit graduate program are awarded the Master of Science in Management degree. The curriculum consists of 15 three-credit courses covering areas including leadership, change management, building quality organizations, management decision-making and ethics and integrity.

Curriculum**Year One Curriculum**

- 705.588 — Ethics and Society
- 705.605 — Ethics and Integrity
- 705.606 — Advanced Leadership Studies
- 705.635 — Leadership and Organizational Behavior
- 705.615 — Seminar in Change Management
- 705.745 — Information and Telecommunication Systems

705.713 — Managing Differences

705.724 — Building Quality Organizations

Year Two Curriculum

- 705.719 — Crisis Communication Management
- 705.700 — Management Issues in Psychology
- 705.730 — Management: A New Paradigm
- 705.750 — Case Studies in Management
- 705.618 — Leadership and the Classics
- 705.732 — Program Effectiveness and Evaluation
- 705.820 — Current Issues in Leadership (Capstone)

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is two years in length. The Public Safety Aspiring Leadership Program (PALP) meets two Tuesdays and Thursdays monthly, from 8:30 a.m. until 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins locations including the Downtown Center in Baltimore; the Homewood Campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission

Applications to the program are reviewed on a rolling basis and those admitted will be placed into cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses.

Requirements for Admission

Applicants to the Undergraduate Public Safety Aspiring Leaders Program (PALP) must:

- be experienced public safety professionals who are currently employed by a public safety agency

or organization, and desire to rise to supervisory rank

- be endorsed by their chief, CEO, or local commander
- possess an associate's degree or its equivalent from an accredited college or university together with a successful academic record
- meet entrance criteria established by the university
- submit a formal application, essay, resume, letter of endorsement, and official transcripts from all post-secondary institutions

You may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

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

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 for the graduate program is \$600 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

PALP ACCELERATED MASTER OF SCIENCE IN MANAGEMENT

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

The curriculum covers areas including leadership, change management, building quality organizations, management, decision making, and ethics and integrity. Students admitted to the accelerated program must complete 30 graduate-level credits (10 three-credit courses) to qualify for graduation.

Curriculum

705.635 — Leadership and Organizational Behavior
 705.732 — Program Effectiveness and Evaluation
 705.700 — Management Issues in Psychology
 705.724 — Building Quality Organizations
 705.750 — Case Studies in Management
 705.710 — Leader as Teacher: Influencing Communities and Individuals

705.719 — Crisis Communication Management

705.618 — Leadership through the Classics

705.730 — Management: A New Paradigm

705.820 — Current Issues in Leadership (Capstone)

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

This is an 11-month graduate program. While schedules among cohorts may vary based on the individual needs of students and organizations, typically classes meet two Tuesdays and Thursday monthly, from 8:30 a.m. until 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins locations including the Downtown Center in Baltimore; the Homewood Campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Police Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

If you qualify and would like to apply, you may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

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

same group of colleagues, taking all the same courses.

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

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 in an accelerated graduate program of study is \$680 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

FIRE/EMS EXECUTIVE LEADERSHIP PROGRAM - FELP

FELP MASTER OF SCIENCE IN MANAGEMENT

The role and mission of fire and emergency medical services agencies calls for innovative approaches to leadership similar to those that the private sector demands. Today's fire and emergency medical services executives must continue to restyle departments through preparation, training, and simulation. They must meet the challenges of increased scrutiny in a highly demanding profession with stressful situations, limited resources, shortage of qualified personnel, and more.

If progressive fire and emergency medical services leaders are to succeed in directing active organizations, they must be able to draw upon their knowledge and skills to: establish and maintain integrity and meaningful values; manage planned change; solve complex internal and external problems; foster creativity and trust; manage differences; think and plan strategically; advocate on behalf of their community; and ensure the health and wellness of the first responders.

To address these challenges, the division has developed a master's degree in Management with a concentration in Fire and EMS Leadership.

Curriculum

Year One Curriculum

- 705.588 — Ethics and Society
- 705.605 — Ethics and Integrity
- 705.606 — Advanced Leadership Studies
- 705.635 — Leadership and Organizational Behavior
- 705.615 — Seminar in Change Management
- 705.745 — Information and Telecommunication Systems
- 705.713 — Managing Differences
- 705.724 — Building Quality Organizations

Year Two Curriculum

- 705.719 — Crisis Communication Management
- 705.700 — Management Issues in Psychology

- 705.730 — Management: A New Paradigm
- 705.750 — Case Studies in Management
- 705.618 — Leadership and the Classics
- 705.732 — Program Effectiveness and Evaluation
- 705.820 — Current Issues in Leadership (Capstone)

Cohort Formation and Schedule

Students in all Public Safety Leadership programs proceed through the program in cohorts. Cohorts begin and end the program with the same group of colleagues, taking all the same courses. Each cohort reflects diversity in 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 with peers that occurs in the classroom. Attendance at each class is essential.

The graduate program is two years in length. The Fire and EMS Master of Science in Management program meets on Wednesdays from 8:30 a.m. to 5:00 p.m.

Location of Classes

Most courses are held at the Columbia Center, conveniently located on Alexander Bell Drive in the Gateway Industrial Park in Columbia, Maryland. The Columbia Center is easily accessed from Interstate 95, Route 175, Route 29, Route 70, and other major arteries. Some classes may be held at other Johns Hopkins locations, including the Downtown Center in Baltimore; the Homewood Campus; the Montgomery County Campus; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission

Applications to the program are reviewed on a rolling basis and those admitted will be placed into cohorts. Cohorts begin and end the program with the same

group of colleagues, taking all the same courses.

Requirements for Admission

Applicants to the Graduate Fire/EMS Executive Leadership Program (FELP) must:

- be in a supervisory position or at an executive level in their organization
- be endorsed by their chief or CEO
- Possess a bachelor's degree or its equivalent from an accredited college or university together with a successful academic record
- meet entrance criteria established by the university

For admission, each student must submit a formal application, essay, resume, letter of endorsement and official transcripts from all post-secondary

institutions. You may begin the application process or contact our offices (410-516-9900) to speak with a representative about the program.

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

**Application fee is waived for all public safety professionals.*

Tuition

Tuition for the academic year 2007-2008 in a graduate program of study is \$600 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

The Division of Public Safety Leadership of the Johns Hopkins University School of Education offers the Master of Science in Intelligence Analysis to enhance the nation's capabilities in the analysis of strategic and tactical information collected from open and closed sources. The Master of Science in Intelligence Analysis is an intense course of study for current intelligence analysts who are, or aspire to be, among the leaders of the Intelligence Community (IC).

Dynamic, robust leadership is as important as analytical expertise in meeting the goal of efficiently producing intelligence of value. Leaders within the intelligence community must foster and sustain a collaborative, ethical foundation on which to build intelligence products. These products must be based on collectively embraced standards of objectivity, quality, timeliness, and relevance.

The Master of Science in Intelligence Analysis enhances the tradecraft and the analytical skills of professionals in the field. Through this program, students build creativity, apply imagination, mentor less experienced analysts, and learn to improve communication between intelligence analysts and policy makers.

Competencies and Goals

The Master of Science in Intelligence Analysis considers the challenges articulated by the National Commission on the Terrorist Attacks Upon the United States (9/11 Commission Report) and the Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass

Destruction. These noteworthy reports provide the foundation for several program objectives. The degree program inspires the analyst's creative, intuitive, and analytical thinking in the production of intelligence of value for policy makers. The curriculum is built on proven strategies for improving communication and collaboration at all levels in the intelligence production process.

The learning program of the Master of Science degree in Intelligence Analysis focuses on four primary areas of competency.

- ethics, logic, and strategy
- dynamic written, oral, and visual presentation of intelligence analysis and highly honed research skills
- leadership, teamwork, and collaboration in developing intelligence of value to the consumer
- institutionalizing imagination through creative thinking, stimulated by a worldview energized and broadened by exposure to the creative arts and the literary, historical, cultural, and sociological viewpoints pertinent to threats faced by the citizens of the United States and other nations

Objectives

The Master of Science in Intelligence Analysis degree is designed to enhance the analytical skill levels of intelligence analysts, throughout the "greater" intelligence community, to include federal, state, local criminal intelligence analysts, and contractor analysts.

Further, the degree is designed to inculcate leadership skills in all levels of the intelligence analysis hierarchy.

- Students gain and apply basic leadership skills and principles necessary for producing intelligence of value within a bureaucratic setting, either governmental or private.
- Students develop written, oral, and visual presentation skills necessary for a dynamic, succinct, and timely reporting of analytical conclusions to policy and decision makers.
- Students acquire and make use of research tools applicable to the collection and analysis of large volumes of data.
- Students apply new and enhanced skills to making informed, timely decisions and ensuring that related tasks are understood, accomplished, and assessed.
- Students learn the importance of ethics and integrity as a foundation for analytical debate and conclusion.
- Students enhance their creative and strategic thinking in the intelligence environment.
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Curriculum

The program consists of 14 three-credit courses for a total of 42 credits.

Year One Curriculum

- 720.604 — Ethics of Belief
- 720.635 — Leadership and Organizational Behavior
- 720.713 — Managing Differences
- 720.609 — Analytical Writing
- 720.745 — Information and Telecommunication Systems
- 720.752 — Strategic Thinking: Concept, Policy, Plan, and Practice
- 720.718 — Terrorism: Concepts, Threats, and Delivery

Year Two Curriculum

- 720.637 — Ethics and Society
- 720.607 — Leadership through the Classics
- 720.710 — Analysis, Data Mining and Discovery Informatics
- 720.705 — Art, Creativity, and the Practice of Intelligence
- 720.750 — Case Studies in Intelligence Analysis
- 720.701 — Special Issues in Intelligence Analysis
- 720.820 — Current Issues: Capstone

Cohort Formation and Schedule

Students in all Department of Public Safety Leadership programs proceed through the program in

cohort groups. Students in each cohort begin and end the program with the same group of colleagues. They take the same courses and follow the same schedule. Each cohort reflects diversity in the participating organizations and in the experience and background of its students. The cohort builds trust among students, breaks down traditional and long-standing barriers among organizations, and fosters the development of lasting professional networks and friendships.

The graduate program is approximately two years in length. Classes of the Master of Science in Intelligence Analysis meet on Saturdays from 8:30 a.m. to 4:30 p.m.

The learning and interaction with peers that occurs in the classroom is essential to the success of the program. As such, attendance at each class is required.

Location of Classes

Most courses for the Master of Science in Intelligence Analysis are held at the Johns Hopkins Montgomery County campus, located near Rockville, Maryland. The campus is easily accessed from Interstate 495 and Route 270, as well as from other major arteries. Some classes may be held at other Johns Hopkins locations including the Columbia Center; the Downtown Center in Baltimore; or the Higher Education and Applied Technology Center (HEAT), in Aberdeen, Maryland.

Admission to the Master of Science in Intelligence Analysis Program

Applications are reviewed on an ongoing basis. See the schedule of cohorts forming for more information.

Requirements for Admission

Applicants to the Master of Science in Intelligence Analysis degree program must:

- currently be serving as intelligence analysts in the intelligence community; federal, state, or local public safety agencies; or private vendors who serve IC agencies
- possess a bachelor's degree from an accredited college or university together with a successful academic record
- complete an assessment to determine writing proficiency
- meet entrance criteria established by Johns Hopkins University and the Division of Public Safety Leadership

All students must submit a formal application, essay, resume, and official transcripts from all post-secondary institutions. Students may begin the application process online or contact the DPSL offices (410-516-9900) to speak with a representative and receive support. All applicants participate in an interview prior to admission.

Tuition

Tuition for the academic year 2007-2008 in a graduate program of study is \$770 per credit hour. Included in the tuition costs are technology/lab fees (except for graduation fee and registration fees), and other expenses. Financial assistance is available.

**Application fee is waived for intelligence professionals.*

COHORT CALENDAR

Below are the next dates cohorts will begin their course of study. Applications for programs should be submitted to DPSL 30 days prior to the start of the cohort of interest.

POLICE EXECUTIVE LEADERSHIP PROGRAM (PELP)

Undergraduate	April 20, 2007
Graduate	September 14, 2007
HEAT Center	September 14, 2007
HEAT Center Undergraduate	May 18, 2007
Accelerated Graduate	June 1, 2007

PUBLIC SAFETY ASPIRING LEADERS PROGRAM (PALP)

Undergraduate	January 8, 2008
Graduate	October 16, 2007

FIRE/EMS EXECUTIVE LEADERSHIP PROGRAM (FELP)

Graduate	Fall 2007
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MASTER OF SCIENCE IN INTELLIGENCE ANALYSIS

Graduate	January 26, 2008
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DIVISION OF PUBLIC SAFETY LEADERSHIP COURSE DESCRIPTIONS

Police Executive Leadership Program

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)

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

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)

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

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)

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

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)

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

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)

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

700.307 Statistics for the Social Sciences

This course is an introduction to practical statistics that include probability, matrix manipulations, measures of location and variation, theoretical and sampling distributions, hypothesis testing and estimation, correlation, analysis of variation and linear regression. Students will apply the principles discussed in class to projects relevant to their organization. (3 credits)

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

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)

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

700.310 Management of Information Systems

Information systems have changed the way government, nonprofit organizations, and small businesses conduct their activities. Through case studies, lecture, discussion, 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)

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

700.311 Social Problems in Contemporary Society

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

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

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)

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

700.313 Global Justice, Professionalism, and Political Science

Public safety leaders are faced with particularly challenging issues today. Many of these issues are rooted in history written during the decade of the 1960s. Students will gain a greater understanding of and new insights into many contemporary issues by studying the past within a context rich in political science, justice, and professionalism concepts. Having a thorough understanding of the 1960s and its issues will enhance leadership abilities to better guide organizations through continuing struggles with racial equality, women’s rights, war, counterculture, rebellion, loss of innocence, mistrust of authority, cultural change, misuse of government authority, and student activism.

Students successfully completing this course will be able to immediately apply learned knowledge and skills in their current positions. Improved analytical and creativity skills gained through the course will assist them with future performance in higher leadership positions. (3 credits)

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)

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

700.341 Creative Thinking and Problem Solving

Effective problem solving requires more than off-the-shelf approaches and “how to” process. 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)

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

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)

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

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)

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

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)

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

700.401 Community and Public Relations Management

Effective executives understand and apply principles of marketing – the managing of community and public relations– throughout their daily activities. Students explore ways in which to define service as a product, assessing the needs and reaction of the public (customers) to the product, and ways to improve the quality and delivery of products. (3 credits)

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

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)

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

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)

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

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; 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)

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

700.504 Sociology of Adolescence: Growing Up in America

This course examines society’s attitudes toward adolescence, the role that social institutions (familial, religious, educational, political, and economic) play in adolescent development, the effect of growing up within an ethnic or minority group, and ways that teenagers cope with social change. The course concludes with a study of the ways inadequate health care, domestic violence, and poverty impact the lives of adolescents. (3 credits)

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

700.505 The Constitution, Society, and Leadership

Organizations and communities expect their leaders to act justly and develop, promote, and follow the rules by which all the members are expected to operate. In the United States, the most important and influential model for setting forth such parameters is the Constitution, the nation's supreme law. How it is interpreted and applied influences issues such as privacy, intrusion, hiring, whistle blowing, trade, education, and environmental safety. Students embrace the Constitution, as written and intended, and use this knowledge to dissect its many judicial, legislative, and political interpretations. Students consider morality, philosophy, national crises, and more, as they discuss and debate how the Constitution has been used to better society and as a tool to foster self-serving interests. (3 credits)

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

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 60s, 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 affect 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)

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

705.588 Ethics and Society

The survival of a society is inextricably linked to the moral and ethical behavior of its people. Students traverse through historic and contemporary events that continue to influence society's standards – morals, laws, codes of conduct, dissent, and more. Through readings, case studies, and discussion, students sort through the varied theories and philosophies of how a just society is formed and sustained. Students apply their exploration of ethics to daily decision-making in the workplace and in their personal lives. They gain an understanding of the "domino effect" of moral decision-making and how such decisions shape people, neighborhoods, communities, cities, and nations (3 credits)

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

705.605 Ethics and Integrity

Confronted with moral dilemmas every day, people make critical decisions based on their beliefs, which incorporate their core values. Understanding how values are formed and applied is essential to leaders who must guide and assess employees' integrity and ethical behavior everyday. Readings, case studies, and discussion reveal the ethical dilemmas encountered by executives and supervisors in their daily and long-range decision-making. Students explore various ways executives establish and maintain values and ethical standards as a foundation for organizational behavior. They discover how a commitment to values – such as adherence to the Bill of Rights and fair treatment of all people – influences the public's opinion of service agencies and the government as a whole. (3 credits)

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

705.606 Advanced Leadership Studies

Determining an individual's leadership style is an integral first step in understanding how he or she influences change and organizational behavior. Students apply proven and innovative leadership tools to an array of situations in the public, private, and nonprofit sectors. They identify ways to approach issues and needs in their own agencies, focusing on accomplishing their intended purpose, attracting and retaining commitment, inspiring employees, and minimizing disruption. In addition to studying a range of techniques applied by highly successful leaders, students examine their own style as it applies to facilitating transformation, interpersonal communication, conflict resolution, creative problem solving, resource management, and consensus building. (3 credits)

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

705.608 Management of Human Resources

Competence in managing human resources is a primary attribute of successful leaders. Employees respond to their organization based, in part, on their experience, time in grade, maturity, career stage, skill level, and more. As such, there is no "one size fits all" human resources program. How employees, contractual workers, and others are managed on a day-to-day basis can make or break an organization and an executive's or supervisor's future. Through discussion and case studies, students apply fundamentals of human resource management to contemporary organizations (bureau, division, unit, squad, etc.), focusing on topics such as workforce diversity, labor relations, compensation and rewards systems, recruitment, selection, retention, separation, regulatory compliance, and performance assessment. (3 credits)

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

705.615 Seminar in Change Management

Within the public sector, change is constant for individuals and organizations. Budget, resource allocation, politics, and labor contracts are among the many factors, not in an executive's control, that can drive significant change. Change can be meaningful and rewarding or confusing and, possibly, disastrous. Knowing how to manage this change and use it to the benefit of employees and the people who use and rely on an agency's services is an essential skill for executives. Students scrutinize select issues dealing with planned and unanticipated change. They consider change that has occurred in their own agency and its affect on resources, employees' perception of the organization, and people's satisfaction with delivery of service. They delve into the power, role, and influence of leaders as change agents. (3 credits)

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

705.618 Leadership and 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)

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

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, 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. (3 credits)

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

705.700 Management Issues in Psychology

Effective leaders must know when to apply and how to manage psychological support services for employees. Requiring employees to pursue psychological support, depending on appropriateness, can have a positive or adverse effect on their attitude, demeanor, career, prevention, or recovery. Through readings, discussion, and case studies, students explore common and exceptional situations in which psychological support may be of value and how to counsel and engage employees in the process of obtaining such support. Students gauge the quality of psychological support services. They assess employee reactions to various situations and the short-term and long-term outcomes of psychological intervention. (3 credits)

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

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 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)

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

705.713 Managing Differences

Successful leaders understand and manage differences that go far beyond traditional or stereotypical diversity-related issues. They monitor, analyze, and manage differences stemming from the organization's internal hierarchy, units with conflicting functions, different agencies, different levels of government, and more. If ignored, these differences may erupt into behavior that hurts all concerned. Students assess differences in goals, values, beliefs, function, rank, race, gender, personality, and more. They discuss factors that drive tolerance and intolerance. Students apply techniques for overcoming behaviors that block individual, community, and organizational effectiveness in diverse settings. Through readings, case studies, and group activities, students compare various strategies for providing quality service to diverse communities. (3 credits)

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

705.718 Strategic Planning for Leaders

A strategic plan sets a steady course for an organization, allowing it to endure market fluctuation, changes in administration, shifts in consumer demand, and more. Through readings and discussion, students develop an individualized approach to strategic planning based on experience in their own agencies. The course covers the benefits of strategic planning and the step-by-step approaches necessary to provide quality police service to the community. Students examine ways in which to involve and motivate employees to participate in the strategic planning process. (3 credits)

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

705.719 Communicating In A Crisis

At any given moment, the simplest of situations – a traffic stop, construction accident, inclement weather, sports event - may cause a crisis for a leader and his or her agency. How a leader communicates during a crisis can escalate or diffuse a potential disaster. Political leaders, the community, the media, and others view how a leader copes with a crisis as a measure of his or her success. Through case studies and discussion with public safety leaders, students apply a variety of techniques toward identifying, preventing, assessing, and managing events so that they do not become communications crises. Students emphasize both internal and external communication in their response to crisis situations presented in class. (3 credits)

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

705.724 Building Quality Organizations

In too many organizations, the term “quality” has become little more than an overused and abused buzzword. It's 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)

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

705.730 Management: A New Paradigm

What is the new archetype for managers and leaders? Are good statistical performance and absence of problems going to prevail as primary indicators of a supervisor or executive's success in providing public service? Do organizations truly learn or do they simply copy or adopt in-vogue programs for the sake of expediency? Students grapple with the answers to these and others questions about the state of management in the nation's private, government, and nonprofit sectors. They consider factors such as competition, imagination, innovation, special interest groups, changing demands for service, influence of labor, politics, and more in determining how to lead their personnel to accomplish defined tasks. New definitions of structure and function are explored. (3 credits)

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

705.732 Program Effectiveness and Evaluation

The methods used by leaders to determine if a program has accomplished its intended purpose vary from a brief informal assessment to a highly structured evaluation system. Knowing how to assess a program, function, or situation is not an inherent trait. It encompasses skills that must be learned and nurtured. Many agencies go outside for these skills and spend large amounts on consultants to provide program assessment. Students apply various strategies for evaluating and analyzing programs to functions within their own organizations. They delve into problem-solving models and develop competence in using computer-based statistical and data base software. (3 credits)

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

705.745 Information and Telecommunication Systems

Reliance on technology to address challenges facing today's society is extreme. From daily use of cell technology to interagency interoperability and from personal safety to educating employees, reliance has rapidly moved to dependence. As executives turn to technology to solve problems, they make decisions that often have long-term effect on their agency and could cost millions. Students go from the basic to the advanced as they focus on information sharing and analysis, telecommunication, linking networks and systems, and more. They apply technology to simple and complex situations. They assess needs and solutions, determining the best application of technology and deciding when it reaches the point of overkill. They learn, too, how to judge technology-related information given to them by employees and others. (3 credits)

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

705.747 Managing Information Systems and Networks

Technology is a challenge, an opportunity, and/or a weapon. Today, managers must be more than just "computer literate". Managers are involved in a wide range of decisions regarding information technology, decisions that are vital to the success of the organization. Everyone must adapt and use a combination of old and new technology to accomplish business objectives. This course examines the tremendous variety of ways technology is applied, managed, and used to transform the business environment. Through exposure to many technology issues and hands-on microcomputer applications, participants are better able to understand and apply the concepts to their personal life and work environment. (3 credits)

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

705.750 Case Studies in Management

Learning through the experience of others is one of the best tools in a leader's toolbox to build personal skills and organizational strength. Case studies from the public and private sector provide an opportunity for students to examine how organizations work and how managers deal with complex issues in policy making, human resources, resource allocation, field operations, marketing their organization, and more. Through the application of leadership principles learned in previous classes and new ones offered in this course, the class critiques and debates approaches and solutions to a series of cases. Through reading and analyzing case studies, participating in class discussions, and interacting with guest lecturers, students identify strategies for solving problems faced by individuals and organizations. Students identify and present examples from their own agencies relevant to the case studies. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. (3 credits)

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

705.820 Current Issues in Leadership (Capstone)

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. This course is designed to draw upon the knowledge students gained in previous courses and apply it to improving the quality of both their organizations and services provided to local communities, the region, and the nation. Students develop an array of new leadership tools and learn how to apply them to improving the quality of life for those they serve. Through review of literature, readings, lecture, dialogue, and debate, students apply the principles of enlightened leadership to challenges facing their organizations. Through individual, group, and class projects, students develop a course of action to affect positive change in their organization and/or current assignment. (3 credits)

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

715.701 Special Issues in Homeland Security

New information on homeland security emerges every day. Subject matter on threat, response, resources, and funding is voluminous. Specific areas warrant special attention. The colloquia program provides an added dimension to the degree program. The colloquia program provides students with the opportunity to attend one- or two-day sessions on topics of importance. Colloquia supplement information provided in the credit courses or present new subject matter. Content is designed to engage students in addressing urgent, unexpected, and timely issues. Students discuss special populations, environments, and situations (3 credits)

715.704 Perspectives on Homeland Security

Students in the program represent diverse organizations and a wide range of positions within those organizations. Perspectives on Homeland Security draws on the experience, diversity, and creativity of students to address a myriad of topics and questions related to homeland security. How did current philosophies and approaches toward homeland security evolve? Is attention to homeland security unnecessarily drawing resources away from routine functions to the degree that the community is harmed? How do employees, units, divisions, and agencies measure success in achieving security at home? How do leaders avoid sending signals that create undue fear in those they have pledged to serve? Is it reasonable to expect the federal government to bear the bulk of the cost for homeland security? Is breaking down of long-standing barriers among agencies and subsequent cooperation in areas such as sharing intelligence and expanding authority realistic? How do leaders prevent or manage the emerging profit-driven homeland security industry that, by its nature, must perpetuate itself? These and other questions will be confronted through guest lectures, discussion, debate, and class research. (3 credits)

715.708 Terrorism, Terrorists, and Threat Assessment

Students scrutinize the changing face of terrorism and terrorist threat from a global endeavor to garner support for a cause, to small, local, radical cells bent on causing harm for harm's sake. Myths and misperceptions are put to rest, and hype is distinguished from fact. Students gain the tools necessary to identify and focus on legitimate threat and guide employees to focus on people, time, location, and behavior - the things that first responders and preventers understand best. They learn to use the intelligence community as a tool in assessing, preventing, and responding to threat. Through scenarios and case studies, students enhance their skills in assessing vulnerabilities, maintaining community perspective, providing balanced response, and minimizing fear, panic, and alarmist reaction to terrorist threat. Through application of assessment tools, they learn to apply measured response to crises and potential crises. (3 credits)

715.710 Assessing Organizational Readiness

Assessing organizational readiness to cope with crises is an essential first step to ensuring effective response. Assessing readiness is an ongoing process, as relevant to improving routine daily activities as it is to homeland security. What do employees really know about homeland security and terrorist threat? Have personnel mastered the basics of their craft? Will they apply their experience and what they have been taught when a significant crisis occurs? How will they respond to multiple crises? Are leaders basing too much on the assumption of efficiency? Students explore how successful organizations assess readiness by focusing on critical areas such as planning, organization structure, resource allocation, threat analysis, span of control, quality of supervision, unit interaction, productivity, accountability measures, and education and training. Students apply methods for assessing organizational and employee readiness using internal and external resources. A 56-point readiness assessment instrument is presented in class. (3 credits)

715.712 Strategic Planning and Analysis

Responding to various degrees of alert, sharing information across jurisdictional lines, calming a community's fear of terrorism, and allocating considerable resources to intelligence gathering are extraordinary undertakings in most agencies. Today, these tasks are imposed at a time of increasing fiscal constraint, high rates of attrition among leaders, and personnel shortages. Students incorporate these and other tasks associated with homeland security into their agency's strategic plan. They analyze local and cross-sector plans and, in their absence, develop them. Students develop approaches for analyzing short-term and long-term needs, projecting response capabilities, identifying goals and objectives, measuring outcomes, and assigning responsibilities. They learn how to encourage employee and community commitment to strategic plans, obtain legal opinions, gain political support, and cope with fiscal limitations. (3 credits)

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)

720.607 Leadership through the Classics

Every employee assumes the role of leader, formally or informally. For some, regardless of rank or position, this is a daily role. Throughout history, the “informal leader” has been a formidable presence who has wielded as much or more influence than the “hierarchical leader.”

Students seek answers to timeless questions. Are leaders made or born? Are the characteristics of effective leaders timeless? Are there lessons to be found in history to guide today’s leaders and decision-makers? Will the past repeat itself? Through classical readings from literature, review of films, discussions, and debate, students discover the themes, strengths, and weaknesses of past leaders and relate these discoveries to the issues, challenges, demands, and decisions they face in today’s increasingly complex work environment. (3 credits)

720.609 Analytical Writing

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

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)

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)

720.701 Special Issues in Intelligence Analysis

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

720.705 Art, Creativity, and the Practice of Intelligence

There are creative and imaginative people. There are leaders. There are people who capture an audience when presenting a mundane topic, and there are those who know how to find and analyze data and draw inferences from it. In today's environment, intelligence analysts must exhibit the characteristics of all these people. Through exploration of the arts, students enhance their ability to think, know, and express themselves. Through readings, discussions, performances, and scenarios, students assess and enhance their intuitive, imaginative, and reflective skills. They apply four stages of creativity common in the arts – preparation, incubation, illumination, and verification – to intelligence analysis, problem solving, and other assigned tasks. (3 credits)

720.710 Analysis, Data Mining and Discovery Informatics

Access to information is greater and easier than any time in history. Knowing and thinking creatively about sources of data are essential if analysts are to find a diamond amid a vast desert of potentially valuable and extraneous information. Vast amounts of data are at the fingertips of anyone willing to spend time learning to develop the right questions and creatively searching (mining) readily available data-rich sources and environments. Students focus on the full spectrum and capability of computing and analytical sciences and technologies to analyze large volumes of data. Students consider strategies, models, and methods such as the knowledge and discovery process, identifying structural patterns in data, decision trees, clustering, classification and rule of association, and other methods of acquiring knowledge from a mass of data. Students learn to convert data to useful information and apply it to the needs of the client. (3 credits)

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)

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 response to the information they gain on crises and potential crises. (3 credits)

720.745 Information and Telecommunication Systems

Technology is a tool that drives information exchange, security, intelligence analysis, and service. It is not a human problem solver. In today's intelligence analysis environment, technology has gone beyond a solution to become a challenge. It is no longer sufficient for analysts simply to be computer literate. They can no longer trust that an existing software package or piece of hardware is doing all that is needed. They must be diligent in questioning technology and be "hands-on" in decision-making processes on what and how it is used to solve problems and sustain and improve efficiency and the quality of information. Students scrutinize the "good, bad, and ugly" of how technology is being applied to situations and organizations. Students learn to apply technology to reporting and presenting information. (3 credits)

720.750 Case Studies in Intelligence Analysis

Learning through the experience of others is one of the best tools for building and enhancing skills and thought processes. Case studies from the public and private sector provide an opportunity for students to examine how leaders apply intelligence information to functions such as planning, policy-making, resource allocation, and field operations. Through the application of principles learned in previous classes and new ones offered in this course, students critique and debate approaches to a series of cases involving intelligence analysis. Through reading and analyzing case studies and interacting with guest lecturers, students identify strategies for resolving actual situations. Students present their own experiences and examples to enhance discussion of the cases. Students gain and demonstrate critical thinking skills as they apply their experience to solving the cases presented in class. (3 credits)

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)

720.800 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, dialogues, and debates, 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)

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, lecture, dialogue, and debate, students apply the principles of enlightened leadership to challenges they face everyday. Students develop a course of action to affect positive change in their current assignment and assess their experience in the degree program. (3 credits)

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