

# Un-Numbered Cover Page

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# 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 nine academic 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 School of Professional Studies in Business and Education houses its central

administration and some programs on the Homewood campus and, additionally, has campus facilities in downtown Baltimore, Columbia, Montgomery County, and Washington, DC. 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, and 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 and Florence, Italy.

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## SPSBE MISSION

The School of Professional Studies in Business and Education (SPSBE) seeks to improve the quality of life in the Baltimore-Washington region — and beyond — through the creation of exemplary models for university support of business, public safety, and educational institutions and activities. This is accomplished by

- providing leading academic programs for aspiring and practicing professionals in business, public safety leadership, and education
- engaging in research and policy development activities that improve business, public safety leadership, and educational practices and outcomes
- establishing meaningful partnerships with business, educational, governmental, and nonprofit agencies to address specific programmatic, research, and workforce needs
- creating innovative, flexible, responsive, and high quality academic and administrative support systems

In pursuing this mission, SPSBE sustains its historical commitment to flexible format programs for working professionals in the Baltimore-Washington region, and selectively expands specialized and exemplary academic programs and research activities to national and international audiences.

## SPSBE Core Values

To achieve this mission, SPSBE faculty and staff uphold and promote the following core values:

- Community
- Learning
- Scholarship
- Creativity and innovation
- Diversity and civility
- Collaboration
- Financial responsibility
- Continuous improvement

## Accreditation

The School of Professional Studies in Business and Education is accredited by the Middle States Commission on Higher Education  
3624 Market St.  
Philadelphia PA 19104-2680  
215-662-5606

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## 2006-2007 ACADEMIC YEAR CALENDAR

### Summer Semester 2006

***April 1***

Financial aid priority filing date for 2006 summer semester

***March 27 – May 31***

Registration period for 2006 summer semester

***May 31***

Last day to submit graduation application for 2006 summer semester

***June 1***

2006 Summer Session I begins

***July 1***

Last day for students to submit incomplete work from 2006 spring semester and May Session

***July 4***

Fourth of July holiday; no classes held

***July 12***

Summer Session I ends

(Note: Tuesday-only classes meeting in Session I only have five scheduled meeting dates. Faculty must schedule a make-up class session. All Tuesday-Thursday classes have an additional class scheduled to meet on Thursday, July 13.)

***July 17***

Summer Session II begins

***August 25***

2006 Summer Session II ends

***October 4***

Last day for students to submit incomplete work from the 2006 summer semester

### Fall Semester 2006

***June 1***

Financial aid priority filing date for 2006 Fall semester

***June 19 – August 29***

Registration period for 2006 Fall semester

***July 1***

Deadline for 2006-07 campus-based scholarships

***August 30***

2006 fall semester classes begin

***September 4***

Labor Day; no classes held

***September 1***

Last day to submit graduation application for 2006 fall semester

***November 22-November 26***

Thanksgiving Holiday; no classes held

***December 12-18***

Final examination period for 15-week classes

***December 18***

Last day of 2006 fall semester

***December 31***

Deadline for Christa McAullife Teacher Awards

***February 11***

Last day for students to submit incomplete work from 2006 fall semester and 2007 January Intersession

### January Intersession 2007

***January 2-20***

2007 January Intersession

***January 15***

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

### Spring Semester 2007

***October 30– January 19***

Registration period for 2007 spring semester

***November 1***

Financial aid priority filing date for 2007 spring semester

***January 19***

Last day to submit graduation application for 2007 spring semester

***January 22***

2007 spring semester classes begin

***March 1***

Deadline for 2007-2008 Maryland State Scholarships

***April 1***

Financial aid priority filing date for 2007 summer semester

***April 30-May 4***

Final examination period for 15-week classes

***May 5***

Last day of 2007 spring semester

***May 17 (Jewish holiday Shavuot falls on 5/23 and 5/24)***

University-wide Commencement

SPSBE diploma ceremony

**May Session 2007**

***May 8 - May 26***

May Session classes

***July 1***

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

## **ADMISSION, REGISTRATION, AND FINANCES**

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## FREQUENTLY ASKED QUESTIONS

### ***What programs does SPSBE offer?***

SPSBE offers academic programs in business, education, information systems technology, and public safety leadership. For more information about areas and levels of study— from undergraduate to graduate, degrees and certificate programs—please see the Complete List of Degree and Certificate Programs section of the catalog.

### ***How do I get started?***

After you have reviewed the Admission section, we recommend that you speak with an adviser about your academic goals. Advisers are available in person and by telephone: undergraduate advising, 410-516-0775; graduate business advising, 410-516-4234; and graduate education advising, 410-516-8273.

### ***Do I need to see an adviser before I apply?***

Advising requirements vary by academic program and student status. An appointment in person or by telephone with an adviser is the most effective way to develop an appropriate course of study.

### ***How do I apply?***

To apply to a degree or certificate program, apply online at [apply.spsbe.jhu.edu](http://apply.spsbe.jhu.edu). A completed application, including essay, \$60 fee, official transcripts, and other program-specific materials, should be sent to Johns Hopkins University School of Professional Studies in Business and Education, Office of Admissions, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100.

For more specific instructions, call the Office of Admissions at 410-872-1234 or the appropriate academic division: Undergraduate Studies, 410-516-0775; Graduate Business, 410-516-0755; Graduate Education, 410-516-8273 or Public Safety Leadership, 410-312-4400. You may also refer to the Complete List of Degree and Certificate Programs the Complete List of Degree and Certificate Programs and Application Requirements that accompanies the Application for Admission in the front of this catalog.

### ***What happens after I submit my application?***

Applications are reviewed on a continuous basis throughout the year. After we have received your admission materials, you may be contacted for a personal interview. Prior to notification of the admission decision, you may register for classes under certain provisions. Admission to the School of Professional Studies in Business and Education establishes no claim or priority for admission to any other school of Johns Hopkins University.

### ***I was accepted over a year ago but haven't taken classes yet. How do I reactivate my application?***

If it has been longer than a year since you were admitted and you did not enroll at SPSBE during that time, you will be required to submit another application, all supporting documents, and the \$60 application fee. See the Admissions section for details.

### ***How can I apply for financial aid or scholarships?***

We offer a broad program of financial support for both full- and part-time students. For information on federal grants, low interest loans, scholarships, and other financial aid, see the Financial Aid section.

In general, as per federal regulations, consideration for financial aid is restricted to students who have been fully and unconditionally accepted into a degree or approved certificate program of 15 credits or longer, enroll half-time or more each semester, and advance by 12 credits each year. Note that prerequisite credits necessary for unconditional admission to a program may be considered for limited financial aid assistance, not to exceed the cost of tuition, fees, and a book allowance.

### ***When do classes begin? When do I register?***

Refer to the Registration Calendar in this catalog.

### ***How do I register?***

Course schedule information is available at [www.spsbe.jhu.edu/courseschedule](http://www.spsbe.jhu.edu/courseschedule). SPSBE offers convenient registration options. For a complete registration calendar and an explanation of registration options, see the Registration section of this catalog.

### ***Where can I take courses?***

SPSBE courses are offered at five campuses in the Washington-Baltimore area: Columbia, Montgomery County, Washington, DC, and two locations in Baltimore — at the Downtown Center in the heart of the city's business district and in north Baltimore on the Hopkins Homewood Campus.

### ***Can I take a course without applying to a degree program?***

If you would like to take courses before deciding on a degree program or are not interested in earning a degree at this time, you may enroll as a special (non-degree) student. All students must be approved for special student status. If you enroll in graduate-level courses, you may not enroll for a second term

without being admitted to a degree/certificate program or to graduate special student status. Financial aid is not available for special, non-degree students. For more information, please refer to the Special Student Status section.

***To whom can I talk about my career?***

Professional Career Services, conveniently located at the Columbia Center, is the best place to start with questions about selecting a degree program, advancing in your field, or changing careers. Professional career counselors are available during the day and in the evening to help you focus your career direction and manage your job search. Career counseling, assessment, and job search consultation services are available free of charge to currently registered SPSBE students and alumni. Call Professional Career Services at 410-290-1934 or 301-621-3377, or visit the Web site at [careerservices.jhu.edu](http://careerservices.jhu.edu) for more information.

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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 \$60 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. Additional copies of the application are available at all campuses. Students may also download the application in PDF format at [apply.spsbe.jhu.edu](http://apply.spsbe.jhu.edu). Because admission requirements (e.g., standardized test scores and letters of recommendation) vary by program, applicants should contact the Office of Admissions or the appropriate academic division 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 Professional Studies in Business and 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 listed in the International Student Admissions Policy section of this catalog. Prospective students should allow approximately four to six weeks for completion of the entire admission process (from submission of complete application packet to 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.

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 section for more details.

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

Johns Hopkins University  
School of Professional Studies in  
Business and Education  
Office of Admissions  
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 degree or certificate program 15 or more credits and enroll half time or more each semester. Note that provisionally admitted students who are taking the three to nine prerequisite credits necessary for unconditional 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 divisional dean within one year of receiving notice of acceptance into that program. See the catalog section Inactive/Deactivated Degree or Certificate Applications if the time period has expired.

### Bachelor's Programs

Applicants for admission to an undergraduate program must hold high school degrees or equivalent and have earned at least 15 transferable college-level credits with a minimum cumulative grade point average of 2.5 (on a 4.0 scale). Those applying for the Advancing Business Professionals program and the BS in Information Systems must have at least a 3.0 grade point average.

Applicants must submit an admission application, the \$60 application fee, and any other required admission materials (such as resume or essay) along with official transcripts from all post-secondary institutions attended. Academic records from non-U.S. institutions must be evaluated by one of the certified credential evaluation agencies listed in the



International Credential Evaluation section of this catalog. In addition, the admission process includes an interview. For those who have not completed the equivalent of 457.105 Expository Writing with a grade of C or better, an impromptu writing assignment may be required.

A student accepted into an undergraduate program must enroll in at least one course per year to maintain active student status. Those who need to stop out for a year or more and who wish to retain active student status must submit a letter to the assistant dean, Division of Undergraduate Studies, within one year of their last completed course at SPSBE. Students who do not request that they maintain active status will be changed to inactive status one year after their last completed course at SPSBE. Students whose status is inactive will not be permitted to register for courses until they contact an adviser in the Division of Undergraduate Studies about the readmission process.

For more information about admission to undergraduate programs for adult part-time students, please contact Irene Edmond-Rosenberg in the undergraduate admissions and advising office at 410-516-6053.

## **Special (Non-Degree) Undergraduate Students**

Any student not interested in or prepared to enter a bachelor's degree program at this time may enroll as a special (non-degree) student. All students seeking special-student status are encouraged first to speak with an adviser.

In order to be admitted as a special student, an individual must hold a high school degree or its equivalent. See the Registration Eligibility chart in this catalog for registration restrictions for undergraduate special students. Special students must submit Undergraduate Special Student Admission applications available from the Office of Admissions, at all campus centers, and online at <http://spsbe.jhu.edu/pdfs/admission/UGSpecStudentApp.pdf>, and a \$25 application fee.

*Note: Financial aid is not available for special (non-degree) students.*

## **Transfer of Undergraduate Credit**

Undergraduate degree applicants are allowed to 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 Professional Studies in Business and 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 Professional Studies in Business and Education, including credits by examination. A maximum of six upper-level credit requirements (included in the 60-credit maximum) may be transferred into degree program majors and concentrations. Prospective students should request a preliminary transfer evaluation by calling the undergraduate admissions and advising office at 410-516-0775 prior to submitting an application. Please note that the Division of Undergraduate Studies does not award life experience credits.

## **Community College Transfer Students**

The Division of Undergraduate Studies has special agreements for the transfer of degree programs with several area community colleges. Students transferring from community colleges should contact an adviser at their community college or the undergraduate admissions and advising office. The division has articulation agreements with Anne Arundel Community College, Howard Community College, Montgomery College, Prince George's Community College, and the Community Colleges of Baltimore County.

## **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 may also be required before admission.

Additional materials are required for international student admission. Please see the International Services section for details.

## Certificate Programs

Applicants to graduate certificate programs must hold, depending on the program, bachelor's or master's degrees 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.

Applicants to post-master's certificate programs must hold master's degrees in an appropriate field from a regionally accredited college or university. For more information about post-master's certificate programs, see the Graduate Division of Business or the Graduate Division of Education sections of this catalog.

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

## Special (Non-Degree) Graduate Students

Post-baccalaureate students who wish to take graduate courses (.500-level and above) but are not interested in earning a degree at this time must apply for graduate special (non-degree) student status. All

students seeking special student status are encouraged first to speak with an academic adviser.

Graduate special student applicants must possess bachelor's or graduate degrees from a regionally accredited college or university and have achieved a minimum 3.0 (on a 4.0 scale) grade point average overall or in the last half of their undergraduate degree programs to be approved for graduate special student status.

*Note: Financial aid is not available for special (non-degree) students.*

### **Graduate special student applicants must submit:**

- Graduate Special Student Admission Application, available at all campus centers and online at <http://spsbe.jhu.edu/pdfs/admission/GradSpecStudentApp.pdf>
- \$25 application fee
- official transcripts of all undergraduate and graduate work (those with graduate degrees need to submit only official transcripts of graduate work)

*Note: To be deemed official, transcripts must be received in the Office of Admissions in the institution's sealed envelope. Academic records from non-U.S. institutions must be evaluated by a certified credential evaluation agency. (See the International Credential Evaluation section of this catalog.)*

*Note: Graduates of the School of Professional Studies in Business and Education programs need simply submit a Graduate Special Student Admission Application in order to update current biographical information.*

Students may be allowed to register for one term only while their applications are pending.

If the application is denied, a student who completes a course successfully will receive undergraduate credit for the course and will not be allowed to register for subsequent graduate-level courses.

Graduate special students wishing to apply earned credits to a degree or certificate program must obtain adviser approval. No more than nine credits earned as an admitted graduate special student may be applied toward a degree (the number of credits varies with the degree program). Graduate special students who do not intend to pursue degrees are not limited to nine credits, but they are subject to School of

Professional Studies in Business and Education academic standards.

Students who desire to take selected graduate-level courses for personal or professional development may do so. These courses will be awarded undergraduate credit only and cannot be applied later to a graduate degree program.

Students should complete the Graduate Special Student Application and indicate, in the appropriate place, that they do not want graduate credit for the course. No official transcripts of their prior work will be required. Please note, however, that in no circumstances will these courses count toward a graduate degree program.

Special students may apply to graduate degree programs. To do so, a student should submit a graduate degree application, the \$60 application fee, and any other required admission materials (such as resume or essay) to the School of Professional Studies in Business and Education Office of Admissions.

*Note: Graduate special students are restricted to .500-level courses and, with adviser approval, .600-level courses.*

## Visiting Graduate Students from Other Institutions

A student who is matriculated and is in good standing in another college or university's graduate degree program may be accepted as a graduate special student. The student should submit an official letter (on university letterhead) from his or her graduate adviser or university registrar confirming the student's status as a graduate student in good standing. Students may need to provide unofficial copies of their current graduate transcripts to an adviser for approval to register for .600- or .700-level courses.

## 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 Professional Studies in Business and Education varies by program but in no case exceeds six credits.

A matriculated graduate student in the School of Professional Studies in Business and Education who, under extraordinary circumstances, wishes to take a course offered by another institution to satisfy School of Professional Studies in Business and Education degree requirements must obtain written approval in advance from his/her department chair, program director, or academic adviser. Approval is granted only in exceptional cases.

## Graduate Degree Requirements

Once admitted to a graduate degree program in the School of Professional Studies in Business and Education, students must complete all course work at Johns Hopkins University, except with prior written approval from an adviser. Exceptions are rarely given.

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

## 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 at Johns Hopkins School of Professional Studies in Business and Education, international applicants must demonstrate proficiency in both written and spoken English.

To demonstrate proficiency, applicants to 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 560 (paper-based), 220 (computer-based), or 83 (Internet-based). In addition, applicants to certain graduate programs may be required to provide additional evidence of English proficiency, including

- an official TOESP (Test of English as a Spoken Language) 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 Professional Studies in Business and Education

The respective department chair or division director will determine and request the additional evidence of English proficiency required for admission to the given graduate program. The respective department chair or division director may grant a waiver from the TOEFL requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program and in the profession (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 SPSBE Office of Admissions.

**Applicants to undergraduate 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 560** (paper based), **220** (computer based), or **83** Internet-based. In addition, applicants to certain undergraduate programs may be required to provide additional evidence of English proficiency, including

- an official TOESP (Test of English as a Spoken Language) score of at least 520
- a telephone or in-person interview with an admissions committee member
- a writing sample certified to be the applicant's own work
- a writing examination administered by the School of Professional Studies in Business and Education

The respective department chair or division director will determine and request the additional evidence of English proficiency required for admission to the given undergraduate 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, available from the SPSBE Office of Admissions or found online at [http://spsbe.jhu.edu/pdfs/admission/TOEFL\\_Waiver.pdf](http://spsbe.jhu.edu/pdfs/admission/TOEFL_Waiver.pdf), when

submitting his/her application to the SPSBE Office of Admissions.

An international applicant requiring a student (F-1) visa to attend school has to obtain full admission to a degree program well in advance of the start of the semester. The School of Professional Studies in Business and 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 Professional Studies in Business and Education.

Deadlines for applications and other required documents:

Fall Semester	May 1
Spring Semester	October 15

International applicants who hold types of visa other than an F-1 visa and who wish to enroll as part-time graduate special (non-degree) students should follow the application directions on p. 13. 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 410-872-1234. Please note that financial aid is not available at this time 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 Professional Studies in Business and Education, applicants should make arrangements with an authorized credential evaluation agency, such as those listed below, 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:

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

Because fees and documents required for evaluation may vary by agency, applicants are encouraged to contact the agencies directly for additional information.

The following 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](mailto:info@wes.org)  
Web site: [www.wes.org](http://www.wes.org)

International Consultants of Delaware, Inc.  
625 Barksdale Road, Suite 109  
Newark, Delaware 19711  
Telephone: (215) 349-6023  
Fax: (302) 737-8756  
Email: [icd@icdel.com](mailto: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](mailto:wecewellington@erols.com)  
Web site: [users.erols.com/wecewellington](http://users.erols.com/wecewellington)

## International Student Services

Upon receipt of the acceptance package from the academic division, the international student who needs to obtain a student (F-1) visa is required to call the International and Disability Services Office (IDS) at 410-872-1210 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 and Disability Services, Johns Hopkins University, 6740 Alexander Bell Drive, Suite 150, Columbia MD 21046. Information on the required amount of funds, types of acceptable

financial documentation, and forms may be found online at <http://onestop.jhu.edu/international/obtainI20.cfm>. 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 IDS 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 IDS staff member in order for the student to re-enter the country. It is imperative to schedule an appointment with IDS 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 SPSBE 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 2004 and three credits completed in January intersession 2005 total nine credits for the fall 2004 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 and Disability Services Office. The office can also assist students who hold other nonimmigrant visas and direct them to the appropriate resources or government offices. If you are unclear about the type of visa you should obtain, please visit the USCIS Web site at <http://uscis.gov>

for additional information, or contact International Services at 410-872-1210 or intl@jhu.edu with any questions.

All current international students on F-1 visas sponsored by SPSBE will need to subscribe to the international listserv. Updates are sent regarding visa-related matters and other items of interest to international students. Students are not automatically subscribed to the list and must send first and last names and note "subscribe SPSBE-INTL" to harrell@jhu.edu to subscribe.

## Change in Major or Degree Program

Degree- or certificate-seeking School of Professional Studies in Business and Education students 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 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 division 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.*

## Second Degree—Graduate Students

Graduates of the School of Professional Studies in Business and 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) to:

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

No application fee is required.

## Adding a Certificate or Degree Program—Graduate Students

For those students who have completed certificate programs and wish to pursue degrees, or a second certificate, formal admission applications for the new programs must be submitted to the Office of Admissions. See the admission application in this catalog for other materials required for admission to that program. Students who have graduated from SPSBE certificate programs 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 \$60 application fee must be included with the student's application.

For those students who have completed degree programs and wish to pursue another degree or a certificate, formal admissions applications for the new program must be submitted to the Office of Admissions. See the admissions application in this catalog for other materials required for admission to that program.

*NOTE: No application fee or transcripts are required for those students who have graduated from a School of Professional Studies in Business and Education degree program.*

For those students who are currently enrolled in a degree program at SPSBE 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 SPSBE and wishes to add a degree program must submit a formal admission application for the new program to the Office of Admissions. See the admission application in this catalog for other materials required for admission to that program. No application fee is required.

## **Inactive/Deactivated Degree or Certificate Applications**

If it has been longer than a year since a student was admitted and the student did not enroll at SPSBE during that time, the student will be required to submit another application, all supporting documents, and the \$60 application fee to:

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

## **Admission to Other Schools of the University**

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

## **Provisional Admission**

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 Graduate Management Admissions Test (GMAT); 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 a certificate or degree program only if permitted by the academic policy of the program to which the applicant seeks admission. To successfully complete a provisional admission plan, the applicant must complete the required courses with a grade of B or better. (A grade of B- is not acceptable.) 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.

Upon successfully completing the conditions for admission, students must notify their academic advisers. After verification, students are informed in writing that they are fully admitted to the program to which they have applied. Applicants who do not fulfill the conditions specified are not admitted to degree or certificate programs in the School of Professional Studies in Business and Education and are so informed in writing.

## 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.

<b>Course Level</b>	<b>Undergraduate Students</b>	<b>Applicants to graduate degree programs and graduate special student status</b>	<b>Admitted graduate degree-seeking students</b>
.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

\* Must have completed at least 60 credits and have a 2.00 CUM-GPA or greater; special students are only permitted to register for .300-level courses with an adviser's permission.

\*\* Except matriculated undergraduate students who have at least 60 credits, a 3.00 CUM-GPA or greater, appropriate academic background in the subject area, and an adviser's approval.

\*\*\* Graduate students are eligible to take .100 to .499 level courses, but they will receive undergraduate credit.

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## 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 an undergraduate or graduate 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:

Undergraduate Programs	410-516-0775
Graduate Business Programs	410-516-4234
Graduate Education Programs	410-516-8273
Public Safety and Leadership Programs	410-312-4400

### *When to seek advising:*

- Prospective graduate students may speak with advisers prior to submitting applications for degree programs and must do so to set up a program of study prior to acceptance.
- New students are expected to seek advising prior to registering for their first class.
- Graduate special (non-degree) students should consult advisers prior to applying and/or registering, especially to receive

approval to enroll in upper-division undergraduate or 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 major (undergraduate) or concentration (graduate), students should schedule appointments with advisers prior to registering for upper-division undergraduate or advanced-level graduate course work.
- Undergraduate or graduate students on academic probation or suspension are required to meet with an adviser prior to re-registration.
- To register for graduate-level courses (.500-level), undergraduates must obtain an adviser's signature.
- Undergraduates in degree programs must schedule appointments with advisers at the 15-, 45-, 75-, and 105-credit mark in their curriculum and before registering for their senior project.

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## REGISTRATION

Students are encouraged to enroll as early as possible during each registration period since a course may close before the end of registration. Students may elect from a number of payment options (refer to the Student Accounts section of this catalog for details.) After the deadlines for payment plans and deferred payment, payment of tuition and fees is required at the time 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.

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. A complete chart of registration options is provided below.

Registration begins several months before each semester. Students may access the course schedule via the Web at [spsbe.jhu.edu/courseschedule](http://spsbe.jhu.edu/courseschedule). Students electing to register online should refer to the instructions available at [http://onestop.jhu.edu/registration/ways\\_to\\_register.cfm](http://onestop.jhu.edu/registration/ways_to_register.cfm). **If faxing or mailing the registration form, a payment method must be selected, and a check, credit card information, JHU tuition remission forms, or employer contract must be included.** If registering after the deadline for election of a payment plan or deferred payment, full payment of tuition and fees is required at the time of registration. Registration materials may also be brought to any campus center or to the SPSBE Registrar's Office.

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 can be found in the Course Schedule.

### Wait Lists

If the course for which you are attempting to register is full (has met its enrollment limit), you may contact the Registrar's Office at 410-872-1212 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 do not participate in a class unless officially registered for it. Wait listing for a course is not an official registration.

### Registration Prior to Admission

#### *Undergraduate Degree Applicants*

Applicants to undergraduate degree programs may register for classes before admission. However, undergraduate applicants who have earned fewer than 60 college-level credits may take only .100- and .200-level courses. Applicants with at least 60 college-level credits and a cumulative GPA of at least 2.0 may register for .300-level courses with the signed permission of an adviser.

#### *Undergraduate Special (Non-Degree) Student Applicants*

Undergraduate special student applicants must submit Undergraduate Special Student applications, available from the Office of Admissions, all campus centers, and online at <http://spsbe.jhu.edu/pdfs/admission/UGSpecStudentApp.pdf>. Undergraduate special student applicants who have earned fewer than 60 college-level credits may take .100- and .200-level courses as long as they remain in good academic standing. Those students with at least 60 credits and a cumulative GPA of at least 3.0 may register for .300-level and .400-level courses, with the signed permission of an adviser.

*Note: Financial aid is not available for non-degree-seeking students.*

#### *Graduate Degree/Certificate/Special (Non-Degree) Applicants*

Admission applications are available from the Office of Admissions, all campus centers, and online at <http://spsbe.jhu.edu/pdfs/admission/GradSpecStudentApp.pdf>.

tApp.pdf. 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 Courses**

To add a course, students must submit an official add/drop form. Payment for the added course must accompany the add/drop form. (Johns Hopkins employees must submit a tuition remission voucher and application with each add form, which cannot be faxed.) The facsimile add/drop form may be used with credit card or employer contract payments. The form is available at each center and at [http://spsbe.jhu.edu/pdfs/registration/add\\_drop.pdf](http://spsbe.jhu.edu/pdfs/registration/add_drop.pdf). Students who have already registered may add any courses, provided that the course 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. Students who elect to pay for the additional course by credit card or by personal check may complete the add using the online registration system.

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 in this catalog, or contact the Registrar's Office at 410-872-1212.

### **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 in this catalog. Contact the Registrar's Office at 410-872-1212 for the last date to withdraw or change to auditor status for other alternate format courses.

Students who withdraw after these dates or stop attending class at any time without properly submitting an official add/drop form receive an F (Failure) grades for the courses. Tuition refunds are calculated from the date of receipt of the add/drop form in the Registrar's Office (see refund schedule in 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 and Disability Services Office at 410-872-1210 before withdrawing or dropping 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, in this

Student Accounts section of this catalog). 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. The form is available at each center and at [http://spsbe.jhu.edu/pdfs/registration/add\\_drop.pdf](http://spsbe.jhu.edu/pdfs/registration/add_drop.pdf).

### **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 intersession 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 SPSBE students 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 SPSBE, along with the regular SPSBE registration form. Students pay the per-credit rate of the school offering the course. SPSBE 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 SPSBE by completing the interdivisional registration form, including all appropriate signatures from their home school and from SPSBE, 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 SPSBE program director or adviser. Note that SPSBE students have priority in registering for SPSBE courses. All Interdivisional students must abide by SPSBE 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 SPSBE courses should follow SPSBE registration procedures outlined in this catalog. For more information, contact the Registrar's Office at 410-872-1212.

### **Refunds**

Students who officially withdraw during an academic term will receive tuition refunds based on the refund schedule in this catalog. 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 course work 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 Student Services 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.

### **Web-based Student Directory**

Currently enrolled students can access their semester grades and review and update their address information on the JHU Registration Web site at <https://registration.jhu.edu>. Students who have questions about this service should contact the Registrar's Office at 410-872-1212.

### **Maryland Voter Registration**

Students wanting to register to vote in federal and state elections can obtain voter registration forms at any center. It is the student's responsibility to complete the form and send it to the appropriate county board of elections.

**Registration Dates for Academic Year 2006–2007****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

**Begin and End Dates**

March 27-May 31

June 1-July 12

July 17-August 25

June 19 - August 29

August 30 - December 18

January 2 - 20

October 30 - January 19

January 22 - May 5

May 8 - 26

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

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**WITHDRAWAL/AUDIT CALENDAR**

<b>Transcript Notation</b>	<b>2-day mini-courses</b>	<b>January Intersession/May Session</b>	<b>Courses that meet 6-9 class sessions</b>	<b>Courses that meet 10-14 class sessions</b>	<b>Courses that meet 15 or more class sessions</b>
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

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**REFUND SCHEDULE FOR ACADEMIC YEAR 2006-2007**

***Note: Registration fees are nonrefundable***

<b>Refund</b>	<b>2-day mini-courses</b>	<b>January Intercession/May Session</b>	<b>Courses that meet 6-9 class sessions</b>	<b>Courses that meet 10-14 class sessions</b>	<b>Courses that meet 15 or more class sessions</b>
100%	From the day of registration until 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 exceptional 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, School of Professional Studies in Business and Education, Johns Hopkins University, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046.

## TUITION AND FEES

Prior to the first day of the summer, fall (including intersession), and spring (including May session) semesters, students may select from a number of payment options (refer to the Student Accounts section in this catalog for details). Registration 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 2006–2007 Course Fees\***

#### ***Graduate Division of Business and Management***

\$550 per credit for graduate-level courses (Homewood/Downtown Baltimore/Columbia)

\$625 per credit for graduate-level courses (Montgomery)

\$700 per credit for graduate-level courses (Washington, DC Center)

#### ***Graduate Division of Education***

\$405 per credit for graduate-level (non-doctoral) courses (all locations)

\$1,130 per credit for doctoral-level courses

#### ***Division of Public Safety Leadership***

\$430 per credit for undergraduate-level courses

\$575 per credit for graduate-level courses

\$650 per credit for graduate accelerated program

#### ***Division of Undergraduate Studies***

\$425 per credit for .100- to .400-level courses at all locations

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

### **Application Fee**

- \$60 application fee for degree or certificate programs
- \$25 application fee for special (non-degree) status

The fee, which must be submitted with the application, is nonrefundable. It cannot be waived or deferred. SPSBE students who have graduated from degree programs are not required to pay an additional application fee when they apply for admission to a second degree or certificate program. SPSBE students who have graduated from certificate programs only and who apply for admission to a degree or second certificate program are not required to pay an additional fee when applying within one year of graduation.

### **Matriculation Fee**

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

### **Registration Fee**

A \$65 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 the \$100 late fee in addition to the registration fee of \$60.

### **Late Payment Fee**

For students who elect a payment plan, a late payment fee of \$100 will be assessed if payment for tuition and fees is not received by the specified due date (see the Student Accounts section of this catalog for details).

### **Returned Check Fee**

A \$35 returned check fee will be charged for any returned check.

### **Payment Plan Collection Fee**

Students who elect to enroll in the 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 Course Schedule).

### **Graduation Fees**

A fee of \$100 for all undergraduate and graduate degree candidates and \$75 for all certificate candidates is required. The fee must be submitted with the Application for Graduation.

The application must be submitted by the appropriate deadline. The latest time to submit the

application and fee for the summer term is May 31, September 1 for fall term, and January 19 for spring term (excluding May session)\*. Any application submitted after that date may be assessed a late processing fee of \$40 in addition to the regular graduation fee.

*\*This is the final deadline for filing regardless of your expected completion date during the academic year. Please note that if you take a January intersession course as your last course, you will need to apply to be placed on the May graduation list. You cannot take a May session course and graduate in May.*



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# STUDENT ACCOUNTS

## Questions Concerning Your Student Account

For general inquiries about your student accounts, specifically receipt of payments, refunds, online tuition payments, financial holds, 1098T, collections, company billing, etc., call 410-872-1220 or fax 410-872-1249.

## Payment Options

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

- Register and pay via the Web with an electronic check or credit card;
- Pay with a check by mail, or pay with cash, check or credit card at any SPSBE location.
- Enroll in the AMS monthly payment plan.
- Pay with an employer contract.
- Take advantage of JHU's tuition remission if you are a university employee (JHU tuition remission covers tuition costs only).
- Pay via electronic billing.

Students with approved financial aid should select deferred payments and will be responsible for any charges not covered by their award. Students who have selected the deferred payment option should review Schedule A below for payment due 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 Academic Management Services (AMS) installment payment plan may use the Schedule B below as a payment guide.

Additional information regarding payment preferences can be found online at <http://onestop.jhu.edu/payment>.

## Web Registration and Payment

Web registration is available to returning SPSBE students by logging on to the Registration System at <https://registration.jhu.edu>. Students can log into the system with their Johns Hopkins Enterprise Directory (JHED) Login ID (LID). Payment must be made at the time of registration. 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 [http://onestop.jhu.edu/registration/ways\\_to\\_register.cfm](http://onestop.jhu.edu/registration/ways_to_register.cfm).

## Payment by Mail or in Person

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

Johns Hopkins University  
School of Professional Studies in Business and  
Education  
P.O. Box 64572  
Baltimore, MD 21264-4572

Paying by check authorizes the school to electronically debit the student's account. Once the transaction has been completed, the actual check will be destroyed, and checks will not be returned. If a student submits a check that is returned for non-sufficient funds, the student will be charged a \$35 returned check fee, placed on financial hold, and they may be removed from courses for which they are currently registered. Grades may be withheld, and the student 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.

Students can also pay with cash, credit card, or check at any SPSBE regional campus:

- Columbia Center—Pay in Suite 110
- Downtown Baltimore Center—ask for payment instructions at the main desk
- Montgomery County Campus—go to the main reception desk in the center building for directions to the SPSBE office
- Homewood Campus—pay in 103 Shaffer
- Washington, DC Center—ask for payment instructions at the main desk

Students may submit all types of payment at any SPSBE location. The university accepts three major cards: MasterCard, Visa, and Discover. Credit card payments are not processed immediately. After verifying that credit card information on the payment form is complete, a SPSBE representative will forward the payment to the Student Accounts Office for processing. A student who submits a credit card that is declined will be placed on financial hold and may be removed from courses for which they are currently registered. Grades may be withheld, and the student will be prevented from registering for future courses until payment is reissued.

**The AMS Monthly Payment Plan**

Students have the option of deferring their tuition payment by enrolling in the AMS monthly payment plan each semester. To enroll students should contact AMS either by phone at 1-800-635-0120, or via the Web at [www.tuitionpay.com/jhuspsbe](http://www.tuitionpay.com/jhuspsbe), or get an application at any SPSBE location. Students should identify themselves as a Johns Hopkins University School of Professional Studies in Business and Education student when contacting AMS, and should know the amount of tuition and fees to be budgeted with the AMS plan. A \$35 enrollment fee will be charged each semester for participation in the plan. See Schedule B 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, the student will no longer be eligible to participate in the AMS payment plan, and a \$35 collection fee will be charged to the student's account by JHU.

**Employer Contracts**

If a student's employer will pay for all or part of their tuition, the student must submit a purchase order or contract from their employer authorizing SPSBE to bill them directly for tuition and any associated fees (a faxed copy of the contract is acceptable). If the contract does not cover the entire cost of tuition and fees, the student will be required to pay the remaining balance. Students can choose to receive an electronic bill or enroll in the monthly AMS payment plan to cover any additional costs for tuition and associated fees. Please note that book charges are excluded from the payment plan.

If the employer intends to pay the student directly for tuition expenses, the student is required to pay

tuition and fees directly to JHU and seek reimbursement from their employer (such students can enroll in the monthly AMS payment plan or choose to be electronically billed).

**JHU Employee Tuition Remission**

JHU employees participating in the JHU tuition remission benefit plan, should note that tuition remission covers tuition costs ONLY. Fees are not covered. Original remission vouchers must be submitted to the SPSBE Student Accounts Office along with the tuition remission application (remission vouchers cannot be faxed). If the remission does not cover the entire cost of tuition, the JHU employee is required to pay the remaining balance at the time of registration (such students can select the monthly AMS payment plan to pay for tuition not covered by the tuition remission benefit or choose to be electronically billed).

**Electronic Bills**

Students who elect to be electronically billed are required to have a current JHU email address and a valid Johns Hopkins Enterprise Directory (JHED) Logon ID (LID) and password. 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 contacting the Registrar via the Web at <https://registration.jhu.edu>, or by calling 410-872-1212.

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 our current billing periods and bill due dates, see Schedule A.

**Schedule A: Billing Cycles - March 2006 through May 2007**

Charges and Payments Applied to Your Student Account Between the Following Dates	Appear on Your Electronic Bill Presented on the Web	Statement Due Date
March 10, 2006 - April 12, 2006	April 13, 2006	May 5, 2006
April 13, 2006 - May 10, 2006	May 11, 2006	May 18, 2006
May 11, 2006 - June 14, 2006	June 15, 2006	June 22, 2006
June 15, 2006 - July 12, 2006	July 13, 2006	July 20, 2006
July 13, 2006 - Aug. 9, 2006	Aug. 10, 2006	Aug. 17, 2006
August 10, 2006 - Sept. 13, 2006	Sept. 14, 2006	Sept. 21, 2006
Sept. 14, 2006 - Oct. 11, 2006	Oct. 12, 2006	Oct. 19, 2006
Oct. 12, 2006 - Nov. 8, 2006	Nov. 9, 2006	Nov. 16, 2006
Nov. 9, 2006 - Dec. 13, 2006	Dec. 14, 2006	Dec. 21, 2006
Dec. 14, 2006 - Jan. 10, 2007	Jan. 11, 2007	Jan. 18, 2007
Jan. 11, 2007 - Feb. 14, 2007	Feb. 15, 2007	Feb. 22, 2007
Feb. 15, 2007 - March 14, 2007	March 15, 2007	March 22, 2007
March 15, 2007 - April 11, 2007	April 12, 2007	April 19, 2007
April 12, 2007 - May 9, 2007	May 10, 2007	May 17, 2007

**Schedule B: AY 06-07 AMS Payment Plan**

SEMESTER	PAYMENT PLAN ENROLLMENT START DATE	PAYMENT PLAN ENROLLMENT END DATE	FIRST PAYMENT DUE	ACADEMIC MANAGEMENT SERVICES (AMS) PAYMENT PLAN OPTIONS
SUMMER 2006	March 27	June 15	June 15, 2006	Two installments due the 15th of each month. First payment due June 15; remaining balance due on July 15.
FALL 2006 & INTERSESSION 2007	June 19	September 15	Sept. 15, 2006	Four installments due the 15 <sup>th</sup> of each month. First payment due Sept.15; remaining balance due on the 15 <sup>th</sup> of Oct., Nov., and Dec.
SPRING 2007	October 30	February 15	Feb. 15, 2007	Four installments due the 15 <sup>th</sup> of each month. First payment due Feb.15; remaining balance due on the 15 <sup>th</sup> of March, April, and May.

To assist in selecting the appropriate payment option, students should review the frequently asked questions found at <http://onestop.jhu.edu/payment/faq.cfm>. Academic Management Services (AMS) can be reached at 1-800-635-0120 or visit [www.tuitionpay.com/jhuspsbe](http://www.tuitionpay.com/jhuspsbe).

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## FINANCIAL AID

The School of Professional Studies in Business and Education offers a program of financial support that includes federal grants and low-interest loans, state and campus-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). 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 have 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 you receive aid. Students admitted in midterm will become eligible 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 half-time 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 prerequisite credits necessary for unconditional admission to their program may be considered for limited federal loan assistance for one or two semesters depending on the number of prerequisites required. These loans may not exceed tuition charges for the specific required credits, registration or course fees, and a book allowance less any direct tuition payments. **No funds will be available for repeated courses.**

The academic year consists of the summer, fall, and spring semesters. For financial aid purposes, the fall semester includes the January intersession, and the spring semester includes the May session. Students must maintain satisfactory academic progress and credit compliance (half-time

enrollment per semester in which aid is received) to continue to be eligible for financial aid. Academic progress is reviewed each year after the spring semester.

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

Satisfactory academic progress may be re-established 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."

Students must demonstrate financial need as calculated by federal methodology to be considered eligible for all need-based aid, including government subsidized direct loans. For purposes of federal loan eligibility, undergraduates must have completed at least 30 credits to qualify for a sophomore-level loan, and at least 60 credits to qualify for upperclass 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 410-872-1230 or check online at [www.spsbe.jhu.edu/financial](http://www.spsbe.jhu.edu/financial).

To be considered for financial aid, a student must file the Free Application for Federal Student Aid (FAFSA) using SPSBE's official code of E00475 and complete the Application for Financial Aid. Both forms are available online at [www.spsbe.jhu.edu/financial](http://www.spsbe.jhu.edu/financial). A student 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. Campus-based scholarship applicants also must complete the Campus-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 410-872-1220.

The school 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.

School of Professional Studies in Business and Education  
Financial Aid Office  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 21046  
410-872-1230

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

*Note: Information in this section is accurate at the time this catalog was prepared for press. Future changes in federal regulations or institutional policies may change the application requirements or program guidelines.*

## Scholarships, Grants, and Awards

Residents of Maryland can be considered for assistance for the next academic year provided they submit their FAFSA to the federal processor by March 1 of each year. Educational Excellence Awards, House of Delegates Scholarships, Senatorial Scholarships, HOPE Teacher Scholarships, and Sharon Christa McAuliffe Teacher Awards are available. The application deadline for non-need-based Sharon Christa McAuliffe Teacher Awards is December 31 for the upcoming academic year. For more information on legislative scholarships, students should contact their state representative's office.

A limited number of campus-based scholarships are available each year. Selection is based primarily on financial need, but scholastic merit is also considered. SPSBE scholarship applications are available online at [www.spsbe.jhu.edu/financial](http://www.spsbe.jhu.edu/financial) from February through June 30. Applications must be completed by this deadline. Since need is a factor in the selection process, applicants should file the FAFSA so that results are received prior to the July 1 deadline. Undergraduates who wish to be considered for the Decker-Gabor Scholarship must complete their aid application, including a processed FAFSA, by June 1. 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 each academic division.

Students are encouraged to contact directly 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
- links to many other sites, including publications of sources of aid
- U.S. Department of Education Home Page ([www.studentaid.ed.gov](http://www.studentaid.ed.gov))
- Student Internet Gateway to the U.S. Government ([www.students.gov](http://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](http://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.
- Hope Tax Credit—up to \$1,500 credit available for the first \$2,000 of qualifying educational expenses paid for first- and second-year undergraduate students pursuing degrees or recognized education credentials.
- Lifetime Learning Credit—up to \$2,000 credit 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.

([www.finaid.org](http://www.finaid.org))

## Employment-Based Tuition Benefits

Employment-based tuition benefit programs represent an alternate source of assistance to School of Professional Studies in Business and 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 company'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 in Columbia at 410-872-1220. 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.

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## SCHOLARSHIPS

***Aegon USA Inc. Scholarship Fund***

Established in 1999 by Aegon USA Inc. to provide scholarship support to SPSBE students who demonstrate financial need.

***AFIRE Scholarship***

Established in 2004 by the Association of Foreign Investors in Real Estate to support students in the Edward St. John Department of Real Estate and promote the study of international real estate.

***Edward St. John Department of Real Estate Class of 1993 Scholarship Fund***

Established in 1998 by members of the Class of 1993 for students in the Edward St. John Department of Real Estate.

***Marlene K. Barrell Scholarship Fund***

Established in 2004 to support students in the Graduate Division 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 undergraduate and graduate 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 SPSBE graduate and undergraduate 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.

***Benjamin Edward Carroll Memorial Scholarship***

Established in 2004 by Priscilla Carroll in honor of her father, the late Benjamin Edward Carroll, to support students in the Edward St. John Department of Real Estate.

***Charles T. and G. Audrey Carter Scholarship Fund***

Established in 1998 by business alumnus Charles T. Carter, '81, and G. Audrey Carter for undergraduate and graduate students.

***Cochran, Stephenson & Donkervoet Scholarship Fund***

Established in 2000 by the Cochran, Stephenson & Donkervoet Inc. Architectural Firm for students pursuing the Master of Science in Real Estate, specifically the Seniors Living Track, to encourage study in the senior housing field.

***Aaron and Fannye Cohen Scholarship Fund***

Established in 2000 by David and Susan Cohen in honor of Aaron and Fannye Cohen for students in the Edward St. John Department of Real Estate who demonstrate financial need.

***Howard E. Cooper Jr. Memorial Scholarship***

Established in 1985 for students majoring in business by Mrs. Mary Cooper Evans in honor of Dr. Howard E. Cooper Jr., professor emeritus and former associate dean of McCoy College, who taught at Hopkins from 1928 until his retirement in 1964.

***Paul Lee Cordish Scholarship Fund***

Established in 1998 by real estate professional John P. Kyle for students in the Edward St. John Department of Real Estate in honor of Paul Lee Cordish.

***Corenet Global Scholarship Fund***

Established in 1998 by NACORE, the International Association of Corporate Real Estate Executives, for students in the Edward St. John Department of Real Estate.

***CREW-Baltimore Scholarship Fund***

Established in 2001 by CREW (Commercial Real Estate Women)-Baltimore Inc. for students pursuing a Master of Science in Real Estate with demonstrated financial need who exemplify the mission of CREW-Baltimore, especially to those involved in the encouragement and advancement of women in commercial real estate.

***Dorothy Davis Scholarship for Gifted Education***

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

***Decker-Gabor Undergraduate Scholarship***

This scholarship provides tuition assistance for undergraduate students. Established in 1999 by the late Al Decker, former trustee emeritus, and his wife, Virginia Decker, the scholarship honors Stanley C. Gabor, dean of the school from 1982 until his retirement in 1999.

***Delta Sigma Pi Scholarship***

The Chi Chapter of Delta Sigma Pi and the Delta Sigma Pi Alumni Club of Baltimore jointly offer scholarships to one or more business degree candidates who demonstrate financial need and might not otherwise be able to attend the School of Professional Studies in Business and Education.

***William C. Dulin Scholarship***

This scholarship was established in 1987 to honor Dr. William Carter Dulin, former professor of management in the School of Professional Studies in Business and Education and a member of the task force charged with developing the school's first graduate business degree program applicable to the private, public, and nonprofit sectors. This scholarship provides financial assistance for an academically talented student studying business management.

***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.

***Isaac and Fannie Fox Scholarship Fund***

Established in 1998 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.

***Janice K. and Charles S. Friedman and Gertrude and Edmund Kahn Scholarship***

Established in 1996 for undergraduate students by the late Janice K. Friedman, '37, in memory of her husband, Charles S. Friedman, and her parents, Gertrude and Edmund Kahn.

***Louis and Rose Gabor Scholarship***

Established in 1998 by School of Professional Studies in Business and Education Dean Emeritus Stanley C. Gabor and his wife, Marilyn, in honor of his parents, Louis and Rose Gabor.

***The Stanley Gabor Scholarship Fund***

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

***Frederic H. Glade Jr. Scholarship***

Established in 1991 by the family of the late Dr. Frederic H. Glade Jr., this scholarship is awarded to a master's degree student in the business program who demonstrates scholastic achievement and does not receive employer-paid tuition assistance. The fund matches up to 50 percent of a student's tuition, fees, and book expenses. Dr. Glade was director of the Division of Business and Management from 1969 to 1979.

***Nancy Grasmick Fellowship Fund***

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

***James G. Green Memorial Scholarship***

Established in 2004 by Green Contracting Company as well as the Green family and friends, in honor of the late James G. Green. Provides financial assistance to students in the business program (undergraduate or graduate) who are employed full time.

***Joseph Grunwald and Norbert Grunwald Scholarship Fund***

Established in 1997 for undergraduate students by Norbert Grunwald, '49, retired director of the Gruntal Financial Corporation, in memory of his brother Dr. Joseph Grunwald, '43, who served for many years at the Brookings Institution, and then as president of the Institute of the Americas, until his death in 1997.

***Alma D. Hunt/VCM***

Established in 1999 by an anonymous donor in honor of the donor's grandmother (1891–1987). The following four endowments were established at the School of Professional Studies in Business and Education in honor of a lady whose humble life and generous spirit were underscored by her compassionate concern to put others first.

- ***Endowment for the Leadership Development Program***

Provides tuition assistance to students enrolled in the nationally recognized Leadership Development Program who demonstrate financial need and an active commitment to community service.



- ***Fund for The Evergreen Society***  
Enhances the lives of senior adults by providing scholarship assistance to participants in programs offered by The Evergreen Society, an educational outreach program for those who are retired or semi-retired.
- ***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 Graduate Division of Education.
- ***Scholarship for the Leadership Development Program***  
Provides tuition assistance to students enrolled in the Leadership Development Program, especially to those involved in the encouragement and advancement of women at the professional level in business.

***Johns Hopkins Real Estate Roundtable Scholarship Fund***

Established in 1997 by the Real Estate Roundtable, the alumni chapter of the Edward St. John Department of Real Estate, for students in the Edward St. John Department of Real Estate.

***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.

***M. Shawn Krantz and Joseph D. Shaw Scholarship Fund***

Established in 2004 by M. Shawn Krantz and Joseph D. Shaw to support a graduating student(s) in the Edward St. John Department of Real Estate of the School of Professional Studies in Business and Education, who has excelled in the study of the field of income-producing real estate finance and/or real estate investments. Selection of the recipient will be based on merit or need and made by the donors or their successors and assigns.

***Leadership Development Program Scholarship***

Established in 1993 by alumni of the Leadership Development Program in memory of fellow classmate John T. "Bo" Berry, this scholarship provides partial assistance to graduate LDP students.

***Maryland Chapter of the Appraisal Institute Scholarship***

Established in 2004 by the Maryland Chapter of the Appraisal Institute to support students in the Edward St. John Department of Real Estate and promote the study of valuation in real estate.

***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 known as the School of Professional Studies in Business and Education.

***Kelvin D. Machemer Scholarship***

Established in 2004 by Kelvin D. Machemer to provide scholarship support for part-time students in the School of Professional Studies in Business and 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 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 Graduate Division of Education, were special education professionals in Baltimore public schools for many years.

***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 SPSBE Advisory Council and the JHU Alumni Council, which presented him with the Heritage Award for outstanding contributions to JHU and the community.

***Goldie P. Michael Scholarship***

Established in 1998 by Bonita M. Weinstein, '72, in memory of her mother, this fund provides financial assistance to students in both graduate and undergraduate degree programs.

***Linda C. Mistler Scholarship Fund***

Established in 1998 by Linda C. Mistler, '88, for business students needing financial assistance.

***Mortgage Bankers Association of Metropolitan Washington Real Estate Award***

Established in 2003 to provide financial assistance to students in the Edward St. John Department of Real Estate, concentrating in real estate finance.

***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.

***Opus Scholarship for the Advanced Study of Real Estate Development***

Established in 2004 by Opus East, LLP to support students in the Edward St. John Department of Real Estate in their study of real estate development.

***Claudia F. Pleasants Scholarship Fund***

Established in 1997 by Claudia F. Pleasants, '95, a member of the Advisory Board of the Edward St. John Department of Real Estate, the fund provides financial aid for students in the Edward St. John Department of Real Estate.

***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. Dr. Bamberger served as director of College Courses for Teachers and the summer session during the 1930s and 1940s.

***QVC Inc. Scholarship Fund***

Established in 1997 by QVC Inc. for graduate business students in the Leadership Development Program.

***Willard G. Rouse III Scholarship***

Established in 2004 by Clayton Emory in honor of the late Willard G. Rouse III, a Baltimore native and visionary real estate developer, to support students in the Edward St. John Department of Real Estate.

***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 undergraduate and graduate students.

***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 SPSBE doctoral students.

***John B. Schneeman Jr. Scholarship***

Established in 1986 by the estate of John B. Schneeman, this scholarship provides assistance to degree candidates with demonstrated financial need.

***School of Professional Studies in Business and Education Alumni Scholarship***

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

***School of Professional Studies in Business and Education Faculty and Staff Scholarship Fund***

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

***E. William Scriba Scholarship***

Established in 1995 by Elinor and Bill Scriba, '57, a member of the JHU Alumni Council and the SPSBE Alumni Committee, this scholarship provides support for SPSBE students with demonstrated financial need.

***Sonia Beser Snyder and Naomi Beser Scholarship Fund***

Established in 1997 by Sonia Beser Snyder, '44, in memory of her twin sister, Naomi Beser, the fund provides support for undergraduate students.

***William H. Thomson Scholarship***

Dorothy S. Thomson established this fund in memory of her husband to provide financial assistance to worthy students in business or education.

***G. Edward Todd Scholarship Fund***

Established in 1998 by James W. Todd for students in the Edward St. John Department of Real Estate in honor of his father, G. Edward Todd, '33. James Todd is a member of the Advisory Board of the Edward St. John Department of Real Estate and president of the H/P Companies L.C., a leading real estate developer.

***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 School of Professional Studies in Business and Education, the fund provides aid for students with demonstrated financial need.

***Clyde F. and Ruth E. Williams Scholarship***

Established through a bequest from alumnus Clyde F. Williams, '56, and his wife, Ruth E. Williams, the fund will provide support for SPSBE students. Longtime members of Delta Sigma Pi professional fraternity and the JHU Alumni Council, the Williamses are active in Texas regional alumni chapter events.

## Awards and Prizes

***AFIRE Scholarship***

Established in 2004 by the Association of Foreign Investors in Real Estate to support students in the Edward St. John Department of Real Estate and promote the study of international real estate. This prize is awarded by the director based on scholastic merit.

***Alma D. Hunt/VCM Award for the Leadership Development Program***

Established in 1999 by an anonymous donor in honor of a lady whose humble life and generous spirit were underscored by her compassionate concern to put others first. Annually recognizes academic excellence, personal achievement, and demonstrated leadership qualities of one or two students enrolled in the Leadership Development Program.

***The Anikeeff Prize***

The Anikeeff Prize was established in 1998 by Pamela T. Anikeeff, PhD, for students pursuing a Master of Science degree in the Edward St. John Department of Real Estate. The fund annually recognizes and supports real estate students working on socially responsible development as part of their master's program.

***Edward St. John Department of Real Estate Class of 1993 Scholarship Fund***

Established in 1998 by members of the Class of 1993 for students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***Benjamin Edward Carroll Memorial Scholarship***

Established in 2004 by Priscilla Carroll in honor of her father, the late Benjamin Edward Carroll, to support students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***Cochran, Stephenson & Donkervoet Scholarship Fund***

Established in 2000 by the Cochran, Stephenson & Donkervoet Inc. Architectural Firm for students pursuing the Master of Science in Real Estate, specifically the Seniors Living Track, to encourage study in the senior housing field. This prize is awarded by the director based on scholastic merit.

***Paul Lee Cordish Scholarship Fund***

Established in 1998 by real estate professional John P. Kyle for students in the Edward St. John Department of Real Estate in honor of Paul Lee Cordish. This prize is awarded by the director based on scholastic merit.

***Corenet Global Scholarship Fund***

Established in 1998 by NACORE, the International Association of Corporate Real Estate Executives, for students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***Johns Hopkins Real Estate Roundtable Scholarship Fund***

Established in 1997 by the Real Estate Roundtable, the alumni chapter of the Edward St. John Department of Real Estate, for students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***M. Shawn Krantz and Joseph D. Shaw Scholarship Fund***

Established in 2004 by M. Shawn Krantz and Joseph D. Shaw to support a graduating student(s) in the Edward St. John Department of Real Estate of the School of Professional Studies in Business and Education, who has excelled in the study of the field of income-producing real estate finance and/or real estate investments. Selection of the recipient will be based on merit or need and made by the donors or their successors and assigns.

***Maryland Chapter of the Appraisal Institute Scholarship***

Established in 2004 by the Maryland Chapter of the Appraisal Institute to support students in the Edward St. John Department of Real Estate and promote the study of valuation in real estate. This prize is awarded by the director based on scholastic merit.

***Mortgage Bankers Association of Metropolitan Washington Real Estate Award***

Established in 2003 to provide financial assistance to students in the Edward St. John Department of Real Estate, concentrating in real estate finance. This prize is awarded by the director based on scholastic merit.

***Claudia F. Pleasants Scholarship Fund***

Established in 1997 by Claudia F. Pleasants, '95, a member of the Advisory Board of the Edward St. John Department of Real Estate, the fund provides financial aid for students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***Willard G. Rouse III Scholarship***

Established in 2004 by Clayton Emory in honor of the late Willard G. Rouse III, a Baltimore native and visionary real estate developer, to support students in the Edward St. John Department of Real Estate. This prize is awarded by the director based on scholastic merit.

***G. Edward Todd Scholarship Fund***

Established in 1998 by James W. Todd for students in the Edward St. John Department of Real Estate in honor of his father, G. Edward Todd, '33. James Todd is a member of the Advisory Board of the Edward St. John Department of Real Estate and president of the H/P Companies L.C., a leading real estate developer. This prize is awarded by the director based on scholastic merit.

***Mueller Award Scholarship Fund***

Established in 2002, the scholarship is awarded to a student in the Edward St. John Department of Real Estate with the best institutional investment thesis.

***Opus Scholarship for the Advanced Study of Real Estate Development***

Established in 2004 by Opus East, LLP to support students in the Edward St. John Department of Real Estate in their study of real estate development. This prize is awarded by the director based on scholastic merit.

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## VETERANS 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 Registrar's Office (see address on the Initial Enrollment section below).

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 course (courses meeting regularly for the entire length of the semester). Courses that meet for a compressed period (for example, January intersession and May session) are required to be certified separately and generally have a different time status assigned that may affect benefits. Contact the VA certification officer in the Registrar's Office with any questions about these types of courses.*

### Initial Enrollment

The veteran must first apply and be admitted to one of the schools of the university, then obtain an Application for Program of Education or Training (VA Form 22-1990) from either the Department of Veterans Affairs or the university. The completed application, along with a certified copy of the DD214, Copy 4, must be sent to the following address:

Veterans Certification Officer  
Office of the Registrar  
School of Professional Studies in  
Business and Education  
6740 Alexander Bell Drive, Suite 110  
Columbia, MD 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 SPSBE veterans certification officer.

### Re-enrollment

A student who received veterans 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 Registrar's Office when submitting registration materials that recertification under the provisions of the original VA form 22-1990 is desired. Students receiving veterans 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 advise the SPSBE certifying official in the Registrar's Office immediately of 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

A student attending another college or university who enrolls 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 (see Academic Standards in this catalog). The veteran also must meet any standards of progress that are or may be established by VA regulations. In the event that the student fails to meet these standards, the benefits are suspended until the VA completes a review of the student's progress toward his/her objective and determines that the benefits may be resumed.

## ACADEMIC POLICIES

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## THE GRADING SYSTEM

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

Grades	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 not awarded at the graduate 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.

### 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 Registrar's Office. 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 Records and Registration Office 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 transcript.

### Repeated Courses

#### *Undergraduate Students*

Undergraduate students are permitted to repeat only those courses for which they receive a grade of C- or below. Both grades appear on the academic record; however, only the second grade is used in calculating the grade point average. A maximum of three courses may be repeated, but each course may be repeated only once. Course credit is applied toward degree requirements only once, even if a course is repeated. Repeated courses are indicated with an R on the student's academic record.

#### *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. The student receives credit for the course only once. Repeated courses are indicated with an R on the student's academic record. Graduate students should be aware of the following when repeating courses:

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

- Only one course with a grade of C+, C, or C- will count toward a 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 below).
- 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.

### Withdrawal

The WD (withdrawal) grade signifies an official withdrawal approved by the School of Professional Studies in Business and Education Registrar's Office. It is not assigned by the instructor. Students who wish to withdraw from courses must submit add/drop forms.

### Grade Point Average

For students who began their studies at Johns Hopkins after January 1, 1989, both semester and cumulative grade point averages are noted on their academic records.

To calculate grade point average (GPA):

- Multiply the number of credits for each course by the quality points (noted on Grading Scale) associated with the grades received in each course;
- Add quality points;
- Add credits;
- 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 <https://registration.jhu.edu>. Students who have questions about this service should contact the Registrar's Office at 410-872-1212.

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

410-872-1212. Students may also view their grades at <https://registration.jhu.edu>.

Students who wish to obtain transcripts of their academic records must contact the Registrar's Office, School of Professional Studies in Business and Education, ATTN: Transcripts, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046, or call 410-872-1222. Faxed requests should be sent to 410-872-1214. Each faxed request must include the signature of the requestor. Transcript request forms are available at each center and at [onestop.jhu.edu/registration/transcripts.cfm](https://onestop.jhu.edu/registration/transcripts.cfm). Transcripts are provided at no charge to the student for regular service. Same-day service is available at a cost of \$10 per transcript.

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. Students must request transcripts from previously attended colleges and universities directly from those institutions. Requests for photocopies of transcripts from international educational institutions, however, will be considered due to the difficulty of obtaining those documents directly.

*Note: A student's School of Professional Studies in Business and Education transcript will not be released without the student's signed authorization. Also, 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 Gazette. Copies of this policy can be obtained by calling the Registrar's Office at 410-872-1222. See section on Privacy Rights of Students.

Requests for inspection of academic records must be submitted to the registrar. The request must be submitted in writing with an original signature to Registrar, School of Professional Studies in Business and Education, 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 410-872-1212.



## Grade Appeals

In determining student grades, the School of Professional Studies in Business and 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 or program and second to the director of his or her academic division (Undergraduate, Public Safety Leadership, Graduate Business, Graduate Education).

A final appeal may be made to the dean of the School of Professional Studies in Business and 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.

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 Professional Studies in Business and 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 divisional regulations, as well as performance meeting bona fide expectations of faculty. Any breach of academic standards may result in disciplinary actions against the student(s) involved; please continue this section for an overview of grievance and due process procedures.

### Academic Integrity and Ethical Conduct

School of Professional Studies in Business and 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 seal. 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 director or dean.
- 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 director or dean. 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 SPSBE associate dean for academic affairs, 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 a 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 Professional Studies in Business and 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 the School of Professional Studies in Business and Education must maintain at least C averages (2.0 on a 4.0 scale). Students receive credit for courses in which they receive the grades of D+, D, and D-, except for courses taken to satisfy core requirements in oral and written communication, computer fundamentals, and analytical reasoning. In addition, matriculated undergraduates may not count any D+, D, or D- grades earned in a course required of their major. No more than 18 credits earned with a grade of D+, D, or D- may be applied toward a bachelor's degree.

Students will be placed on academic probation if their cumulative grade point averages fall below 2.0 or if they receive a grade of D+ or below during the first 12 credit hours of course work. 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. During the suspension period, students are encouraged to meet with their advisers. Suspended students also may want to enroll in courses at another institution during their

suspension year; however, matriculated students cannot transfer those courses to the School of Professional Studies in Business and Education.

After a period of not less than one year, academically suspended students may submit written petitions to the assistant dean and director of undergraduate studies for consideration of reinstatement on a probationary basis. Suspended students must meet with academic advisers prior to reinstatement. 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.

Students accepted into an undergraduate program must enroll in at least one course per year to maintain active student status. Those who need to stop out for a year or more and who wish to retain active student status must submit letters to the assistant dean, Division of Undergraduate Studies, within one year of their last completed course at SPSBE. Students who do not request that they maintain active status will be changed to inactive status one year after their last completed course at SPSBE. Students whose status is inactive will not be permitted to register for courses until they contact an adviser in the Division of Undergraduate Studies about the readmission process.

### *Graduate Students*

School of Professional Studies in Business and 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 averages 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 registrative hold) for a period of not 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 academic support 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.

- 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 registrative hold) for a period of not 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 academic support 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.

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## ACADEMIC RECOGNITION

### Undergraduate Honors

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 with the School of Professional Studies.

### Awards

The Delta Sigma Pi Scholarship Key is awarded each year to the undergraduate who, upon satisfying the requirements for a degree, has the highest grade point average.

The Edward J. Stegman C.P.A. Memorial Award is presented each year to students who graduate with a 4.0 grade point average and receive a Master of Science in Business or Master of Business Administration.

The Anikeeff Prize was established in 1998 by Pamela T. Anikeeff, PhD, for students studying in the Master of Science in Real Estate program. The fund annually recognizes and supports real estate students working on socially responsible development as part of their master's programs.

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## GRADUATION

A student who expects to receive a degree or certificate must submit an Application for Graduation and graduation fee. This form is available at all School of Professional Studies in Business and Education campuses, online at [onestop.jhu.edu/registration/graduation.cfm](http://onestop.jhu.edu/registration/graduation.cfm), and in each semester's course schedule. The application must be submitted no later than the start of the student's final term of course work. 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 (410-872-1250) with the appropriate graduation fee to: Registrar's Office, Johns Hopkins University School of Professional Studies in Business and Education, ATTN: Graduation, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046.

For graduation application deadlines, see the academic year calendar, p.1. Students who are planning to graduate should complete all course work 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 Professional Studies in Business and 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 2006-2007 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 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. For graduation fees, see the Tuition and Fees section of this catalog. Johns Hopkins diplomas indicate the degree and major (e.g., Master of Science — Finance) without identifying the student's concentration.

# STUDENT CODE OF CONDUCT

## I. Introduction and Statement of Principles

The School of Professional Studies in Business and Education is dedicated to providing its students the very best educational experiences possible. To that end, the fundamental purpose of the school's 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 SPSBE course (whether credit or non-credit) 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.

## II. Student Conduct Regulations

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

The types of conduct listed below are prohibited by SPSBE. Students who engage in such conduct will

be subject to discipline in accordance with these regulations, as listed in Sections III and IV.

*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)
- 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 (such as, 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 SPSBE 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.

### III. Sanctions and Penalties

Students violating the School of Professional Studies in Business and 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.)

### IV. 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 and alumni relations 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 SPSBE 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 school may arrive at a mutually acceptable agreement concerning disposition of the charges, subject to the approval of the 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 and alumni relations 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 school's student body, academic, and administrative units. In the event the director of student and alumni relations is unable to exercise independent judgment in the conduct of the inquiry, the dean shall appoint another member of the administrative staff to conduct the inquiry.

If the director of student and alumni relations 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 after receiving notification of the decision of the hearing committee, the accused student or the complainant may submit a written request to the dean of SPSBE 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.



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## 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 neglect of 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 of Equal Opportunity and Affirmative Action Programs 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 Professional Studies in Business and Education students should report such acts of violence to the Student and Alumni Relations Office at 410-872-1200/1-800-811-7585, option 6.

## 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, 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.

## Privacy Rights of Students

Notice is hereby given that the School of Professional Studies in Business and 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 university *Gazette*, and copies of the policy are available from the Registrar's Office, School of Professional Studies in Business and Education, 6740 Alexander Bell Drive, 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 Professional Studies in Business and 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 Harassment Prevention and Resolution Program

The university's policy of providing equal opportunity to faculty, students, and staff insists that present and prospective members of the university community be judged solely on criteria relating to credentials and academic or job performance. Sexual harassment is inimical to an appropriate working and learning environment and will not be tolerated. Sexual favors may not be required either explicitly or implicitly as a term or condition of an individual's academic progress or employment.

Sexual conduct or conduct with sexual overtones, which has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or which creates an intimidating, hostile, or offensive learning or working environment is prohibited. The university will promptly investigate complaints of sexual harassment and, when necessary, will institute disciplinary proceedings against the offending individual. Sexual harassment is sometimes difficult to talk about. It is uncomfortable and seems ambiguous; it is also something that Johns Hopkins University is committed to preventing and resolving, if it does occur. Do not be afraid to ask for help. The university has several options available. These options have been designed to help recognize, prevent, and stop sexual harassment.

Each circumstance is as different as the people involved, and the preferences of the complainant, including the need for confidentiality, will determine which option is best for the situation. Both informal problem-solving techniques and formal investigations are options available to resolve the problem. Please consider these factors before selecting a resource and method of resolution.

Consult the Sexual Harassment Hotline at 1-800-516-4001 or 410-516-4001. Student complaints of sexual harassment may be also brought to the Director of Student and Alumni Relations; heads of departments; the dean or director of an academic division; or the university's director of affirmative action (Garland Hall, Homewood campus, 410-516-8075); the divisional human resources office; or the Office of the General Counsel. The director of affirmative action and the staff of the Office of the General Counsel are available upon request to meet

with departments to provide guidance on this subject. Complainants are assured that problems of this nature will be treated in a confidential manner.

## Software Use Guidelines

Whether you buy software from an outside vendor or from Johns Hopkins Information Technology Services (HITS), you acquire a license to use it. You do not own it. You acquire the license either from the company that owns the copyrights, or from HITS, which has made arrangements with the company to distribute a specified number of copies.

HITS makes software available to JHU departments through various bulk purchases and site license agreements. In most cases, departments that purchase software from HITS via bulk purchases and/or site license agreements are able to place a copy of that software on one machine that is owned by the university. However, software agreements vary, and patrons should adhere to the terms and conditions specified by each individual license.

Restrictions on the use of software are far from uniform. You should carefully examine each piece of software and the accompanying documentation. Unless it is explicitly permitted, you do not have the right to make copies of software for others, or receive and use copies of software from others. The University reserves the right to refuse to defend any faculty, student, or staff member who engages in any alleged infringement activity. In other words, you are responsible for ensuring the appropriate use of any software in your possession. As a consequence of this policy, HITS employees are forbidden to install software for which ownership cannot be clearly demonstrated.

If you have any questions about the distribution of a software product, contact HITS, the software developer or publisher, or the Office of the General Counsel at 410-516-8128.

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## SPSBE STUDENT CIVILITY GUIDELINES

Within the SPSBE community we value civility and seek to understand, respect, and embrace differences and to create an environment where all are valued and can be productive.

### Policy on Civility

(Please note that a similar policy also applies to our staff and faculty.)

The caliber of the instruction, the quality of life of our students, and the worklife of our staff and faculty drive the quality of the educational experience at the School of Professional Studies in Business and Education. Working to foster a civil community includes, but is not necessarily limited to, the following:

- Each student is expected to respect the rights of others (for example, not to threaten or to endanger any person's life or health, either deliberately or through carelessness).
- Each student is to be courteous toward fellow students, faculty, staff members, and visitors. Disruptive, discourteous and/or insubordinate conduct will not be tolerated.
- Conduct that causes or threatens harm to others or that constitutes persistent, unwanted behaviors will also not be tolerated.

### Discussion of Civility Expectations

An individual's perception of what is or is not civil conduct can be influenced by his/her culture and life experiences. We all can use assistance from time to time in understanding or seeing a behavior through the eyes of another person. We need to acknowledge these differences and be open to receiving feedback from someone who may perceive something we have done, without intent, as being uncivil. We also need to evaluate our own expectations of civility to ensure that we are not setting an overly high bar.

#### *Some expectations include:*

- We will share ideas, raise questions, and express differences of opinion in a civil manner without fear of reprisal or insult or denigration.
- We will listen respectfully while others share their ideas, allow the speaker to complete his or her thoughts, and be open to considering new approaches.
- We will not raise our voices at each other in public or in private.
- We will not use a public forum to create discomfort, disruption or embarrassment for our colleagues regardless of position, perceived power, rank, or title.
- We will not curse or use terms that are derogatory to race, ethnicity, gender, age, sexual orientation, or religion.
- We will be sensitive to the impact of tone, language, and content of our written communication, including electronic communication.
- We will respect confidentiality, avoid gossip, and take care not to spread untruths or to undermine the professional credibility of our colleagues.
- We will be respectful of each other's time.
- We will greet and acknowledge each other, regardless of position.
- We will be open to the contributions and talents of persons who may not look, sound, speak, or act as we do.
- We will praise in public and share constructive criticism in private.
- We will remember that "please" and "thank you" are always appropriate.
- We will respect meeting starting and ending times.
- We will not engage in acts of or make threats of physical violence.
- We will treat everyone equitably and with respect regardless of his or her title and place the same expectations for civility regardless of position, perceived power, rank, or authority.

## SPSBE Guidelines

- Students who are part of the SPSBE community are encouraged to address concerns at the point of origin because issues are often easiest and fastest resolved at that immediate level. Direct resolution of problems may foster a deeper understanding and stronger relationships.
- We also recognize that there will be times that students may not feel comfortable addressing a concern directly. In such instances, the student is encouraged to bring the concern to the attention of an appropriate faculty member, department chair or the senior director of the SPSBE Department of Student Services.
- A staff or faculty member who has a student-related concern may, if appropriate, address that concern directly with the student. However if the staff or faculty member is not comfortable or feels it is not appropriate to interact directly with the student, then he or she should bring the concern to the attention of the senior director of Student Services.
- A staff or faculty member may bring an issue forward and request confidentiality, provided that there is no legal obligation for JHU to address the concern. Confidentiality can limit the extent of any action because it may not be possible to address the incident without breaching confidentiality.
- Concerns regarding student civility/ breaches of conduct should be brought to the attention of the senior director of Student Services and will be addressed under the terms of the Student Code of Conduct.

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## GRADUATE DIVISION OF BUSINESS AND MANAGEMENT

Graduate business programs are designed for professionals seeking academic and professional success through flexible format programs. Our students come from a wide variety of business, nonprofit, governmental, and nongovernmental organizations. Students may choose from a wide range of master's and certificate programs, structured to provide the business skills and knowledge necessary to compete effectively in today's rapidly changing marketplace. The curricula combine practical learning experiences with academic coursework, outstanding faculty, flexible formats, and cross scheduling at five convenient locations.

The faculty is a blend of Johns Hopkins academic faculty and practitioner faculty composed of corporate, government, and nonprofit experts from the Baltimore-Washington region. Business leaders also serve on advisory boards to keep programs ahead of economic, financial, political, and social changes in the business world.

The broadest degree program—the Master of Business Administration (MBA)—is a cross-disciplinary course of study with concentrations in accounting, electronic business, finance, human resources management, information security management, information technology, international business, management, marketing management, and nonprofit management. For those who wish to pursue a more specialized degree, the Graduate Division of Business and Management offers:

- MBA in Medical Services Management
- Master of Science in Finance (MSF)
- Master of Science in Information and Telecommunication Systems for Business (MSITS)
- Master of Science in Marketing (MSM)
- Master of Science in Organization Development and Strategic Human Resources (MS ODSHR)
- Master of Science in Real Estate (MSRE)
- Master of Public Health/Master of Business Administration (MPH/MBA)
- Master of Science/Master of Business Administration Biotechnology (MS/MBA)
- Master of Science in Nursing in Health Systems Management/Master of Business Administration (MSN/MBA)

The Graduate Division of Business and Management has developed a variety of innovative certificate programs that allow busy professionals to pursue intensive short-term study in cohort groups. In many instances, credits may be transferred to an appropriate master's degree(s). Programs include:

### Graduate Certificates

- Hopkins Business of Medicine® Graduate Certificate equips physicians and other clinicians with the business skills critical to succeed in today's health care environment.
- Hopkins Business of Nursing® Graduate Certificate prepares nurses for expanded roles in the health care delivery system.
- Graduate Certificate in Information and Telecommunication Systems provides basic knowledge in key areas in information, telecommunication, and information security systems and provides entree into the MSITS program for students with no IT background.
- Graduate Certificate in Instructional Technology for Web-based Professional Development and Training provides knowledge for developing effective Web-based training programs.
- Leadership Development Program for Minority Managers enhances leadership and management skills for minority professionals.
- Graduate Certificate in Seniors Living provides knowledge and skills for managers, developers, health care specialists, and investors in this rapidly changing industry.
- The Skilled Facilitator Certificate prepares participants with the knowledge, concepts, and techniques for group and meeting facilitation.

### Post-master's Certificates

- Post-master's Certificate in Electronic Business provides business professionals in all fields with the knowledge to utilize and manage information technology for effective business operations in the globally networked economy.
- Post-master's Certificate in Information and Telecommunication Systems updates skills and increases knowledge for information technology professionals who have completed a master's degree in information technology or a related subject. Certificates are offered in Information Systems, Telecommunication Systems, and Electronic Commerce.

- Post-master's Certificate in International Business prepares post-MBA professionals and other qualified individuals for the challenges of conducting business in a global environment.

## Graduate Business Recruiting and Admission

*Recruiting and Admissions Administrator: Robin Reed, 410-516-4234*

*Recruiting and Admissions Coordinator: Christina Potter, 410-516-4234*

*Director, Business Outreach and Recruiting: Betsy Mayotte, 410-516-4234*

*busspsbe@jhu.edu*

The Graduate Division of Business and Management welcomes applications from graduates of accredited colleges and universities with various academic backgrounds. Prior business or technical education is not required. Students are expected to possess strong communication and computer skills.

Candidates must meet the general requirements for admission to the School of Professional Studies as listed in the Admissions section of this catalog. All applications are carefully reviewed and admission is extended to those candidates who show potential for both academic and professional success.

All information provided by the applicant is considered with an expectation of excellence in all areas, including past academic performance, depth and breadth of professional work experience, strong communication skills, Test of English as a Foreign Language (TOEFL) scores (required for non-native speakers), GMAT/GRE scores (as required by individual programs), and community involvement.

To demonstrate proficiency, applicants to the MBA program must submit official TOEFL scores if English is not clearly their native language. The minimum TOEFL requirement is 560 (paper-based), 220 (computer-based), or 83 (Internet-based). In addition, applicants may be required to provide additional evidence of English proficiency, including

- an official TOESP (Test of English as a Spoken Language) score of at least 250
- a telephone or in-person interview with an admissions committee member
- a writing sample certified to be the applicant's own work

- a writing examination administered by the School of Professional Studies in Business and Education

The respective department chair or division director will determine and request the additional evidence of English proficiency required for admission to the given graduate program.

The respective department chair or division director may grant a waiver from the TOEFL requirement if the applicant has demonstrated by other means sufficient proficiency in spoken and written English for success in the program and in the profession (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, available from the Office of Admissions or found online at [onestop.jhu.edu/international/](http://onestop.jhu.edu/international/), when submitting his/her application to the Office of Admissions.

The rigor of the applicant's undergraduate program is evaluated as well as grade point average. The resume and essay are integral parts of the application and should thoroughly and accurately reflect professional and educational achievements. Responses to the essay questions not only provide an opportunity to assess the applicant's communication skills, but also provide a better understanding of the individual's personal and professional goals and reasons for pursuing a graduate degree or certificate.

Applicants should also demonstrate emotional maturity, ability to deal with adversity in a positive manner, human relations skills, and civility and respect for other people. In order for an application to be considered, an applicant must have:

- A baccalaureate degree from a regionally accredited university
- An undergraduate GPA of at least 3.0 (from a 4.0 system)
- Preferably, two years of full-time work experience, not including internships or summer employment
- Demonstrated leadership potential
- Two letters of professional recommendation

The MBA and MSF programs require submission of an acceptable official GMAT or GRE score.

The review process may include an interview with the Graduate Admissions Committee. The admissions office will contact those applicants required to interview after receiving completed applications. For some programs, candidates are



required to supplement their application with additional materials or standardized test scores.

Each application is reviewed by the Graduate Admissions Committee. Admission decisions are resubmit applications no earlier than 12 months after the date of their letter denying admission. Such applicants are urged to consult with admissions advisers regarding deficiencies in their application portfolios. Applicants who fail to adhere to the indicated policies and procedures reduce their chances of admission.

Applicants should note that admission to one Johns Hopkins business degree or certificate program does not imply admission to any other program in the division. Applicants should refer to the description of specific degree programs for any additional admissions requirements.

## ACADEMIC ADVISING

Students with questions regarding admissions criteria, transfer credit, registration, or course scheduling are strongly urged to consult with an adviser. Some programs and courses require an adviser's signature and concurrence of the academic department chair prior to registration. Advising may be done in person, by telephone, or through e-mail.

final and without appeal. Applicants denied admission may

### When to Seek Advising Assistance

- Prospective students should speak with an adviser prior to registering as a special student or submitting an application.
- New students are expected to seek advising prior to registering for their first class.
- Matriculated students who have not registered for a course in more than a year should reassess the remaining curriculum requirements with an adviser prior to registration.
- All students should schedule an appointment with an adviser prior to registering for advanced-level concentration courses.

### Matriculating Students

Each graduate student is assigned an adviser upon admission to a degree or certificate program. Graduate advisers are full-time faculty or professional staff within the Graduate Division of Business and Management. To verify the names and telephone numbers of assigned advisers, students should call the advising office at 410-516-4234. Students are encouraged to keep in contact with their advisers throughout their programs.

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## DUAL AND JOINT DEGREE PROGRAMS

### MASTER OF SCIENCE IN INFORMATION AND TELECOMMUNICATION SYSTEMS/MBA

*Director: James Novitzki, 301-294-7103,  
j\_novitzki@jhu.edu*

*Academic Program Adviser:*

*Alisa Kinney, 301-294-7050, akinney@jhu.edu*

*Email: itsinfo@jhu.edu*

*MBA Program Office: 410-516-0249*

This new program is a unique offering of the Graduate Division of Business and Management that allows student to complete both the MBA and the MS Information and Telecommunication Systems (ITS) degrees in only 12 credits more than the MBA alone.

The program is designed for professionals who believe that to be an effective manager in their current environment requires knowledge of not only the organization and the business, but also the information systems that support and provide information about the organization and its competitors. The dual degree program allows for a fuller presentation of the information systems issues than a "techno-MBA," and it also provides a broader understanding of the various organizational and business issues than can be provided in a stand-alone master's degree in information systems management.

Neither an undergraduate business nor computer science/information systems education is required; the program welcomes applicants with diverse backgrounds. The program emphasizes the latest concepts, practices, and skills that professionals need to be effective managers and leaders in a wide variety of organizations. The curriculum balances the practical, theoretical, quantitative, qualitative, and ethical dimensions of leadership. It also presents the methodology and technology skills needed to plan, develop, and manage integrated information and telecommunication systems throughout the organization.

#### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). Applicants

should use the application essay to explain how this dual degree will contribute to career development.

Note: Students are expected to be proficient in the latest MS Office software and either own or have personal access to a personal computer with MS Office software, connection to the Internet, and a valid email account.

#### Program Requirements

The Master of Science in Information and Telecommunications Systems/Master of Business Administration program consists of 66 credits. Students begin their programs with a core business curriculum that provides a sound foundation for later courses in both the MBA and MSITS. Students can satisfy the requirements for both degrees in a total of 66 credits. However, to accomplish this, students must choose courses carefully. Students should contact the academic adviser for the dual program as soon as possible to obtain an advising worksheet that describes the optimal selection of courses.

Many courses have prerequisites, and students should carefully review all requirements to ensure that they register only for courses for which they are eligible. The MSITS capstone course, 772.810, must be taken in a student's final term and after completion of all required courses. The MBA capstone course, 790.801, must be taken after all required MBA courses have been completed. It may be taken with one IT course.

Courses listed in the online course schedule are subject to cancellation prior to the start of the term. For the dual degree program, it is of critical importance for students to work with their academic advisers to ensure that courses are scheduled in a sequence that minimizes travel to other locations.

**Curriculum**

Required Courses (MBA): 12 courses for 36 credits

Required Courses (MSITS): 8 courses for 21 credits

Electives (MSITS): 2 courses for 6 credits

Total: 22 courses for 66 credits

**Required MBA Courses****(33 credits)**

761.625 — Leadership Ethics Proseminar  
 790.609 — Financial Management (formerly Financial Management I)  
 753.701 — Managerial Economics  
 756.701 — Corporate Finance (formerly Corporate Financial Theory)  
 790.611 — Financial Accounting  
 790.614 — Business, Government, and the World Economy  
 761.700 — Managerial Communication  
 790.616 — Statistics for Business  
 761.731 — Management and Organizational Behavior  
 790.615 — Marketing Management  
 762.703 — Marketing Strategy  
 790.801 — Competitive Strategy

**Required MSITS Courses****(21 credits)**

770.517 — Information and Telecommunication Systems Architecture  
 770.514 — Systems Analysis and Design  
 770.618 — Project Management for Information Systems  
 770.610 — Foundations of Data Communication Systems (formerly Business Telecommunications)  
 776.736 — IT Enterprise Architecture  
 773.719 — Information Security Foundations  
 771.732 — Quantitative Decision Making for Business  
 772.810 — Graduate Capstone Project in Technology

**MSITS Electives**

The program offers a wide variety of elective courses covering information systems, telecommunications, information security, knowledge management, and IT management. Students should contact an adviser for suggestions on fields of study and courses that relate to those fields. Students choose two courses from the following:

770.627 — IT Strategic and Change Management  
 771.710 — Organizational and Legal Issues in Technology  
 771.713 — Business Processes and Change Management  
 771.715 — International Business and the Electronic Marketplace  
 771.716 — Database Management Systems: Structure and Design (formerly 770.515)  
 771.731 — Marketing for Engineers and Technical Professionals (formerly 762.761)  
 771.751 — The Internet and Electronic Commerce  
 771.753 — Finance for Technical Start-ups (formerly 756.735)  
 771.760 — Electronic Business Strategies  
 772.820 — Information Technology Internship  
 772.833 — Graduate Independent Study in Information and Telecommunication Systems  
 773.700 — Database Development and Programming  
 773.701 — Data Mining and Discovery Informatics  
 773.721 — Competitive Intelligence  
 773.750 — Advanced Topic in Information Technology (Fall 2006 MCC (71) Topic: Social Networking: The Essence of Innovation) (Fall 2006 Washington (51) Topic: Planning for the CIO Role)  
 773.752 — Basic Web Site Development and Information Architecture  
 774.701 — Telecommunication Systems and Network Design Analysis  
 774.702 — Global Enterprise Network Systems (formerly Enterprise Network Systems)  
 774.715 — Financial Issues in Managing a Secure Operation  
 774.716 — Security Architecture  
 774.717 — Implementing Effective Information Security Programs  
 774.750 — Advanced Topics in Telecommunications  
 774.760 — Satellite, Wireless and Distributed Network Systems (formerly Wireless and Broadband Communications)  
 776.716 — Knowledge Management Systems  
 776.754 — E-Business Security

**Transfer Policy**

Please refer to the [transfer policy for the MBA program](#).

**Course Waiver Policy**

It is possible that certain courses may be waived according to procedures established by the academic departments offering those courses. To be granted a waiver generally requires an acceptable score on a proficiency examination offered by the academic department. The academic departments, if offered, will schedule proficiency examinations. The

departments are not required to schedule the examinations at any particular date or location or more than one time per year.

Up to two courses from the MBA foundation or MSITS prerequisite courses may be waived without replacement. If a student, because of his/her unique educational experience, can be waived out of more than two courses in the Dual MBA/MSITS program, then those courses must be replaced with other course electives of the student's choice and approved by the academic adviser.

## **Master of Science-Master of Business Administration Biotechnology (MS-MBA Biotechnology)**

**Offered jointly with the Zanvyl Krieger  
School of Arts and Sciences**

*Directors: Douglas E. Hough, 410-516-2324  
Lynn Johnson Langer, 301-294-7063  
Academic Program Coordinator: Gail White, 410-516-2344*

### ***Program Location: Rockville***

The School of Professional Studies in Business and Education has joined with the Zanvyl Krieger School of Arts and Sciences to offer a dual graduate program leading to both an MBA and an MS in Biotechnology. This unique program builds on the foundation of the Master of Science in Biotechnology, offered since 1994 by the Zanvyl Krieger School of Arts and Sciences, and the MBA in Medical Services Management offered since 1999 by the School of Professional Studies in Business and Education. This dual program is designed to impart knowledge and skills in the principles and science of biotechnology and business that will enable students to be effective managers and leaders in biotechnology-related agencies and organizations. It integrates science and business course work to make the necessary connections while respecting the intellectual integrity of the two fields. Finally, this carefully developed program streamlines the degree-earning process to maximize the relevance and effectiveness of courses and subject areas. Graduates of the program apply the core principles of science and business to the biotechnology industry; are fluent in the language of science and business; ask the right questions of scientists and businesspeople on critical issues facing their organizations; and identify,

evaluate, and act on scientific and business opportunities in the field.

Admission is selective and class size is limited. Each applicant must have a minimum of a baccalaureate degree; strong computer skills; two semesters of college general chemistry, preferably with laboratories; two semesters of college organic chemistry; a minimum of two years of full-time progressive work experience after completion of undergraduate studies; official transcripts submitted from all college studies; GMAT or GRE test scores; curriculum vitae or resumé; two letters of recommendation; and essay. Participants progress through the program as a cohort, sharing experiences and knowledge and creating additional networking and professional linkages and opportunities.

Please view the curriculum for the MS/MBA Biotechnology program, along with other program-specific information, on the Web site at <http://advanced.jhu.edu/biotechnology/dualdegree.cfm>.

## **Master of Public Health/ Master of Business Administration (MPH/MBA)**

**Offered jointly with the Bloomberg  
School of Public Health**

*Directors: Douglas E. Hough, 410-516-2324; Laura Morlock  
Senior Academic Program Coordinator: Page Barnes,  
410-516-2325  
MPH Program Manager: Paul Whong*

The School of Professional Studies in Business and Education has joined with the Bloomberg School of Public Health to offer a dual graduate program leading to both an MPH and an MBA degree. This unique program enables students to integrate the philosophies, functions, and competencies of the fields of public health and business. Students in this program acquire knowledge and skills in the principles of population-based health as well as finance and management, which enables them to be effective managers and leaders in health-related agencies and organizations. Graduates can assess the health needs of a defined population; develop, analyze, and implement targeted health policies and programs; lead a process of change within their own organizations and communities; manage health care organizations to achieve identified goals; and

communicate health-related messages to targeted audiences.

The ideal candidate for the MPH/MBA dual degree has at least two years — ideally, five years — of health-related, professional, post-baccalaureate experience (or terminal professional degree such as an MD or PhD) before entering the program. Candidates should have at least one college-level course in each of these fields: mathematics, general biology, and health-related science; official test scores from the GRE, MCAT, GMAT, or LSAT; a minimum TOEFL score of 250 on the computer-based test, or 600 on the paper-based test if English is not the primary language; three letters of recommendation that state potential for success.

Applications for the combined program must be obtained from and submitted to the Bloomberg School of Public Health and will be reviewed by the admissions committees of both schools. For an application, contact the Bloomberg School's admissions office at 410-955-3543 or visit [www.jhsph.edu/Admissions/Apply](http://www.jhsph.edu/Admissions/Apply). The deadline for applications is December 1. Please note the academic policies for the MPH program will be applied to courses taken at JHSPH, and the academic policies for the MBA program will be applied to courses taken at SPSBE.

The MPH/MBA program begins in early July of every year. Students can complete this full-time program within 18 months. In addition to the core requirements most business courses are taken as part of a cohort, which promotes peer learning and collaboration. Additional electives may be taken to focus upon an area of interest in public health or management.

Please view the curriculum for the MPH/MBA program, as well as other program-specific information, on the Web site at [http://www.jhsph.edu/academics/degreeprograms/mba/prospective\\_student/dual\\_degrees.html#MPHMBA](http://www.jhsph.edu/academics/degreeprograms/mba/prospective_student/dual_degrees.html#MPHMBA).

## **Master of Science in Nursing in Health Systems Management/ Master of Business Administration**

### **Offered jointly with the School of Nursing**

*Directors: Kathleen M. White, 410-614-4664;*

*Douglas E. Hough, 410-516-2324*

*Senior Academic Program Coordinator: Page Barnes, 410-516-2325*

*Email: [jhuson@son.jhmi.edu](mailto:jhuson@son.jhmi.edu)*

*General Admissions: 410-955-7548*

*Web Site:*

*[http://www.son.jhmi.edu/academics/academic\\_programs/masters/msn\\_mba/](http://www.son.jhmi.edu/academics/academic_programs/masters/msn_mba/)*

Today's nurses — perhaps more than all other health care professionals — occupy a unique and pivotal position in the constantly evolving environment of health care management and delivery. Increasingly, nurses are working in settings beyond the conventional hospital, including community-based or home health care and managed care group practices. Nurse managers direct and monitor the total spectrum of patient care; nurse management consultants assist agencies in re-engineering and management issues; and nurse entrepreneurs own free-standing clinics and ambulatory care facilities—all aimed at providing quality health care in a cost-effective fashion. These emerging career choices make the ability to integrate sound business and management skills with sophisticated clinical training essential.

The Master of Science in Nursing in Health Systems Management/Master of Business Administration is designed specifically to address the professional challenges facing nurses and to prepare them for expanding roles in the increasingly complex world of integrated health services. This 56–57 credit program, jointly administered by the School of Nursing and the Graduate Division of Business and Management, combines the theory and practice of business and nursing otherwise provided by two separate degrees.

### **Admission**

Admission is selective, and applications are accepted and reviewed throughout the year. Each candidate must have a baccalaureate degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), or its equivalent; a current Maryland RN license; a statement of personal objectives; three letters of recommendation on School of Nursing forms; and competitive scores on the Graduate Record

Examination (GRE). Admission inquiries and requests for applications should be directed to the Office of Admissions and Student Services, School of Nursing, 525 North Wolfe Street, Baltimore, MD 21205-2110, 410-955-7548, email: [jhuson@son.jhmi.edu](mailto:jhuson@son.jhmi.edu).

### **Program Requirements**

Students must complete 56–57 credits within six years. With the approval of an academic adviser, a student may transfer a maximum of six graduate credits of prior study from a regionally accredited college or university if the courses are directly applicable to the student's program and were taken within the six-year limit for completion of the degree requirements. Students who successfully complete the Hopkins Business of Nursing certificate program may apply the 12 credits from the certificate to this degree.

For more information, visit the School of Nursing Web site at [http://www.son.jhmi.edu/academics/academic\\_programs/masters/msn\\_mba](http://www.son.jhmi.edu/academics/academic_programs/masters/msn_mba).

## **Master of Arts in Government/MBA**

The innovative MA in Government/MBA program prepares managers to move between the public and private sectors, or work for agencies that span the two. The program combines the public sector management strengths of the MA in Government with the private sector business savvy of the MBA.

The MA Government/MBA bridges the traditional separation of business leadership and public sector management. Advance your knowledge in government and politics, ethics, global economics, financial theory, and management, and set yourself apart from the competition in a career that overlaps public and private sectors.

Students who pursue the joint MA/MBA degree will take classes in the Government Program at the School of Arts and Science and in the MBA program at the School of Professional Studies Business and Education. Twenty-two courses, twenty-three if the optional Honors Government Thesis is chosen, are required to complete the degree. All classes are held near Dupont Circle in the heart of Washington, DC.

### **Concentrations**

Master of Arts in Government students may optionally choose to focus in one of the following concentrations:

- Homeland Security Concentration
- Political Communication Concentration
- Law and Justice Concentration

For more information, visit the Zanvyl Kreiger School of Arts and Sciences Web site at <http://advanced.jhu.edu/government/mba>.

## **Master of Arts in Communication/Master of Business Administration**

Prepare for a leadership role in business, industry or nonprofit enterprises by developing your professional communication and business management skills.

The MA Communication/MBA puts a spin on the traditional MBA. If you're looking for ways to bring an innovative approach to the challenges of today's business environment, the Johns Hopkins MA Communication/MBA is for you. Develop the expertise in public and media relations, advertising, crisis communication, organizational development, and risk communication that you need to achieve success.

The MA Communication/MBA prepares managers in public and media relations, advertising, crisis communication, organizational development, and risk communication. It provides managers with the knowledge and skills to solve communication problems in the workplace, use new media to transform existing business practices, reach out to media and clientele, and manage corporate images. This program enables communication professionals to expand their knowledge and skills in business and management, preparing them to take on leadership of nonprofit, public sector, or commercial enterprises.

Be uniquely positioned for leadership careers in business and communication. You'll complete both the professional managerial education requirements of the MBA and the advanced disciplinary requirements of a specialized MA in Communication.

The MA/MBA is designed with class schedules to accommodate working adults. All classes and program activities are conveniently located at the Massachusetts Avenue Centers of Johns Hopkins University in Washington, DC. Classes are offered in the evening so students do not need to break stride in their careers to attend.

Students who pursue the joint degree will take classes in the Communication department at the School of Arts and Science and in the MBA program at the School of Professional Studies Business and Education. They are assigned an advisor from each school that will oversee their coursework. To earn the MA Communication/MBA students must take eight classes in the Communication department and 14 classes in the MBA department. Students working full time can take up to two courses a semester. Students who do not work full time can take up to four courses a semester.

***Communication Program Advising***

Erika Falk 202-452-8711

***MBA Program Advising***

Marnie Fallon 301-2947249

***Web Site***

<http://advanced.jhu.edu/communication/mba>

## MASTER OF BUSINESS ADMINISTRATION

The MBA is designed for professionals with full-time experience in private sector, governmental, or public sector organizations. The program emphasizes the latest concepts, practices, and skills that professionals need to be effective managers and leaders in a wide variety of organizations. The flexible format allows students to pursue their degree evenings, weekends, or as part of our new MBA Fellows program.

Undergraduate business education is not required; the program welcomes applicants with diverse backgrounds. The curriculum balances the practical, theoretical, quantitative, qualitative, and ethical dimensions of leadership. Students have the opportunity either to broaden their program by pursuing electives across management disciplines or by focusing their study in one of 10 concentration areas:

- Accounting
- Competitive intelligence\*
- Finance
- Human resources management
- Information security management\*
- Information technology
- International business
- Management
- Marketing management
- Nonprofit management

\*pending MHEC Approval

Students who want a deeper information systems focus should consider the dual MBA/MSITS program, which combines the best aspects of both degrees.

## Admission

The MBA program seeks students who have strong potential to succeed in the program and benefit from it while advancing into leadership roles in organizations. Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission](http://www.onestop.jhu.edu/admission).

Applicants must have:

- A baccalaureate degree from a regionally accredited university
- A strong undergraduate academic record (typically a GPA of at least 3.0 on a 4.0 scale)
- Professional work experience (preferably two or more years). Applicants with fewer than two years experience should inquire about the Business Transitions program
- Demonstrated leadership potential

Applicants must submit:

- A completed application, resume, and official transcripts
- Two letters of professional recommendation (see guidance on content below)
- An essay (see description below)
- GMAT or GRE scores (may be waived; see conditions below)
- TOEFL scores (if English is not the applicant's native language; see [www.onestop.jhu.edu/admission/how\\_apply.cfm](http://www.onestop.jhu.edu/admission/how_apply.cfm) for detailed information)

The Admissions Committee considers the application and supporting information as they contribute to an integrated view of the individual's prospects for academic and professional success.

### Guidance on Submitted Materials

#### Letters of Professional Recommendation

An applicant should submit letters of recommendation reflecting professional work experiences and addressing character, integrity, work habits, attitude, and performance (level at which applicant performs, initiative at work, ability to learn and adapt, teamwork and communication, contributions and impact, career progression, and promotion potential).

#### GMAT or GRE

An applicant should request that GMAT or GRE scores be sent directly from the institutions administering the tests: for the GMAT, it is the Graduate Management Admissions Council; for the GRE, it is the Educational Testing Service.



Test scores should be sent to the SPSBE Office of Admissions, 6740 Alexander Bell Drive, Suite 110, Columbia, MD 21046-2100. GMAT or GRE scores must not be more than five years old at the time an application is submitted. The institutional code for SPSBE GMAT scores is 5332. The institutional code for GRE scores is 5470.

The GMAT or GRE requirement may be waived under two conditions: the applicant holds an acceptable post-baccalaureate degree (e.g., JD, MD, master's, or doctoral degree) or has at least five years of progressive professional experience and a strong academic record. An applicant who is unsure whether the GMAT or GRE may be waived should contact an MBA adviser.

### Essay

Above all else, we are looking to understand how what you want out of your program coincides with what the curriculum has to offer. Applicants are encouraged to write a complete essay including information regarding the following:

- What are my learning needs? What are the skills and competencies I want to develop?
- What are my short-term and long-term career goals?
- What outcomes am I expecting as a result of my graduate experience? What do I want this graduate program to enable me to do?
- How will this graduate program assist me in meeting the needs and goals I've identified?

## Program Formats and Locations

The Johns Hopkins MBA has one set of course and admission requirements but is offered in three different formats:

- Flexible Format MBA, in which students take classes at their own pace from courses offered at any of the four campuses of Downtown Baltimore, Washington, DC, Rockville, MD, or Columbia, MD.
- Weekend MBA, in which a cohort of students takes classes together, with all classes on Saturdays, following a prescribed schedule. Students have found this to be a welcome option when, for professional or personal reasons, they prefer Saturday-only classes.
- MBA Fellows program, designed for professionals whose busy schedules make attending regular classes a challenge. The MBA Fellows program follows a format in which cohorts participate in project-based action learning, supported by an online component and intensive residencies. See the MBA Fellows Web site at [www.business.jhu.edu/mbafellows/](http://www.business.jhu.edu/mbafellows/) for more information.

Students take two classes at a time in 10-week sessions, with a final 15-week capstone course on Competitive Strategy. At this pace, students complete the program in approximately 27 months. Weekend MBA cohorts are launched based on student interest in this format and may be started at any campus location.

Over the past few years, the pattern has been to start a cohort in the spring semester at the Washington Center and a cohort in the fall semester at the Columbia Center. Applicants interested in this format can indicate their preference on the application.

A variation of the Weekend MBA is offered at the Southern Maryland Higher Education Center (SMHEC), with the same cohort format of 10-week sessions, but with classes on weekday evenings.

## Program Requirements

The MBA program consists of 54 credits, which include six foundation, seven core courses, four concentration electives, and an innovative capstone course. After completing the foundation courses, students should contact their advisers to declare concentrations or electives they intend to pursue.

Students are expected to be proficient in the latest MS Office software. Students must complete the program of study within six years.

In electing courses (see curriculum below), students must adhere to the following requirements:

- As of summer 2006, students must take the Leadership Ethics Proseminar during their first semester;
- Create a Blackboard account;
- Get a JHU email account;
- Register for a course only when its prerequisite courses or additional stated requirements are completed;
- Register for the capstone course in the final semester and after completion all required courses; or one elective course may be taken during the same semester as the capstone course. Registration for capstone must be made by fax.

### Curriculum

Required Courses: 13 courses for 39 credits

Concentration or Elective Courses: 4 courses for 12 credits

Capstone: 1 course for 3 credits

Total: 18 courses for 54 credits

## Transfer Policy

At the time of application to the program, prospective students may request that the program accept up to six graduate business credits for prior study at a regionally accredited college or university. Such a request must be in writing, must be submitted with the prospective student's application to the program, and must include copies of the catalog descriptions of the courses and transcripts showing the grades for the courses. The program director may request additional information.

No request will be considered for courses taken more than five years prior to the start of the program, for courses that are not considered by the program director to be equivalent to a course offered by the program, or for courses in which the student received a grade lower than a B (a B- is lower than a B and a grade of "Passing" will not be accepted).

The program in its sole discretion will determine whether to grant such transfer credit, and such determination is final and without appeal. Once admitted to the MBA program, students must complete all coursework at Johns Hopkins except with prior written approval from an adviser. Exceptions are rarely granted.

## Waiver Policy

Waiver examinations are available for the following required courses:

- 790.609 Financial Management
- 790.611 Financial Accounting
- 790.614 Business, Government, and the World Economy
- 790.615 Marketing Management
- 790.616 Statistics for Business

Students should contact their advisers to inquire about the offering of these waiver examinations. The MBA program has sole discretion, without appeal, to determine the process for waiving courses and to grant course credit by waiving a required course. If a student is granted course credit by this waiver process, the student does not need to replace the credits represented by that course. It is possible that certain additional courses may be waived according to procedures established by the academic departments offering those courses.

## Foundation

(18 credits)

Note: Courses appear in recommended sequential order.

761.625

790.616 Statistics for Business

790.614 Business, Government and the World Economy

790.611 Financial Accounting

790.615 Marketing Management

790.609 Financial Management (formerly Financial Management I)

## Core

(21 credits)

Note: 756.701 Corporate Finance is recommended as first MBA core course completed.

753.701 Managerial Economics

761.700 Managerial Communication

761.731 Management and Organizational Behavior

756.701 Corporate Finance (formerly Corporate Financial Theory)

762.703 Marketing Strategy

771.732 Quantitative Decision Making for Business

771.750 Information Technology Integration For Business

## Concentration or Elective Courses

(12 credits)

After completing the required courses, students, with the assistance of their advisers, choose the electives they intend to pursue (see later section for guidance) or declare a concentration.

Students interested in more focused study may choose from one of the 10 concentrations, following the requirements listed below.

### Accounting

The Accounting concentration is designed for students who want to pursue a career in accounting and/or as financial managers. The curriculum provides students with the accounting and financial courses and knowledge base that are needed to qualify for professional credentials such as Certified Public Accounting (CPA), Certified Management Accounting (CMA), Certified Financial Manager (CFCM), and Chartered Financial Analyst (CFA).

#### Accounting Requirements

751.705 Intermediate Financial Accounting

761.729 Moral Leadership and Corporate Citizenship

Select two or three Accounting electives from the following:

751.604 Managerial Accounting

751.709 U.S. Federal Income Tax

751.715 Advanced Financial Accounting

751.722 Cost Accounting

751.731 Auditing

756.726 Financial Statement Analysis

Optional: select one finance elective from the following:

756.710 Advanced Corporate Finance: A Case Study Approach

756.711 Venture Capital and Entrepreneurial Financing

756.714 Corporate Governance and Market Regulation

756.724 International Financial Management

756.732 Econometrics in Finance

756.752 Mergers, Acquisitions, and Valuation

756.760 Investment Analysis and Portfolio Management

### Competitive Intelligence

Competitive intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a “systematic and ethical program for gathering, analyzing, and managing external information that can affect your organization’s plans, decisions, and operations.”

Competitive intelligence should be part of everyone’s job description — from president to analysts. Areas where CI professionals work include competitive intelligence or analysis; marketing planning, research, or analysis; strategic planning; information center or services; business development/product planning/R&D; financial planning/counterintelligence; and others.

Through the Competitive Intelligence concentration, students can apply leading-edge decision-making, analytical, and knowledge management techniques, strategies, tools, and methodologies to enhance organizational intelligence. The “professional of tomorrow” will need to possess these knowledge areas and skill sets to be competitive in the marketplace.

Competitive Intelligence Requirements:

- 761.729 Moral Leadership and Corporate Citizenship
- 771.710 Organizational and Legal Issues in Technology
- 773.721 Competitive Intelligence
- 773.701 Data Mining and Discovery Informatics
- 776.716 Knowledge Management Systems

### Finance

The Finance concentration provides a comprehensive understanding of corporate finance, securities analysis, portfolio management, and financial institutions and markets. Students who elect to pursue an MBA concentration in Finance typically work as financial or investment analysts in corporations, investment firms, or financial institutions.

A grade of B or better must be earned in 756.701 Corporate Finance to declare a concentration in Finance.

Finance Requirements:

- 756.710 Advanced Corporate Finance: A Case Study Approach
- 761.729 Moral Leadership and Corporate Citizenship

Select three Finance electives from the following:

- 751.705 Intermediate Financial Accounting
- 753.724 Global Entrepreneurship: A Case Study Seminar
- 756.711 Venture Capital and Entrepreneurial Financing
- 756.714 Corporate Governance and Market Regulation
- 756.715 Financial Risk Management
- 756.720 Fixed Income Securities
- 756.724 International Financial Management
- 756.726 Financial Statement Analysis
- 756.730 Financial Modeling
- 756.731 Financial Institutions Management
- 756.732 Econometrics in Finance
- 756.752 Mergers, Acquisitions, and Valuation
- 756.760 Investment Analysis and Portfolio Management
- 756.761 Derivative Securities
- 756.780 Advanced Portfolio Management

### Human Resources Management

Students learn about the development and management of the workforce and how individuals, through their performance, enhance the value of organizations.

Human Resources Requirements  
(For students admitted for Fall 2005 and following.)  
Note: 782.720 Critical Issues in the Development and Management of Human Resources must be the first course taken for the Human Resources concentration.

- 782.720 Critical Issues in the Development and Management of Human Resources
- 761.729 Moral Leadership and Corporate Citizenship
- 782.714 Human Resources, Labor Relations and Employment Law
- 782.723 Performance Analysis and Improvement Strategies

Choose one concentration course from the following:

- 782.706 Career Management
- 782.712 Staffing, Recruitment and Selection
- 782.715 Compensation and Benefits
- 782.724 Principles of Training and Development

**Information Security Management**

Organizations are increasingly aware of the devastating effects of security breaches — viruses and worms infecting computer networks. This sense of urgency has spurred the creation of a wide range of new technologies, but they must be thoughtfully integrated with well-designed policies, practices, processes, and training.

The information security management concentration will complement the broader MBA courses with knowledge of the issues, techniques, and best practices for managing the information security function in an organization. Johns Hopkins University has been recognized as a Center of Academic Excellence in Information Assurance by the U.S. National Security Agency.

Information Security Management Requirements

Note: The required course 773.719 has a prerequisite of 770.517 or equivalent.

773.719 Information Security Foundations

761.729 Moral Leadership and Corporate Citizenship

Choose any three of the following courses:

774.715 Financial Issues in Managing a Secure Operation

774.716 Security Architecture

774.717 Implementing Effective Information Security Programs

776.754 E-Business Security

**Information Technology**

Rapid changes in information technology provide enormous challenges and opportunities for modern business. The Information Technology concentration is designed for students who have entered the MBA with strong technical backgrounds and want to increase or broaden their technical knowledge as part of their MBA or for those students who want a more general technology concentration.

Information Technology Requirements

761.729 Moral Leadership and Corporate Citizenship

Choose four courses from the list below to fulfill the concentration requirements:

770.517 Information and Telecommunication Systems Architecture

770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)

770.618 Project Management for Information Systems

770.627 IT Strategic and Change Management

771.713 Business Processes and Change Management

771.716 Database Management Systems: Structure and Design (formerly 770.515)

771.731 Marketing for Engineers and Technical Professionals (formerly 762.761)

771.751 The Internet and Electronic Commerce

771.753 Finance for Technical Start-ups (formerly 756.735)

771.760 Electronic Business Strategies

773.700 Database Development and Programming

773.701 Data Mining and Discovery Informatics

773.719 Information Security Foundations

773.721 Competitive Intelligence

773.750 Advanced Topic in Information Technology (Topic: TBA)

773.752 Basic Web Site Development and Information Architecture

774.701 Telecommunication Systems and Network Design Analysis

774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)

774.715 Financial Issues in Managing a Secure Operation

774.716 Security Architecture

774.717 Implementing Effective Information Security Programs

774.760 Satellite, Wireless & Distributed Network Systems (formerly Wireless and Broadband Communications)

776.716 Knowledge Management Systems

776.736 IT Enterprise Architecture

776.754 E-Business Security

## International Business

The growth of international business has been a major stimulus for worldwide economic change. Capital markets are expanding, major trade alliances are forming throughout the world, and companies are developing international alliances, partnerships, and other relationships through mergers and acquisitions.

Students concentrating in international business explore corporate reaction to and participation in this globalization. Major areas of focus include international economics, international finance, emerging markets and entrepreneurship, marketing, management, and technology.

### International Business Requirements

753.761 Case Studies in International Business

761.729 Moral Leadership and Corporate Citizenship

Select three concentration electives from the following:

Note: For 771.715 International Business and the Electronic Marketplace, the course prerequisite may be waived with department approval.

753.700 International Trade and Monetary Theory

753.724 Global Entrepreneurship: A Case Study Seminar

753.762 Emerging Markets: Developing & Transitional Economies

756.724 International Financial Management

761.721 Global Strategic Management

761.737 Cross-Cultural Management

762.719 International Marketing

771.715 International Business and the Electronic Marketplace

## Management

Today's managers must engage in new and innovative problem-solving strategies, lead a diverse and global workforce, develop partnerships with customers and competitors, manage horizontally and across teams, and utilize technology for competitive advantage. These new demands affect all organizations — public, nonprofit, corporate, education, and small business. The management concentration is designed to prepare students for leadership challenges, problem solving, and decision making in organizations.

### Management Requirements

Note: Students must complete 761.731 Management and Organizational Behavior prior to taking their concentration electives.

761.729 Moral Leadership and Corporate Citizenship

761.726 Managerial Strategy and Policy

Choose three concentration courses from the following:

Note: Students may be able to complete the Leadership Development Program for Minority Managers or the Skilled Facilitator Certificate and apply some credits to fulfill the Management concentration. However, students choosing this option must first obtain approval from the management department. Note that 761.726 Managerial Strategy and Policy and 761.729 Moral Leadership and Corporate Citizenship are required Management concentration courses.

753.724 Global Entrepreneurship: A Case Study Seminar

761.702 Cross-Cultural Communication

761.704 Risk Communication

761.721 Global Strategic Management

761.723 Business Law

761.724 Project and Team Management

761.725 Management Decisions: Judgment and Tools

761.730 Business and Management Case Studies in Leadership Ethics

761.735 Business and Fiscal Planning: Start-Up

761.740 Entrepreneurship

782.705 Conflict Resolution and Mediation Process

782.718 Facilitating Strategic Planning, Problem-Solving, and Decision-Making

782.736 Advanced Topics in Organizational Learning

782.743 Advanced Leadership Theory & Practice

782.747 Leading Organizations: Strategy, Structure and Roles

782.749 Managing for Competitive Advantage: Diversity and the Global Workforce

### **Marketing Management**

Marketing and social marketing expertise have emerged as key factors in determining the success of many organizations. Corporations, nonprofit organizations, governmental and public sector organizations, and entrepreneurial businesses increasingly recognize the key roles marketing plays in achieving their goals, whether those goals involve growing a business or influencing social conduct.

The Marketing Management concentration prepares students to lead organizations through complex challenges in the global marketplace. State-of-the-art marketing practices, theories, and trends are combined in results-oriented courses that equip students with the skills and knowledge necessary to make sound marketing decisions.

#### **Marketing Management Requirements**

761.729 Moral Leadership and Corporate Citizenship

762.702 Consumer Behavior Analysis

762.717 Marketing Research I

Select two courses from the following list:

Note: All other courses offered through the marketing department are open to Master of Science in Marketing students only.

762.706 Marketing Negotiations and Bargaining

762.711 Promotional Strategy, Management and Design

762.719 International Marketing

762.722 Business-to-Business Marketing

762.732 Brand Management

762.755 Marketing of Services

762.756 Special Topics in Marketing

### **Nonprofit Management**

The MBA concentration in Nonprofit Management, offered in partnership with the Johns Hopkins Institute for Policy Studies (IPS), addresses the managerial philanthropic/volunteer needs of the large and rapidly expanding nonprofit and public service sectors of the U.S. and global economy.

Leadership in nonprofit and public service sectors requires a unique set of knowledge, skills, and judgment capabilities not emphasized in the traditional profit-oriented MBA program. The MBA concentration in Nonprofit Management prepares mid-level managers and professionals for executive leadership roles in nonprofit and public sector organizations. The Nonprofit Management concentration is also useful for management consultants whose practice includes nonprofit and public sector clients.

Please note that at the present time all courses in the Nonprofit Management concentration are offered through IPS at the Homewood Campus in Baltimore and the Washington, DC Center.

IPS also offers the Graduate Certificate in Nonprofit Studies. Students who successfully complete this certificate program and meet the selective admission requirements for the Hopkins MBA program may be eligible for up to 12 credits of course waivers for the MBA concentration in Nonprofit Management. For Hopkins MBA students interested in the Graduate Certificate in Nonprofit Studies, please contact Carol Wessner at 410-516-5389 for admissions information.

#### **Nonprofit Management Requirements**

761.729 Moral Leadership and Corporate Citizenship

786.701 The Nonprofit Sector: Scope, Structure, and Dynamics

786.702 Managing the Nonprofit Organization: A Strategic Framework

786.703 Partnering for Results

786.704 Financial Management for Nonprofits

Choose at least one elective from the following courses (1.5 credits each):

786.705 Ethics and Accountability

786.706 Resource Development (Fundraising)

786.707 Advocacy I

786.708 Advocacy II

786.709 Marketing

- 786.710 Leadership and Management
- 786.711 Program Development
- 786.712 Conflict Resolution
- 786.713 Evaluation and Monitoring for Nonprofits
- 786.714 Board and Governance
- 786.715 Strategic Planning
- Capstone: (required for students concentrating in Nonprofit Management in place of 790.801 Competitive Strategy)
- 786.801 Competitive Strategy for Nonprofits

## General MBA Electives

Students pursuing 12 credits of electives in lieu of a specific concentration can choose from several .600- or .700-level courses in a variety of discipline areas. However, students must meet all course prerequisite(s) prior to course registration.

The following is a list of criteria for general elective course selection as specified by each department.

### Ethics

All courses above the three required courses are allowed.

### Marketing

All courses under the MBA/Marketing Management concentration are allowed. All other courses offered through the marketing department are limited to concentration majors only.

### Management

All courses under the MBA/Management concentration are allowed, provided prerequisite requirements listed have been fulfilled.

### Nonprofit Management

All courses under the MBA/Nonprofit Management concentration are allowed, provided prerequisite requirements have been fulfilled.

### Real Estate

The following selected courses from the Master of Science in Real Estate program may be taken for a general concentration with department approval and provided that prerequisites have been met. All other courses in this area are limited to concentration majors only.

- 767.691 Foreign Real Estate Development
- 767.695 Urban Redevelopment
- 767.699 International Real Estate Markets
- 767.700 Real Estate Enterprise
- 767.710 Real Estate Analysis
- 767.776 Real Estate Finance
- 767.777 Real Estate Investments
- 767.786 Quantitative Real Estate Portfolio Analysis
- 767.796 Real Estate Portfolio Management
- 767.797 Real Estate Capital Markets

### Organization Development and Strategic Human Resources

All courses under the MBA/Human Resources concentration are allowed, provided that any prerequisites have been met. Courses in the ODSHR program are restricted unless approved by the



department's program adviser.

#### Skilled Facilitator Certificate

The following courses from the Skilled Facilitator Certificate are allowed. All other courses in this program are restricted.

- 782.678 Building Teams and Developing Teamwork
- 782.698 Effective Negotiation and Conflict Management
- 782.718 Facilitating Strategic Planning, Problem Solving, and Decision Making

#### Accounting

All courses under the Accounting concentration are allowed, provided prerequisite requirements have been fulfilled.

#### Finance

All courses under the Finance concentration are allowed, provided prerequisite requirements have been fulfilled.

#### International Business

All courses under the International Business concentration are allowed, provided prerequisite requirements have been fulfilled.

#### Information Technology

All 77X.XXX courses can be taken, provided prerequisite requirements have been fulfilled, with the exception of 770.600 IT Budget and Financial Management and 770.601 Technical Writing.

## Capstone

All Johns Hopkins University MBA students conclude their program with a unique experiential learning course entitled Competitive Strategy, which is also referred to as Capstone. Like most of the courses these students take at Johns Hopkins, the course is designed as an academic learning experience to synthesize the knowledge and skills acquired in the degree program, while simulating the real world nature of work in business environments. In the Johns Hopkins MBA Capstone, a student will work in a consulting team environment on a case from a local public or private company, an entrepreneurial start-up, or a not-for-profit organization.

This course is only open to MBA students.

Please note that registration for this course is via fax only.

790.801 Competitive Strategy

## Contact Information

Interim Director: William Agresti, 410-516-0250, [agresti@jhu.edu](mailto:agresti@jhu.edu)

Capstone Coordinator: Christopher Helmuth

Senior Academic Program Coordinator:

Kenya Crawford: 410-516-0249, [hopkinsmba@jhu.edu](mailto:hopkinsmba@jhu.edu)

MBA Program Advisers:

Marnie Fallon (Washington, DC, Rockville)

202-588-0604

Mervyn Warner (Downtown Baltimore, Columbia)

410-516-2822

## MBA FELLOWS PROGRAM

Earn your MBA in only two years, without having to rearrange your schedule for regular classroom time.

The MBA Fellows program creates a graduate learning experience by offering a blended format of intensive residencies and collaboration across time and space via an online learning community. You gain the extensive skills and knowledge of a Johns Hopkins MBA, while structuring your studies around your busy schedule and your specific career goals.

In the MBA Fellows program, your classmates are busy, motivated professionals, just like you. In the project-based, action learning format, you take the business challenges you face every day and use them to create practical learning experiences that you can apply immediately.

The MBA Fellows Program is for YOU if:

- You are an individual with high potential for leadership.
- You are focused on advancing your career.
- You have a minimum of two to four years of increasingly responsible professional experience.
- You have earned a baccalaureate or graduate degree in any field.
- You have the support of your employer for professional development.

For more information about the Johns Hopkins MBA Fellows program, call April Stanson at 410-516-2838, email [mbafellows@jhu.edu](mailto:mbafellows@jhu.edu), or call 1-800-GO-TO-JHU.

## MBA Fellows Format

The study is intensive and focused on your professional goals. The MBA Fellows program is organized around nine integrated learning projects. During three one-week residential experiences and six extended weekend residencies, participants meet at the Johns Hopkins Mt. Washington Campus, conveniently located in Baltimore, Maryland, and collaborate on team-based projects.

Between residencies, participant teams continue to collaborate via an electronic learning community and also focus on individual projects that achieve personal professional goals.

Members of each cohort learning community begin and end the program together. Each cohort is supported by a team of expert faculty that works collaboratively to incorporate the high standards of the Johns Hopkins MBA into a program that integrates learning and your life. During this time, participants and instructors build and maintain relationships that aid them beyond the scope of the program. In only two years, you've earned an MBA and formed a network of professional peers that will last a lifetime.

Participants earn 54 credits and receive a Master of Business Administration upon completion of the program. The program includes:

- Three weeklong residential experiences (at the start, middle, and conclusion of the program).
- Six extended weekend residencies (Thursday afternoon through noon Sunday).
- Team-based projects that engage learners in collaborative endeavors with teammates.
- Individual and team efforts between residencies supported by the electronic learning community and facilitated by the faculty team and outside experts.
- Individual projects designed to achieve personal goals where the context could be job related.
- Development of a digital portfolio that incorporates participants' growth across program and personal learning outcomes.

## Inaugural Cohort Schedule

### One-week Residency Dates

November 11-19, 2006  
 November 12-17, 2007  
 November 10-15, 2008

### Extended Weekend Residency Dates

February 15-18, 2007  
 May 17-20, 2007  
 August 16-19, 2007  
 February 7-10, 2008  
 May 15-18, 2008  
 August 14-17, 2008

## Frequently Asked Questions

What sets the MBA Fellows Program apart from the general MBA?

The MBA Fellows Program merges robust project-based action learning with the power of electronic collaboration, enabling participants to integrate working and learning experiences while continuing career growth. Intensive residency experiences are designed to enhance leadership skills, allow accelerated project start-up, evaluate project deliverables, and assess individual learning.

How long is the program?

The two-year program is organized around nine integrated learning projects. Projects are introduced at each residency and concluded in 12 weeks during the next residency. Residencies will consist of three one-week residential experiences and six extended weekend residencies over the two years.

What degree will participants earn?

At the end of the two-year program, participants will have earned 54 credits and an MBA from Johns Hopkins University.

How many participants are in the program?

Up to 30 participants will be enrolled in each cohort. The initial cohort will begin November 12, 2006.

Are there any individual projects, or are all nine projects team based?

There are two individual projects that are designed to achieve personal goals where the context could be job-related. Team-based projects engage learners in collaborative efforts with teammates. During team projects, individuals will be responsible for working through learning modules and will receive feedback from the faculty on their individual progress. Both individual and team efforts between residencies are supported by the electronic learning community, a technology-mediated learning tool developed at Johns Hopkins University and facilitated by the faculty and outside experts.

Is a laptop needed and if so, what are the specifications?

Yes, a personal laptop is required for the program. Minimum notebook configuration is as follows:

- Intel Mobile Pentium Processor (1.8GHz)

- Windows XP Professional, SP2
- 512K RAM
- 30GB Hard Drive
- 10/100 Ethernet adapter
- 24X CD-RW/DVD
- Wireless network card supporting 802.11b/g

## Admissions

Is the GMAT a requirement?

No. Due to the nature of the target audience we do not require the GMAT/GRE or other measures of standardized testing. The MBA Fellows are individuals who have already demonstrated at least 2-4 years of experience in increasingly responsible positions.

Is an interview required?

Yes. Each applicant will participate in a personal interview with the director and/or members of the program faculty team. The purpose of the interview will be to gauge the readiness of the applicant for the program. This interview may be performed via telephone or another appropriate means of communication.

What are the admissions requirements?

Application materials consist of:

- Completed program application (online form; opens a new browser window)
- Official transcripts
- Essay
- Resume
- Two letters of professional recommendation
- Sponsor letter from employer
- An interview

Completed application materials should be sent to:  
April Stanson, MBA Fellows Program Coordinator  
Johns Hopkins University  
10 N. Charles Street  
Baltimore, MD 21201

Tuition - How much is the tuition and what does it cover?

The tuition of the two-year MBA Fellows Program is a fixed cost of \$64,800 that covers application, registration and graduation fees, books, materials, and lodging (including breakfasts and lunches) at the Mount Washington Conference Center. Payments are due on a quarterly basis one week prior to each residency. For the cohort that begins on November 12,

2006, an initial tuition installment fee of \$2,000 will be due by October 1, 2006. This initial installment serves to reserve a place in the cohort.

Do you offer financial aid?

The School of Professional Studies in Business and Education offers a broad program of financial support. For information on federal grants, low interest loans, scholarships, and other financial aid, visit our Web site at [www.onestop.jhu.edu](http://www.onestop.jhu.edu).

## Schedule

Where and when do classes meet?

The inaugural cohort of 30 MBA Fellows will begin November 12-19, 2006, at the Mount Washington Conference Center. Participants will meet on a quarterly basis with three extended weekend residencies (from 1 p.m. Thursday to noon on Sunday) and one full week (from 1 p.m. Sunday to noon on Sunday) residency each year. The second and third full week residencies will run from 1 p.m. Monday through 5 p.m. on Saturday.

Are participants required to stay overnight if they live in the area?

Yes. Staying overnight during your residency will enrich your overall learning experience and build a sense of community among fellow participants. Both informal team project collaboration and formal activities will take place during the evening hours.

How will I stay in contact with my project team and the MBA faculty team?

Collaboration among participants, access to learning materials, and tutoring by experts is supported by the electronic learning community. Teams are not prohibited from meeting in person.

## For Employers

The MBA Fellows Program is designed with companies and employees like yours in mind. With minimal interruption to professional commitments, participants in the MBA Fellows program engage in an innovative learning model targeting practical outcomes with immediate benefits to them — and to you. All individual effort and collaborative work on projects and learning modules prepare the participants to be more productive and more fully engaged in the contemporary business environment.

The MBA Fellows program provides value to your company through:

- Project-based action learning that is relevant to where business is today — and where it's headed tomorrow.
- Brief, intensive residency programs that immerse participants in learning projects, without requiring extensive time away from work.
- Collaboration via an online learning community that allows participants to engage with other students and faculty wherever and whenever it's convenient — 24 hours a day, all over the world.
- Personal and professional learning goals set by each participant, including the organization's needs.
- A wealth of resources accessible to MBA Fellows, including leaders in business and industry as well as the expertise of the Johns Hopkins University faculty.
- Immediate benefits to your company as the participants take their program experiences and apply them to everyday situations in the workplace.

In addition to your sponsor letter, here's how you can help make your employee's experience as beneficial as possible:

- Work with your employee to find out what educational benefits your company offers and how you can provide the most financial support.
- Schedule project loads to allow your employee to focus on the program and attend the required residencies.
- Be flexible in allowing your employee to balance the demands of the MBA Fellows program, work, and family.
- Feel free to engage your employee in projects that allow them to put their new knowledge immediately into practice for your company.
- Assist the MBA Fellow in identifying company-specific issues that could be developed as context for individual learning projects.

## Admission and Tuition

The MBA Fellows program is ideal for professionals with a track record of two to four years of increasingly responsible experience, who have formal sponsorship from their employers.

Each cohort will enroll up to 30 participants. An interview is required of all candidates. Application materials consist of:

- Completed application to Johns Hopkins School of Professional Studies in Business and Education (online form; opens a new browser window)
- Official transcripts
- Essay
- Resume
- Two letters of professional recommendation
- Sponsor letter from employer

A personal laptop is required for the program.

The minimum notebook configuration is as follows:

- Intel Pentium Mobile Processor (1.8GHz)
- Windows XP Professional, SP2
- 512K RAM
- 30GB Hard Drive
- 10/100 Ethernet adapter
- 24X CD-RW/DVD
- Wireless network card supporting 802.11b/g

### Tuition

Tuition for the MBA Fellows program is \$64,800. This fixed cost covers books, materials, and lodging (including breakfasts and lunches) at the Mount Washington Conference Center. Tuition also includes all application and registration fees. Tuition does not include transportation to and from the residencies.

### Payment Due Dates

October 1, 2006: \$2,000 initial installment fee to reserve a place in the cohort.

November 6, 2006: \$5,200 remainder of first installment

One week prior to each residency: \$7,200, quarterly

Application materials should be sent to:

April Stanson, MBA Fellows Program Coordinator  
Johns Hopkins University  
10 N. Charles Street  
Baltimore, MD 21201

For more information about the Johns Hopkins MBA Fellows program, call April Stanson at 410-516-2838,

email [mbafellows@jhu.edu](mailto:mbafellows@jhu.edu), or call 1-800-GO-TO-JHU.

## **Request Information**

For more information about the Johns Hopkins MBA Fellows program, call April Stanson at 410-516-2838, email [mbafellows@jhu.edu](mailto:mbafellows@jhu.edu), or call 800-GO-TO-JHU.

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## MBA IN MEDICAL SERVICES MANAGEMENT

Hopkins Business of Medicine

The MBA in Medical Services Management was created and structured specifically for medical professionals—physicians, nurses, other clinicians, senior health care administrators, and medical practice managers. Participants gain the business tools and knowledge to understand and analyze the changing nature of today's complex medical delivery systems, plus the resources and savvy to anticipate and respond to those changes.

Jointly offered by the JHU School of Medicine and the Graduate Division of Business and Management, the MBA in Medical Services Management degree represents Johns Hopkins University's continued commitment to medical management education.

### Program Benefits

Participants in the program can expect to gain the knowledge and skills necessary to accomplish the following objectives relevant to their position or practice.

As clinicians:

- Apply business fundamentals as they relate to the medical practice
- Deliver health care more efficiently and effectively
- Run a practice more profitably
- Accept increased leadership responsibility
- Compete successfully in an increasingly intense environment
- Negotiate effectively with payers

As managers/health care administrators:

- Successfully undertake the evolving role of physician executive
- Identify and integrate the fundamentals of the business of health care
- Analyze the financial health of a medical organization
- Conduct successful change and transformation within an organization
- Enhance overall job performance and effectiveness

As entrepreneurs:

- Learn to launch a medically related business
- Develop and enhance management skills
- Implement the keys to business growth

### Admission

Admission is selective and class size is limited. Applications are accepted and reviewed throughout the year. A candidate must have a minimum of a baccalaureate degree; three years of work experience in the health care industry; curriculum vitae or resume; essay describing long-term goals; official transcripts; and two letters of professional recommendation. Applicants without master's or professional degrees must take the GMAT or GRE.

This unique cohort program is offered twice a year to physicians, nurses, other clinicians, senior health care administrators, and medical practice managers. Students who matriculate into a master's degree program may transfer, with the approval of an adviser, a maximum of six graduate credits of prior study from a regionally accredited college or university if the courses are directly applicable to their program.

## Program Requirements

The Master of Business Administration in Medical Services Management program consists of 54 credits.

### Curriculum

Graduate Certificate: 4 courses for 12 credits

Track: 13 courses for 39 credits

Capstone: 1 course for 3 credits

Total: 18 courses for 54 credits

757.601 Accounting for Decision-Making in Medicine

757.603 Managerial Finance for Medical Services

757.604 Leadership and Organizational Behavior in Medical Settings

757.701 Health Care and Business: Theory and Practice

757.602 Medical Economics

757.605 Marketing Management in Medical Organizations

757.702 Clinical Practice Improvement

757.703 Medical Informatics

757.704 Strategic Planning in Medical Organizations

757.707 Legal Issues in Medicine

757.710 Medical Economics II

757.711 Finance for Medical Services II

757.712 Negotiation

761.624 Foundations of Moral Leadership

761.728 Moral Leadership and the Global Economy

761.729 Moral Leadership and Corporate Citizenship

790.616 Statistics for Business

Note: 790.616 may be substituted for Biostatistics

757.801 Integrative Field Experience

## Class Location and Schedule

Classes are held at the School of Medicine on the Johns Hopkins East Baltimore campus and at the Washington, DC campus one evening per week for three hours. Participants progress through the program as a cohort, sharing experiences and knowledge and creating additional networking and professional linkages and opportunities.



## MBA IN THE LIFE SCIENCES

Designed for strategic decision makers in fields such as biotechnology, pharmaceuticals, and genomics, the MBA in the Life Sciences will provide you with the technical skills to help identify the market potential of scientific research — and the business skills to bring new developments to the public faster.

From business planning to negotiations, managing budgets, creating marketing plans, establishing key performance metrics, and functioning in multiple professional roles as part of a life sciences team, this program prepares professionals already in the life sciences with business skills specific to the industry.

The MBA in the Life Sciences offers a distinctive learning format that simulates the lifecycle of new product development in a typical life science organization. In just three years, you will earn an MBA designed to help you gain the experience and business skills to assume a leadership role in your field.

### Attend an Information Session

There are currently no information sessions scheduled. To request more information, please complete our Request More Information form or contact us at [lifesciences@jhu.edu](mailto:lifesciences@jhu.edu).

### Program Format

The MBA in the Life Sciences is designed for high-performing professionals oriented toward science and research. Instead of traditional classes, the program format is based on learning modules designed to ensure that you acquire the business concepts and principles you need for success in your industry.

Over a three-year period, students progress together with a cohort of other life sciences professionals through a curriculum that models the product development lifecycle of a typical life sciences organization.

## Cohort Schedule

### Year 1

#### Foundations in the Life Sciences (9 credits)

An intense grounding in the fundamentals of business and management: accounting, finance, economics, statistics, organizational behavior, leadership, and ethics. This module provides the basic concepts and skills students need before addressing later topics. Faculty and guest speakers introduce critical issues and questions facing the life sciences industry. Classes are held two nights a week.

#### Value Creation in the Life Sciences (4 credits)

Five-student teams identify — and create a proposal to bring to reality — one idea in the life sciences that meets the needs of a targeted audience. Each student on the team is responsible for conducting market research and identifying an emerging idea in the life sciences that may have commercial possibilities. Ideas could include: launching a start-up company to develop a vaccine; adding a product line for an existing medical device company; creating an institute for genomics at a university; and expanding the scope of a government research laboratory. All students develop and present to the team a proposal that describes the idea and explains its commercialization potential. Each team then selects one of the five initial proposals and revises and enhances it for the next phase of the learning process.

#### Transition to the Business (5 credits)

Teams prepare a business plan for development of their chosen concepts. They create mission and vision statements, conduct market assessments, develop overall strategic plans, prepare financial pro forma analyses, develop organizational structures, and articulate investment opportunities for potential funders.

The teams pitch their ideas and business plans to panels of potential sources of "funding" (made up of faculty and industry experts). The panels select the strongest proposals for further development; teams whose proposals are not selected are incorporated into the remaining teams.

### Year 2

#### Starting and Managing the Enterprise (Parts 1 and 2 = 18 credits)

Students create and manage the organization in order to successfully launch the business idea that was "funded" in the first year. Students on each team are assigned roles of CEO, COO, CFO, CIO, and CSO. Students rotate roles throughout the year so they

understand the perspective and gain the skills needed to succeed in each of these crucial positions. Throughout the year, the program's faculty introduce scenarios of opportunities and threats the teams need to address.

### Year 3

#### Addressing the Challenges of Growth (6 credits)

Teams complete work on their concept and organization and address a variety of issues facing organizations as they grow and mature: the transition to sustainability; management of product maturation and new product development; change in leadership and management; formulation and execution of an exit strategy.

#### Capstone Project: Integrative Field Experience (6 credits)

Students apply their knowledge and skills to a real organization. Teams of students are matched up with life sciences organizations in the area that are experiencing challenges of sufficient magnitude to engage the interests of both students and organizations.

#### Reflections (2 credits)

In this final phase of the program, students reflect on what they have learned, how the learning applies to the real world, and how the program affects their career directions. They develop a set of "lessons learned" from the experience, and they consider how to apply the "tool kit" they have acquired to their current organization — and future organizations. Finally, they engage in formal career counseling to determine the future direction of their professional lives.

#### Teaching, Mentoring, or Consulting (4 credits)

During the third year, students are given the opportunity to apply their new knowledge in a different format. Based on their interests, they do one or more of the following: teach mini-courses to first-year students in the Foundations module; mentor individual first- or second-year students; consult with one of the first- or second-year student project teams; or participate in an internship experience with a life sciences organization in the area. This experience enables students to integrate, deepen, and apply in a related context what they have learned during the program.

## Admission

Because the MBA in the Life Sciences program offers curriculum related to a specific industry, participants in this program are expected to have a level of intellectual and professional maturity that most often comes from experience. Students applying to the MBA in the Life Sciences should have at least two years — and ideally should have at least five years — of health-related professional post-baccalaureate experience (or terminal professional degree such as an MD or PhD) prior to entering the program.

Application materials will be accepted up to the start of the program. Each cohort will enroll up to 30 participants.

Please submit the following items by July 15 for admission into the fall cohort: • Completed MBA application form

- Essay (typed)
- Two Letters of Recommendation (using JHU forms)
- \$60 application fee (this fee is waived if you have graduated from the Leadership and Management in the Life Sciences Graduate Certificate Program and apply for the MBA in the Life Sciences within one year of graduation)
- Official GMAT or GRE score (waived for applicants with advanced degrees)

Applicants to the MBA in the Life Sciences must meet one of the following criteria: • Master's degree or higher with a minimum five years of work experience, three years of which should be in life sciences

- Professional degree (PhD, MD, DO, JD) with a minimum of three years work experience in the life sciences
- Baccalaureate degree with a minimum five years work experience, three of which should be in the life sciences

## Frequently Asked Questions

When is the program being offered?  
 What is the format of the program?  
 Who are the students most likely to benefit from this program?  
 How many years will the program take to complete?  
 Where will the courses be held?  
 What happens if I have to take time off from the program?  
 Will credits from the Leadership and Management in the Life Sciences Graduate Certificate Program transfer?  
 What admission materials do I have to submit for the MBA in the Life Sciences if I am a graduate of the Leadership and Management in the Life Sciences Graduate Certificate Program?  
 What is the application deadline?  
 Can I transfer credits from coursework other than the Life Sciences Certificate?  
 Am I eligible for financial aid if I am enrolled in this program?  
 Do I get to choose the team/cohort I work in?  
 Whom should I contact for more information?

When is the program being offered?  
 The program will begin each fall semester. If you have completed the Leadership and Management in the Life Sciences Certificate, you will begin the program in January with the beginning of the Value Creation module.  
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What is the format of the program?  
 Students progress through the program as a cohort, which creates a stable learning community and offers opportunities for long-term professional networks. The curriculum is structured around the typical life cycle of a life sciences organization, where students acquire the knowledge and skills of the MBA through different stages of the organization's development.  
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Who are the students most likely to benefit from this program?  
 This program has been designed for professionals in the life sciences. With increasing competition for academic positions, many new life scientists are turning to positions in industry (e.g., biotechnology, pharmaceuticals), consulting, government, and foundations. These organizations are recruiting professionals who not only have outstanding technical and clinical abilities but who also can understand and

accept the organizational culture, communicate with lay audiences as well as their peers, and manage financial and human resources. Those who pursue academic careers need many of these same skills. Young research faculty will need to lead and manage people, manage organizational dynamics, and facilitate change in fast-paced and often unpredictable environments.  
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How many years will the program take to complete?  
 The MBA in the Life Sciences is structured to be completed in three years.  
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Where will the courses be held?  
 Much of the work will be conducted in teams, which can be scheduled at times and locations convenient to the teams and their faculty. Formal classes will be held from time to time at the JHU Montgomery County Campus. □ □ □ □ □ □ □  
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What happens if I have to take time off from the program?

The structure of this program is based on a three-year commitment. It is fine if you have to take time off; however, you will be required to sit out until the next appropriate time to begin, and you will not be able to return to your original cohort.  
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Will credits from the Leadership and Management in the Life Sciences Graduate Certificate Program transfer?

Yes, nine credits from that certificate program will count and be used in place of the "Foundations" module.  
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What admission materials do I have to submit for the MBA in the Life Sciences if I am a graduate of the Leadership and Management in the Life Sciences Graduate Certificate Program?  
 Please submit the following items:

- Completed MBA application form
- Essay (typed)
- Two Letters of Recommendation (using JHU forms)
- \$60 application fee (this fee is waived if you have graduated from the Leadership and Management in the Life Sciences Graduate Certificate Program and apply for the MBA in the Life Sciences within one year of graduation)
- Official GMAT or GRE score (waived for applicants

with advanced degrees)

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What is the application deadline?

All required admission documents must be received by July 15 to be considered for the fall cohort.

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Can I transfer credits from coursework other than the Life Sciences Certificate?

No, the unique design and format of this program does not lend itself to transfer credits.

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Am I eligible for financial aid if I am enrolled in this program?

Please contact the School of Professional Studies in Business and Education Financial Aid Office at 410-872-1230, [spsbe.finaid@jhu.edu](mailto:spsbe.finaid@jhu.edu), or [onestop.jhu.edu/financial/](http://onestop.jhu.edu/financial/).

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Do I get to choose the team/cohort I work in?

At the beginning of the "Value Creation" module, cohort members will be assigned to five-person teams. At the conclusion of the "Transition to the Business" module, members of the teams whose proposals were not selected will be incorporated into the remaining teams.

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Whom should I contact for more information?

Gail White, Academic Program Coordinator II  
[lifesciences@jhu.edu](mailto:lifesciences@jhu.edu)  
410-516-2344

□ □ □ □ □

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## **Request More Information**

For more information about the MBA in the Life Sciences, please contact:

Gail White, Academic Program Coordinator II  
410-516-2344  
[lifesciences@jhu.edu](mailto:lifesciences@jhu.edu)

You may also complete our online Request Form.

## MASTER OF SCIENCE IN FINANCE

The Master of Science in Finance (MSF) prepares students for careers in financial analysis and management. This rigorous quantitative program relies on current technology and financial methodologies to analyze complex problems. The coursework stresses the application of contemporary theories in a global context and develops valuable financial modeling and analytical skills.

Program Locations: Columbia, Downtown Baltimore, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/).

Admission into the Hopkins MSF program is a personalized process. The finance admission committee carefully reviews all of the applicant's credentials:

- undergraduate/graduate transcripts;
- essay describing educational and career objectives;
- letters of recommendation;
- and professional resume.

A candidate may be admissible without submitting a GMAT or GRE score if his/her academic records and/or job duties indicate achievement in quantitative and analytical areas. An applicant who is uncertain whether the GMAT or GRE may be waived is encouraged to contact the department's academic adviser.

### Program Requirements

Students must complete all prerequisite courses prior to taking any core courses. Many courses have additional prerequisites, and students should carefully review all requirements to ensure that they register only for courses for which they are eligible.

Students who register for courses for which they are not eligible can be summarily removed from those courses at any time without notice. Students must obtain a grade of B or better in 756.701 Corporate Finance to continue in the program. Students must complete the program of study within six years.

#### Curriculum

Prerequisite Courses: 5 courses for 15 credits

Core Courses: 8 courses for 24 credits

Electives: 4 courses for 12 credits

Total: 17 courses for 51 credits

### Prerequisite Courses

(15 credits)

Note: Prerequisite courses can be waived by equivalent graduate course work or passing a waiver exam. For more information, please read the course waiver policy.

790.616 Statistics for Business

790.614 Business, Government and the World Economy

790.611 Financial Accounting

756.725 Mathematics for Financial Analysis

790.609 Financial Management (formerly Financial Management I)

### Core

(24 credits)

753.701 Managerial Economics

756.710 Advanced Corporate Finance: A Case Study Approach

756.701 Corporate Finance (formerly Corporate Financial Theory)

756.726 Financial Statement Analysis

756.730 Financial Modeling

756.760 Investment Analysis and Portfolio Management

756.761 Derivative Securities

756.780 Advanced Portfolio Management

## Electives

(12 credits)

Note: Additional Accounting courses may be taken with the approval of the department chair.

751.705 Intermediate Financial Accounting

751.715 Advanced Financial Accounting

753.700 International Trade and Monetary Theory

756.711 Venture Capital and Entrepreneurial Financing

756.714 Corporate Governance and Market Regulation

756.715 Financial Risk Management

756.720 Fixed Income Securities

756.724 International Financial Management

756.731 Financial Institutions Management

756.732 Econometrics in Finance

756.752 Mergers, Acquisitions, and Valuation

## Transfer Policy

At the time they apply to the program, prospective students may request that the program accept up to six graduate business credits for prior study at a regionally accredited college or university. Such requests must be in writing, must be submitted with the prospective student's application to the program, and must include copies of the catalog descriptions of the courses and transcripts showing the grades for the courses. The program staff may request additional information.

No request will be considered for courses taken more than six years prior to the start of the program, for courses that are not considered by the program to be equivalent to a course offered by the program, or for courses in which the student received a grade of lower than a B (a B- is lower than a B and a grade of "passing" will not be accepted).

The program in its sole discretion will determine whether to grant such transfer credit, and such determination is final and without appeal. It is possible that certain courses may be waived according to procedures established from time to time by the academic departments offering those courses.

## Waiver Policy

Once a candidate is accepted into the MSF program, his/her transcripts are reviewed by the finance admission committee to determine whether the previous coursework or credential qualifies the student to waive any prerequisite courses.

Students with an MBA or a graduate degree in quantitative fields such as economics, science, and engineering may qualify to waive some or all of the prerequisites. Students who hold the CFA designation are waived from Financial Accounting, Financial Management, Business, Government and the World Economy, and Statistics for Business. Students who hold CPA designation are waived from Financial Accounting.

In addition, these courses may be waived by passing waiver exams, according to procedures established by the academic department offering these courses. For more information, contact the academic adviser.

## Contact Information

Department Chair: Ken Yook, 202-588-0683  
Academic Adviser: Kelly Haskins, 202-588-0665  
Academic Program Coordinator: Julie Kaufman Nussdorfer,  
202-588-0657  
Email: [finance@jhu.edu](mailto:finance@jhu.edu)  
Fax: 202-588-5192  
General Admissions: 410-516-4234

## MASTER OF SCIENCE IN INFORMATION AND TELECOMMUNICATIONS SYSTEMS FOR BUSINESS

The Master of Science in Information and Telecommunication Systems for Business (MSITS) is designed for professionals who want to have significant impact in the development of information and telecommunication systems in their organizations. With its unique educational approach balancing theory and practice, this program presents the methodology and technology skills needed to plan, develop, implement, and manage integrated information and telecommunication systems throughout organizations.

This degree focuses on the application of contemporary and advanced technology to develop integrated systems that meet organization needs in a highly competitive environment. Specifically, the degree is designed for:

- IT/IS professionals who want to advance to managerial or development roles in their organizations;
- Business professionals with knowledge in functional areas who want to leverage this background with IT knowledge to move to consultancy roles within or outside their organizations;
- Professionals who need to update their skills and to use the newest IT concepts and tools to allow organizations to better compete in the global marketplace.

A highly flexible program, the MSITS incorporates the rapid changes in technology and explores current innovative and creative uses of systems to fulfill business needs. (For students not requiring master's degrees, several certificate programs are also available.)

The MSITS curriculum builds on the structure and the need for managerial skills education identified in the latest IS curricula research and the model curriculum for Master of Science in Information Systems (MSIS) programs developed by the Association for Computing Machinery (ACM) and the Association for Information Systems (AIS), and endorsed by numerous other information systems professional organizations. Based on this input, the degree still retains those characteristics that are its hallmarks. Following convergence in the industry, concentrations have been eliminated, but many courses have been retained. Students pick the courses that they need.

The MSITS core includes key technical topics and

developments, as well as links to organizational and technology issues that give students the skills to integrate IT across organizations and manage IT departments, projects, and personnel. The elective courses focus on detailed technology issues and concepts with an emphasis on technical design, development, acquisition, implementation, security, operation, and maintenance of complex information systems. Finally, in the Graduate Capstone Applied Project, all aspects of the program are integrated through a practical, hands-on information technology project focused on a local business or organization.

For students who feel that they need a deeper understanding of business issues, students should consider either the MBA with one of the IT concentrations or the dual MBA/MSITS degree.

Program Locations: Downtown Baltimore, Columbia, Rockville, Washington, DC

### Admission

The applicant must meet the general requirements for admission to a Graduate Division of Business and Management program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). Candidates come from various undergraduate disciplines and work in both technical and nontechnical industries. Although no one factor determines acceptance into the program, the admissions committee is seeking students with work experiences (typically two to five years), which are used to determine the student's potential contribution to the classroom, and two letters of professional/academic recommendation.

## Program Requirements

The program requires 33 credits for those meeting the prerequisite requirements. Students must complete the required credits in the Graduate Division of Business and Management within six years.

Each candidate must demonstrate a proficiency in writing, and the student's submitted essay will be used to judge his or her writing competency. If it is determined that the student needs to improve his/her writing skills to succeed in the program, a writing requirement is added. To fulfill this requirement, the student must either take a business writing course from an accredited institution or complete the writing workshop offered by the Graduate Division of Business and Management.

If, in the course of a student's program, his/her written work is deemed unsatisfactory, the writing workshop may also be required.

Note: Students must own or have access to a computer with Windows and an Internet connection, as most courses use Web-based materials for class information and research. Several courses use the Internet and other technologies to support delivery of all or part of the course.

### Curriculum

Core Courses: 7 courses for 21 credits

Electives: 3 courses for 9 credits

Graduate Capstone Project: 1 course for 3 credits

Total: 11 courses for 33 credits

## Prerequisites

Candidates for the MSITS must complete the prerequisite requirements before registering for courses in the IT core or electives. The following courses are prerequisites:

- A course in IS architecture that covers computer, system, and telecommunication architectures;
- A systems analysis and design course;
- A management science/deterministic decision-making course.

Students missing one or more of these prerequisites may sign up for the courses 770.517 Information and Telecommunication Systems Architecture, 770.514 Systems Analysis and Design, and 771.732 Quantitative Decision Making for Business. See the Course Schedule for upcoming course offerings.

Students with no IT background may register for the Graduate Certificate in Information and Telecommunication Systems, which satisfies all the prerequisite requirements and provides a sampling of core courses. Core course credits transfer into the MSITS.

## Core

(21 credits)

These courses provide the linkage to understand how effective information systems are developed and managed. The core courses should be completed prior to registration for the elective courses and must be completed before registration in the capstone course.

Topics in the management core include budgeting, cost, acquisition, project management, IT enterprise management, and strategic planning. 770.600, 770.601, and 770.618 must be completed before registering for 770.627.

770.600 IT Budget and Financial Management

770.601 Technical Writing and Communication Skills for IT Professionals

770.618 Project Management for Information Systems

770.627 IT Strategic and Change Management

Topics in the technical core include developing effective telecommunications systems, information assurance and security, and developing enterprise wide solutions.

770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)



773.719 Information Security Foundations

776.736 IT Enterprise Architecture

## Electives

(9 credits)

The program offers a wide variety of elective courses covering information systems, telecommunications, information security, knowledge management, and IT management. Students should contact an adviser for suggestions on fields of study and courses that relate to those fields. Students choose three courses from the following:

771.710 Organizational and Legal Issues in Technology

771.713 Business Processes and Change Management

771.715 International Business and the Electronic Marketplace

771.716 Database Management Systems: Structure and Design (formerly 770.515)

771.731 Marketing for Engineers and Technical Professionals (formerly 762.761)

771.751 The Internet and Electronic Commerce

771.753 Finance for Technical Start-ups (formerly 756.735)

771.760 Electronic Business Strategies

772.820 Information Technology Internship

772.833 Graduate Independent Study in Information and Telecommunication Systems

773.700 Database Development and Programming

773.701 Data Mining and Discovery Informatics

773.721 Competitive Intelligence

773.750 Advanced Topic in Information Technology (Topic: TBA)

773.752 Basic Web Site Development and Information Architecture

774.701 Telecommunication Systems and Network Design Analysis

774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)

774.715 Financial Issues in Managing a Secure Operation

774.716 Security Architecture

774.717 Implementing Effective Information Security Programs

774.750 Advanced Topics in Telecommunications

774.760 Satellite, Wireless & Distributed Network Systems (formerly Wireless and Broadband Communications)

776.716 Knowledge Management Systems

776.754 E-Business Security

## Capstone

The technology capstone course is the last course students take in the MSITS program. Students work in teams assigned by the instructor. The students work on a technology project designed to meet strategic business objectives and requirements for a regional organization.

Utilizing the skills and knowledge gained in the program, students design, develop, and implement a telecommunications or information system under the guidance of a faculty adviser. The environment simulates, to the extent possible, the real-world technology work environment. Student teams solve problems, communicate, negotiate, analyze, and complete the project to the client's satisfaction and the faculty's academic report (thesis) requirements. Class meetings are held by the instructor to discuss the projects and share project updates periodically during the semester.

Students who wish to concentrate in the area of Competitive Intelligence or Information Security Management may also be able to gain a graduate certificate in these areas. Students take their three electives from the list of courses required for the Competitive Intelligence or Information Security Management Certificate. Students then take the final certificate course to earn a graduate certificate in addition to the MS degree.

Adviser approval is required to enroll. All core and elective courses must be completed before enrolling in the capstone. Due to the nature and intensity of the capstone project, no other course may be taken with the capstone.

Students who wish to broaden their studies may apply for a post-master's certificate in an area of concentration upon completion of requirements for the MSITS.

## **Waiver Policy**

### **Waivers for Prerequisite Courses**

Prerequisite course requirements for the MSITS program can be waived if the student can demonstrate successful completion (grade B or better) of comparable graduate or undergraduate coursework from a regionally accredited college or university or a recognized foreign college or university. Students may waive all three prerequisite courses. Candidates will be considered for waivers upon admission to the program. Requests for waivers are not considered after the first semester of the student's admission to the program.

### **Waiver Examinations**

Students who have not had prerequisite coursework but feel that they have the knowledge of the course topics may request to take a waiver exam. Waiver exams must be completed within two semesters following admission to the program. To begin the waiver exam process, students must contact their academic adviser upon admission.

### **Waivers for MSITS Core Courses**

Courses in the MSITS core are generally not subject to waiver. If, by exception, because of a unique educational experience a student applies for and is granted a waiver for a core course, that course must be replaced by another IT course of the student's choice.

## **Contact Information**

Department Chair: James E. Novitzki,  
301-294-7103

Academic Program Coordinator: Darlene Dixon,  
301-294-7053

Program Coordinator, IT Cohorts: Megan Glover  
301-315-2890

Email: [itsinfo@jhu.edu](mailto:itsinfo@jhu.edu)

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## MASTER OF SCIENCE IN MARKETING

One of the few marketing master's programs in the nation, the curriculum of the Master of Science in Marketing incorporates the latest knowledge and technology in the field. Course offerings provide students with a thorough foundation in marketing theory, analysis, and practical applications. Students build on this foundation by selecting a track that offers targeted, in-depth courses in three key areas: strategic marketing, marketing communication and promotion, or marketing management.

Prerequisites have been established for each course, and the course sequence maximizes students' learning by progressing logically from foundation and core theory to specific practice. The program focuses on the application of marketing theory, current and future trends, and state-of-the-art techniques required by marketing professionals for success in the 21st century.

Program Locations: Columbia, Downtown Baltimore, Washington, DC

### Admission and Program Requirements

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/).

#### Program Requirements

The program consists of 48 credits. Students must complete the program of study within six years.

#### Curriculum

Marketing Foundation: 5 courses for 15 credits

Marketing Core:\* 6 courses for 15 credits

Concentration: 5 courses for 15 credits

Applied Research Project: 1 course for 3 credits

Total: 17 courses for 48 credits

\*2 classes of 1.5 credits

## Foundation

(5 courses, 15 credits)

Students must first complete the following five foundation courses, which provide the basic framework for the program and assure a common body of knowledge. It is strongly recommended that students take the foundation courses in the following order:

762.730 Managerial Economics and Industry Analysis

762.731 Cost Design and Financial Analysis in Marketing

762.702 Consumer Behavior Analysis

762.709 Marketing Analysis and Decision Making

762.703 Marketing Strategy

## Core

(6 courses, 15 credits)

After completing the foundation, students take six required marketing core courses before enrolling in track courses.

762.713 Marketing Law and Industry Regulations

762.717 Marketing Research I

762.720 Marketing Strategy II

762.751 Ethics in Marketing Decisions

762.752 Marketing Information Systems

762.753 New Product Development and Marketing

## Concentrations

(5 courses, 15 credits)

Students must contact their academic advisers as they complete their core course work to declare a concentration of five courses that provide specialized study. The program currently offers three concentrations:

- I. Strategic Marketing
- II. Marketing Communication and Promotion
- III. Marketing Management

### I. Strategic Marketing

Students learn the latest in marketing strategy conceptualization and creation with particular emphasis on planning, research, development, and implementation. They explore the advanced strategy models that drive managers' decisions, with special attention to multiobjective decision frameworks. Development of strong qualitative and quantitative skills is emphasized.

#### Strategic Marketing Requirements

Students take five courses to complete this track. The following three courses are required:

- 762.718 Marketing Research II
- 762.719 International Marketing
- 762.732 Brand Management

Students select two track electives from the following:

- 762.711 Promotional Strategy, Management and Design
- 762.722 Business-to-Business Marketing
- 762.754 Corporate Communication Management
- 762.755 Marketing of Services
- 762.756 Special Topics in Marketing

## II. Marketing Communication and Promotion

This track focuses on strategic issues involved in integrated marketing communication design and implementation. Marketing communication concentrates on the design of informational or emotional appeals about products and services, while promotion focuses on generating immediate purchasing behavior. Course work examines communication and promotional strategies that build brand equity by creating a bond between customer and brand. Communication, both internal and external to the organization, is also studied in the context of creating customer value.

#### Marketing Communication and Promotion Requirements

Students take five courses to complete this track. The following four courses are required:

- 762.711 Promotional Strategy, Management and Design
- 762.718 Marketing Research II
- 762.719 International Marketing
- 762.734 Media Strategy, Analysis and Planning

Students select one track elective from the following:

- 762.706 Marketing Negotiations and Bargaining
- 762.708 Creative Concept Development and Positioning
- 762.722 Business-to-Business Marketing
- 762.732 Brand Management
- 762.754 Corporate Communication Management
- 762.755 Marketing of Services
- 762.756 Special Topics in Marketing

## III. Marketing Management

This track is designed for students who wish to customize the marketing degree curriculum to meet their specific career and educational needs. 762.718 Marketing Research II and 762.719 International Marketing are required courses in this track. Students select three additional courses from the array of .700-level marketing department courses. This course of study must be planned with the guidance of the marketing program adviser.

## **Applied Research Project**

(1 course, 3 credits)

The applied research project (ARP) is the final academic requirement for the Master of Science in Marketing degree. Students must have completed 42 credits before taking this course.

The applied research project allows students to conduct a full-scale marketing project for a corporation, nonprofit organization, service provider, or government agency and apply classroom learning to real marketing issues.

Students must master how to conceptualize and consider marketing problems from a strategic and tactical perspective. Projects evaluate managerial implications and show how proposed recommendations assist in improving marketing decision making.

Students are expected to demonstrate qualitative and quantitative analytical skills, strong methodological research design abilities, and strategic thinking in both decision making and implementation. The ARP is analytical and experiential learning in its fullest sense.

All applied projects in marketing are conducted under the direction of the program director and an approved marketing faculty adviser. Specific guidelines for this project are available from the department.

## **Contact Information**

Academic Program Coordinator: Deborah Boyd, 410-516-4780

Email: [Deborah.Boyd@jhu.edu](mailto:Deborah.Boyd@jhu.edu)

General Admissions: 410-516-4234

## MASTER OF SCIENCE IN ORGANIZATION DEVELOPMENT AND STRATEGIC HUMAN RESOURCES

As organizations experience rapid change, it becomes necessary to adapt courses to meet the demands of the business marketplace. The role of human resource and organization development professionals is critical for developing strategies that maximize performance and productivity in the workplace. Professionals with the appropriate skills help organizations gain competitive advantages by developing a highly trained workforce; aligning people, processes, and technologies; and creating and managing change at the individual, group, and organizational levels.

The Master of Science in Organization Development and Strategic Human Resources (ODSHR) is a 42-credit hour program that prepares students for the changing roles and demands of OD and HR professionals, as that of strategic partners. The ODSHR program is also designed for expert practitioners or mid-level managers who represent a myriad of organizations and would like to advance or transition their careers by integrating a cadre of organization development and human resource skills in the public, private, or nonprofit sectors. In brief, the ODSHR program provides each student with a strong foundation to pursue careers as a:

- Leader and facilitator of individual and organizational change and learning. Understand what it takes to lead organizations following their strategic missions and strategic human capital needs in fast-paced, complex business environments.
- Strategic intervention specialist. Apply the most up-to-date and cutting-edge principles and knowledge to analyze, diagnose, and implement solutions to organizations and systems.
- Evaluator of outcomes. Measure and monitor the recommended interventions and set up monitoring capability to measure outcomes.
- Instrument of change. Apply theories of communication, knowledge of personality, and leadership style to understand oneself, thereby becoming more effective in building and maintaining partnerships with key stakeholders to successfully manage change.
- Specialist in mastering the professional literature in the field of strategic human resources and organizational development and learning.

The program focuses on core competencies, which integrate organization development and human resource content with an emphasis on strategic human capital and development. The program incorporates building a learning community, an electronic portfolio, and, most importantly, courses and assessments based on the understandings and learning outcomes mentioned above.

Admitted students are required first to complete a set of core courses that provide a common body of knowledge. After completing the core, students must declare their academic concentrations in strategic human resources, organization development, nonprofit, or a general concentration track. In the general concentration track, students develop their own areas of study by selecting courses from the list of ODSHR concentration offerings. Students apply their practical learning in the final degree requirements, Research Methods and Directed Field Work. Students contract with a real organization to provide a service that is reflective of their OD or HR specialization. For more information about the Master of Science in Organization Development and Strategic Human Resources degree, call Johns Hopkins Business Admissions at 410-516-4234, e-mail [od.hr@jhu.edu](mailto:od.hr@jhu.edu) or call 1-800-GO-TO-JHU.

Program Locations: Columbia, Downtown Baltimore, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). GMAT/GRE scores are not required. Applicants must provide two comprehensive letters of professional recommendation. As a part of the admissions essay, prospective students must clearly communicate their learning needs (knowledge base, skill set, and competency level), career goals (short- and long-term), and outcomes they expect to accomplish as a result of completing their graduate coursework.

A minimum of three to five years of progressively responsible professional experience, at least at midlevel management, is required and should be reflected on the candidate's resume.

## Program Requirements

Students must complete the required 42 graduate credits in the Graduate Division of Business and Management within six years. With approval, a student may request to transfer a maximum of six credits of prior graduate study from a regionally accredited college or university provided that the courses are directly applicable to their program and were taken within the six-year limit for completion of the degree.

### Curriculum

Core: 7 courses for 17 credits

Concentration Courses: 5 courses for 15 credits

Free Elective: 1 course for 3 credits

Research Methods: 1 course for 4 credits

Directed Field Work: 1 course for 3 credits

Total: 15 courses for 42 credits

Note: ODSHR courses are offered cyclically across three campus locations. Because of this cyclical offering, students are strongly encouraged to select a primary and secondary campus. Exceptions will not be granted to complete requirements out of academic sequence.

## Core

(17 credits)

All students are required to complete the seven core courses first. Exceptions will not be given to enroll in concentration courses prior to completing the core requirements.

782.620 Moral Leadership: Human Resources and Organization Development Values and Ethics

782.625 Self as Change Agent: Individuals, Groups and Organizations

782.636 Organization Development and Systems Theory

782.640 Research Writing Seminar

782.642 Introduction to Research Methods

782.644 Strategic Management Challenges of Complex Organizations

782.638 Strategic Human Capital

## Concentrations

(15 credits)

Upon completion of the core requirements, students must contact the program department at 410-516-4980 or the Department of Management Blackboard site to obtain the Declaration of Concentration form to select their concentrations in organization development, strategic human resources, nonprofit or the general concentration.

Students complete 15 credit hours in one of the following three concentrations:

### Human Resources

All core requirements must be completed before enrolling in concentration courses. This field involves aspects of the employment and development of human resources in private and public sector organizations, both domestic and international. This concentration prepares students to understand, evaluate, and respond appropriately to human resource issues.

Since human resource practices can impact organization outcomes in terms of productivity, quality of work life, and profit, it is critical for human resource practitioners to understand the development and management of the workforce.

#### Human Resources Requirements

Note: 782.720 Critical Issues in the Development and Management of Human Resources must be the first course taken for the Human Resources concentration.

782.720 Critical Issues in the Development and Management of Human Resources

782.714 Human Resources, Labor Relations and Employment Law

782.723 Performance Analysis and Improvement Strategies

Choose two concentration courses from the following:

782.705 Conflict Resolution and Mediation Process

782.706 Career Management

782.712 Staffing, Recruitment and Selection

782.715 Compensation and Benefits

782.724 Principles of Training and Development

782.749 Managing for Competitive Advantage: Diversity and the Global Workforce

## Organization Development

All core requirements must be completed before enrolling in concentration courses. Students enrolled in this concentration study relationships among individuals and within groups to effectively manage planned change and influence the organization as a system.

### Organization Development Requirements

782.730 Organization Development Process: Entry, Contracting and Diagnosis

782.736 Advanced Topics in Organizational Learning

782.740 Leading Systematic Interventions

Choose two concentration courses from the following:

776.716 Knowledge Management Systems

782.705 Conflict Resolution and Mediation Process

782.743 Advanced Leadership Theory & Practice

782.747 Leading Organizations: Strategy, Structure and Roles

782.749 Managing for Competitive Advantage: Diversity and the Global Workforce

782.754 Executive Coaching

## Nonprofit

786.701 The Nonprofit Sector: Scope, Structure, and Dynamics

786.702 Managing the Nonprofit Organization: A Strategic Framework

786.703 Partnering for Results

782.730 Organization Development Process: Entry, Contracting and Diagnosis

Choose four electives, from the following courses (1.5 credits each):

786.704 Financial Management for Nonprofits

786.705 Ethics and Accountability

786.706 Resource Development (Fundraising)

786.707 Advocacy I

786.708 Advocacy II

786.709 Marketing

786.710 Leadership and Management

786.711 Program Development

786.712 Conflict Resolution

786.713 Evaluation and Monitoring for Nonprofits

786.714 Board and Governance

786.715 Strategic Planning

## General Concentration

All core requirements must be completed before enrolling in concentration courses. Students develop a customized concentration track that integrates courses across the human resource and organization development tracks. Students may select courses between the OD, nonprofit, and HR tracks as long as they total 15 credits.

## Free Elective

Elective courses open to OD and SHR concentration students (one three-credit elective). Students can take a course in either the OD or SHR concentration or one course from either of the following programs:

- Skilled Facilitator Certificate Program
- MBA Program (must meet prerequisite requirements or have prior adviser approval)

## Research Methods

(4 credits)

Prerequisite: Completion of all .600- and .700-level requirements.

782.838 Research Methods and Design

## Directed Field Work

(3 credits)

Prerequisite: Completion of all .600- and .700-level requirements.

782.860 Directed Field Work Proposal

## ODHR Requirements

Students enrolled in the Master of Science in Organization Development and Human Resources program (ODHR) prior to Fall 2004 should consult the SPSBE 2003-2004 Academic Year Catalog for degree requirements.

All degree requirements will be honored under the curriculum and academic year admitted. Students should refer to the degree requirements listed in the Academic Year Catalog in the year their degree commenced. Students may also contact the management department at 410-516-4980 for further clarification.



## **Contact Information**

Senior Academic Program Coordinator: Lawrence  
Waudby, 410-516-4980  
Email: [odhr@jhu.edu](mailto:odhr@jhu.edu)  
General Admissions: 410-516-4234

## MASTER OF SCIENCE IN REAL ESTATE

The Master of Science in Real Estate provides students with a comprehensive understanding of real estate investment, development, and management. The core curriculum integrates the study of the major disciplines that impact real estate decisions: market analysis, law, design, construction, investment analysis, finance, and land use regulation. In addition to the core, students must complete three electives (9 credits) and a practicum/thesis (4 credits).

Students may use these 13 credits to specialize in development, institutional investment analysis, valuation and appraisal, community development, or international real estate.

Program Locations: Downtown Baltimore, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). In addition, prospective candidates must interview with the program director and provide two letters of professional recommendation. Three to five years of appropriate industry work experience is required.

### Program Requirements

The Master of Science in Real Estate program consists of 40 credits. The sequence of study is determined by the student's individual needs (with approval of an adviser). While the curriculum is flexible, 767.700 Real Estate Enterprise and 767.710 Real Estate Analysis must be taken together during the first semester. Students must have academic coursework in finance, accounting, and statistics prior to enrolling in the program. Students must also be proficient with the use of computer spreadsheets and a financial calculator.

Note: Students must own or have access to a laptop computer with the following minimum hardware and software requirements - Intel Pentium 166 CPU, 32 MB RAM, 30 MB available hard drive space, Windows 95/98/2000/NT, Microsoft Office 97 or 2000, and the ability to access the Internet. A financial calculator is also required.

#### Curriculum

Core: 9 courses for 27 credits

Track: 3 courses for 9 credits

Practicum/Applied Research Project: 1 course for 4 credits

Total: 13 courses for 40 credits

### Core

(27 credits)

The core provides an understanding of the real estate industry, including an overview course and additional courses that clarify the linkages and relationships among different fields.

Note: 767.700 Real Estate Enterprise and 767.710 Real Estate Analysis must be taken first in the program.

767.700 Real Estate Enterprise

767.710 Real Estate Analysis (formerly Computer Technology)

767.715 Real Estate Law

767.730 Market and Feasibility Analysis

767.746 Building and Site Design

767.760 Urban Land Economics

767.776 Real Estate Finance

767.777 Real Estate Investments

767.795 Real Estate Construction

## Tracks and Practicum

(13 credits)

Five tracks give the student an opportunity to specialize and develop expertise in a selected area. Students choose three courses and a practicum from one of six tracks:

- Real Estate Development
- Institutional Real Estate Investment Management
- Real Estate Valuation and Appraisal
- Community Development
- International Real Estate

### Real Estate Development

This track builds on the knowledge and skills developed in the core and reinforces understanding of the roles and interrelationships of the main participants involved in development and management of real estate.

#### Requirements

767.716 Real Estate Regulation

Select two track courses from the following: (Other business or real estate courses may be substituted with approval of the director.)

- 767.600 History of Real Estate Development
- 767.601 Real Estate Research Seminar
- 767.651 Environmental Issues in Real Estate
- 767.661 Housing and Public Policy
- 767.671 Marketing Commercial Property
- 767.676 Corporate Real Estate
- 767.681 Commercial Lease Analysis
- 767.691 Foreign Real Estate Development
- 767.695 Urban Redevelopment
- 767.699 International Real Estate Markets
- 767.720 Advanced Real Estate Analysis (formerly Technology)
- 767.722 Special Topics in Real Estate
- 767.830 Independent Study in Real Estate
- 767.810 Practicum in Real Estate Development

## Institutional Real Estate Investment Management

Changes in the real estate industry have increased the need for individuals who have a sophisticated knowledge of finance and investment. Professionals preparing for careers as asset managers, institutional investors, investment advisers, investment bankers, mortgage brokers/ bankers, real estate security analysts, and portfolio managers should select this track.

#### Requirements

767.797 Real Estate Capital Markets

Select two track courses from the following:

- 767.601 Real Estate Research Seminar
- 767.676 Corporate Real Estate
- 767.691 Foreign Real Estate Development
- 767.699 International Real Estate Markets
- 767.786 Quantitative Real Estate Portfolio Analysis
- 767.796 Real Estate Portfolio Management

767.837 Thesis in Real Estate Investment Management

### Real Estate Valuation and Appraisal

This track provides a solid background in appraisal, and the curriculum meets the body of knowledge required of the Appraisal Institute for its Member Appraisal Institute (MAI) designation. Students who complete this program will have met all the course requirements of the Appraisal Institute except the Standards of Professional Practice and Comprehensive exams.

This track provides optional internships for students without appraisal experience. These internships have been organized so students may work for a mentor identified by the Appraisal Institute. Lengths of the internships may vary.

#### Requirements

- 767.797 Real Estate Capital Markets
- 767.685 Real Estate Valuation
- 767.785 Valuation and Analysis
- 767.838 Practicum in Real Estate Valuation and Analysis

### Community Development

Community development differs from commercial development in its public policy implications and its more process-oriented development management approach. The Community Development track offers three courses and a practicum for individuals who want to plan, finance, build, and manage community real estate projects.

Graduates have a comprehensive knowledge base and skills appropriate for large corporate development firms or smaller-scale entrepreneurial organizations.

#### Requirements

767.716 Real Estate Regulation

Select two track courses from the following:

767.661 Housing and Public Policy

767.695 Urban Redevelopment

767.701 Residential Finance and Housing Policy

767.702 Residential Property Development and Management

767.820 Practicum in Community Development

### International Real Estate

Global changes in the real estate industry have increased the need for individuals who have a sophisticated understanding of property investment, development, and management in the world economy. This track compares and contrasts international elements of the industry with the domestic model described in the core courses.

#### Requirements:

Select three track courses from the following:

753.724 Global Entrepreneurship: A Case Study Seminar

767.691 Foreign Real Estate Development

767.699 International Real Estate Markets

767.716 Real Estate Regulation

767.870 Thesis in International Real Estate

### Full-time MSRE

The Real Estate Department in the Graduate Division of Business and Management began a full-time master's program in real estate (MSRE) in September 2005. The program has the same course requirements and content as the current part-time MSRE program, but is designed to be completed in a one-year (12-month) period for students who are prepared to be challenged by a fast pace and heavy course load. The intensive full-time program is housed in Baltimore, close to full-time faculty offices and the real estate library.

Admission is selective and limited to 20 students per year. Students who have recently completed their undergraduate degree or have only a few years of work experience will be considered. Students participate in our internship program. The curriculum is identical to the part-time program with the exception of a one-course internship to be completed during the year. GMAT or GRE test scores are required.

#### Fall Semester

767.700 Real Estate Enterprise

767.710 Real Estate Analysis (formerly Computer Technology)

767.715 Real Estate Law

767.730 Market and Feasibility Analysis

#### January Intersession

Elective 1

#### Spring Semester

767.815 Supervised Internship: Real Estate

767.760 Urban Land Economics

767.776 Real Estate Finance

767.777 Real Estate Investments

767.795 Real Estate Construction

#### May Session

Elective 2

#### Summer

767.716 Real Estate Regulation

767.746 Building and Site Design

#### Summer II

Completion of internship

## **Contact Information**

Department Chair: Michael Anikeeff,  
410-516-0772

Adviser: Marie Moineau, 410-516-0772

Academic Program Administrator: Mary Lou Foley,  
410-516-5343

Email: [realestate@jhu.edu](mailto:realestate@jhu.edu)

General Admissions: 410-516-0772

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## **HOPKINS BUSINESS OF MEDICINE GRADUATE CERTIFICATE PROGRAM**

The Hopkins Business of Medicine Graduate Certificate Program gives physicians and other specialized post-baccalaureate clinicians the knowledge and skills to compete successfully in today's dynamic and complex health care environment. Understanding the business side of medicine is a key advantage for surviving this pivotal era. By learning and applying the concepts of business to the organization of care, physicians and other clinicians can take a more active role in structuring and maintaining emerging systems.

The Hopkins Business of Medicine Graduate Certificate Program is offered jointly by the School of Medicine and the Graduate Division of Business and Management.

### **Admission**

Admission is selective, and applications are accepted and reviewed throughout the year. Candidates must have a minimum of a baccalaureate degree; three years work experience in the health care industry; current curriculum vita or résumé; and official transcripts.

### **Certificate Requirements**

This unique cohort program is offered twice a year to physicians, nurses, other clinicians, senior health care administrators, and medical practice managers. Designed for completion in 10 months, the intensive 12-credit program may be applied toward a 54-credit Master of Business Administration (MBA) in Medical Services Management degree. All four courses in the certificate program must be completed at Johns Hopkins in order to receive the certificate.

Classes are held at the School of Medicine on Hopkins' East Baltimore campus and the SPSBE Washington, DC campus (fall start only), one evening per week, for three hours. Participants progress through the program as a cohort, sharing experiences and knowledge and creating additional networking and professional linkages and opportunities.

### **Required Courses**

Courses in the Hopkins Business of Medicine Graduate Certificate Program integrate the business and management knowledge and skills necessary to participate actively and successfully in a rapidly changing health care industry.

The certificate program includes the following four courses:

#### **Courses**

757.701 Health Care and Business: Theory and Practice

757.601 Accounting for Decision-Making in Medicine

757.603 Managerial Finance for Medical Services

757.604 Leadership and Organizational Behavior in Medical Settings

## HOPKINS BUSINESS OF NURSING GRADUATE CERTIFICATE PROGRAM

Offered jointly with the School of Nursing

Directors: Maryann F. Fralic, 410-614-5647;  
Douglas E. Hough, 410-516-2324  
Senior Academic Program Coordinator: Page Barnes,  
410-516-2325  
Email: [jhuson@son.jhmi.edu](mailto:jhuson@son.jhmi.edu)  
General Admissions: 410-955-7548  
Program Location: East Baltimore campus (School of Nursing)

The Hopkins Business of Nursing Graduate Certificate Program is offered jointly by the School of Nursing and the Graduate Division of Business and Management. Today's nurses occupy a pivotal position in the changing environment of health care management. With constantly evolving delivery and financing modes, nurses need to understand and provide quality care in a cost-effective manner. In addition, emerging developments in health care financing make it essential for health care professionals to successfully integrate sound business and management skills with advanced clinical skills. The program is designed to address the changing financial and organizational challenges facing nurses and to prepare them for current and expanding roles in the increasingly complex environment of integrated health services.

### Admission

Admission is selective. Each candidate is evaluated on the following criteria: a baccalaureate degree from a program accredited by the National League for Nursing Accrediting Commission (NLNAC) or its equivalent; current RN license; clinical nursing experience; supervisory/management experience; and a current resume or curriculum vitae. An interview may be requested, and basic computer skills are recommended.

Admission inquiries and requests for applications should be directed to the Office of Admissions and Student Services, School of Nursing, 525 North Wolfe Street, Baltimore, MD 21205-2110, 410-955-7548, email: [jhuson@son.jhmi.edu](mailto:jhuson@son.jhmi.edu) or [www.son.jhmi.edu](http://www.son.jhmi.edu).

### Certificate Requirements

This unique 12-credit cohort program begins in September and concludes the following July. The certificate can be applied toward the following Hopkins master's degrees: Master of Business Administration (MBA), the joint MSN/MBA degree, or the Master of Science in Nursing in Health Systems Management (MSN). Eight of the 12 credits may be applied to the Master of Science in Nursing in Clinical Nurse Specialist.

Classes are held at the School of Nursing on the Hopkins East Baltimore campus, one evening per week from 5:30 to 8:30 p.m. Participants progress through the program as a cohort, sharing experiences and knowledge and creating additional networking and professional linkage opportunities.

### Curriculum

The Hopkins Business of Nursing program applies the theory and practice of sound business principles to the organization of care delivery and to the clinical and financial outcomes of care.

The certificate program includes the following four courses:

- 300.501 Emerging Health Care Systems and Concepts
- 300.502 Managing Financial Outcomes
- 300.503 Managing Clinical Outcomes
- 300.504 Synthesis and Integration of Nursing and Business

## GRADUATE CERTIFICATE IN COMPETITIVE INTELLIGENCE

Competitive intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect your organization's plans, decisions, and operations. Competitive intelligence should be part of your job description, from president to analyst. Basic areas where CI professionals work include the following: competitive intelligence or analysis; market planning, research, or analysis; strategic planning; information center or services; business development, product planning, R&D; financial planning; and counterintelligence.

Upon completion of the Competitive Intelligence certificate, one should be able to apply leading-edge decision-making, analytical, and knowledge management techniques, strategies, tools, and methodologies for enhancing organizational intelligence. The "professional of tomorrow" will need to possess these knowledge areas and skill sets to be competitive in the marketplace.

Program Locations: Columbia, Downtown Baltimore, Rockville, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program (outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/)), but a business background is NOT required.

### Certificate Requirements

The certificate is designed to be completed in one year. Four of these courses can also be applied to the MSITS degree.

Note: Course 773.719 requires completion of prerequisite 770.517 Information and Telecommunication System Architecture, an equivalent course, or professional experience.

The Competitive Intelligence certificate consists of five courses (15 credits).

771.710 Organizational and Legal Issues in Technology

773.719 Information Security Foundations

773.701 Data Mining and Discovery Informatics

103 - [www.business.jhu.edu](http://www.business.jhu.edu)

773.721 Competitive Intelligence

776.716 Knowledge Management Systems

### Contact Information

Director: Jay Liebowitz, [jliewow1@jhu.edu](mailto:jliewow1@jhu.edu), 301-315-2893

Academic Program Coordinator: Darlene Dixon, 301-294-7053

Email: [itsinfo@jhu.edu](mailto:itsinfo@jhu.edu)

Academic Adviser: Alisa Kinney, 301-294-7050, [akinney@jhu.edu](mailto:akinney@jhu.edu)



## GRADUATE CERTIFICATE IN FINANCIAL MANAGEMENT

The financial market has evolved dramatically in recent decades through the development of new financial instruments and techniques, integration of global markets, and fast advancements in information technology. The growth of global financial markets and rapid development of advanced analytical tools make the study of finance increasingly vital. In today's fast-paced, uncertain economic environment, financial managers require a sophisticated, global understanding of the theory and analytical tools to make right decisions in particular financial situations.

This certificate program is designed to prepare a student for a career in corporate financial management. If a student is now working in this area or plans to move in this direction, this program is designed to give students a broad, thorough, and up-to-date foundation in finance and the practical tools needed to thrive as effective financial managers. The curriculum provides students with a strong foundation in financial theory as well as technical skills, and a unique opportunity to develop analytical skills and critical thinking abilities by integrating theory into practice.

Program locations: Columbia, Downtown Baltimore, and Washington, DC.

### Admission

Admission is selective. Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). Students currently enrolled in a degree program at SPSBE who wish to add the Graduate Certificate in Investments should refer to [www.business.jhu.edu/finance/investments.cfm](http://www.business.jhu.edu/finance/investments.cfm) for more information.

## Certificate Requirements

Prerequisite Courses: 3 courses for 9 credits

Core Courses: 3 courses for 9 credits

Elective Courses: 2 courses for 6 credits

Total: 8 courses for 24 credits

### Applying Courses to a Degree Program

Students who later seek graduate degrees may apply all or part of their certificate coursework within six years of completion and award of the certificate, with approval of the chair of the Department of Finance.

## Prerequisites

Note: Prerequisite courses can be waived by equivalent graduate coursework or passing a waiver exam. For more information, please read the course waiver policy.

790.616 Statistics for Business

790.611 Financial Accounting

790.609 Financial Management (formerly Financial Management I)

## Core

Students must obtain a grade of B or better in 756.701 Corporate Finance to continue in program.

756.710 Advanced Corporate Finance: A Case Study Approach

756.701 Corporate Finance (formerly Corporate Financial Theory)

756.752 Mergers, Acquisitions, and Valuation

## Electives

751.705 Intermediate Financial Accounting

756.711 Venture Capital and Entrepreneurial Financing

756.726 Financial Statement Analysis

756.714 Corporate Governance and Market Regulation

756.760 Investment Analysis and Portfolio Management

756.761 Derivative Securities

756.724 International Financial Management

## **Waiver Policy**

Once candidates are accepted into the certificate program, their transcripts are reviewed by the finance admission committee to determine whether the previous course work or credential qualifies the student to waive any prerequisite courses. Students with an MBA or graduate degree in quantitative fields such as economics, science, and engineering may qualify to waive some or all of the prerequisites. Students who hold the CFA designation are waived from: Financial Accounting, Financial Management, Business, Government and the World Economy, Statistics for Business. Students who hold the CPA designation are waived from Financial Accounting. In addition, these courses may be waived by passing waiver exams, according to procedures established by the academic department offering these courses. For more information, contact the academic adviser.

## **Contact Information**

Director: Ken Yook, 202-588-0683

Academic Adviser: Kelly Haskins, 202-588-0665

Academic Program Coordinator: Julie Kaufman  
Nussdorfer,  
202-588-0657

Email: [finance@jhu.edu](mailto:finance@jhu.edu)

Fax: 202-588-5192

General Admissions: 410-516-4234

## GRADUATE CERTIFICATE IN INFORMATION AND TELECOMMUNICATION SYSTEMS

The Graduate Certificate in Information and Telecommunication Systems provides students an opportunity to obtain basic knowledge about information and telecommunication systems without completing an additional degree program. It is particularly appropriate for students who have little or no experience in information technology, as it provides students the basic knowledge to utilize information technology effectively and efficiently. This certificate is designed for students who wish to obtain skills in the management and development of information systems in their organizations. The focus is on system planning, design, and development of IT systems aimed at improvement of processes and functions in the organization.

The certificate also provides entrée to the Master of Science in Information and Telecommunication Systems for Business (MSITS), as certificate students satisfy all of the prerequisite requirements and can transfer two courses into the program.

For more information about this program, contact General Admissions and Advising: Alisa Kinney in Washington, DC and Montgomery County at 301-294-7050 (email [akinney@jhu.edu](mailto:akinney@jhu.edu)).

Program Locations: Columbia, Downtown Baltimore, Rockville, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/).

### Certificate Requirements

The Graduate Certificate in Information and Telecommunications Systems consists of 15 credits.

All students take the following courses:

770.517 Information and Telecommunication Systems Architecture

770.514 Systems Analysis and Design

771.732 Quantitative Decision Making for Business

Students then select one course from the technical core courses and one course from the management core courses of the MSITS program.

### Onsite Cohort Development

Government agencies and organizations can enter into contractual arrangements with the Division of Business and Management for any certificate or degree program in Information and Telecommunication Systems.

The certificate program can be held at one of our centers or at a mutually agreed upon location. Additionally, there is some flexibility in course of study for a contracted program. The contracting organization can choose from any of the information technology courses listed under the MS/ITS electives. All prerequisites for the courses chosen must be met, and all students must meet the general requirements for admission general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). For more information, contact Betsy Mayotte at 410-516-0741 or Megan Glover at 301-315-2980.

### Contact Information

Director: James E. Novitzki, 301-294-7103  
Academic Program Coordinator: Darlene Dixon, 301-294-7053  
Email: [itsinfo@jhu.edu](mailto:itsinfo@jhu.edu)  
Academic Adviser: Alisa Kinney, 301-294-7050, [akinney@jhu.edu](mailto:akinney@jhu.edu)

## GRADUATE CERTIFICATE IN INFORMATION SECURITY MANAGEMENT

You need only hear the news or check your email to know the devastating effects of security breaches — viruses and worms infecting computer networks — with losses exceeding \$201M reported in the 2003 CSI/FBI Survey. This sense of urgency has spurred the creation of a wide range of new technologies. But technology alone is insufficient to protect networks and information; appropriate technology must be thoughtfully integrated with well-designed policies, practices, processes, and training.

In short supply are professionals who can match this breadth and depth of needs with their own versatility of technological, operational, leadership, and business process strengths. Our Graduate Certificate in Information Security Management is focused on developing those strengths.

The Information Security Management program is designed for professionals who currently hold leadership positions or who are on that trajectory. They may be active information security professionals, or may be active in related roles that demand this knowledge. This certificate is career-enhancing for IT and functional managers -- as well as CEOs -- because of the pervasive impact of security incidents disrupting business operations, competitive intelligence issues, and the prevailing need to remain abreast of developments in privacy, ethics, legal, and regulatory arenas. Students will learn from faculty who possess both academic degrees and professional certifications.

### Program Content

This five-course, 15-credit certificate presents best practices for managing technical, operational, and organizational processes to secure information, networks, and systems. Students completing the graduate certificate can:

- Design and implement risk management programs for tracking the use of information security technologies, products, and services to address organizational information security needs.
- Make significant contributions to the design and development of information security policies and procedures for organizations.
- Take leadership roles in information security management initiatives requiring knowledge of effectively integrated organizational processes.

### Admission

Admission is selective. The applicant must meet the general requirements for admission to a graduate business program. Entering students need a knowledge base equivalent to the course 770.517 Information and Telecommunications Systems Architecture. If students' understanding of prerequisite material is in question (e.g., because of a lack of education or on-the-job learning), a waiver examination for 770.517 is available. If someone lacks this understanding, the 770.517 course must be completed before starting the certificate.

### Certificate Requirements

The graduate certificate requires the successful completion of the following three-credit graduate courses:

Four of these courses may be applied to the Master of Science in Information and Telecommunication Systems degree at Johns Hopkins University.

773.719 Information Security Foundations

774.715 Financial Issues in Managing a Secure Operation

774.716 Security Architecture

774.717 Implementing Effective Information Security Programs

776.754 E-Business Security

### Contact Information

Director: Jay Liebowitz, jliebow1@jhu.edu, 301-315-2893

Academic Program Coordinator: Darlene Dixon, 301-294-7053

Email: itsinfo@jhu.edu

Academic Adviser: Alisa Kinney, 301-294-7050, akinney@jhu.edu

## GRADUATE CERTIFICATE IN INVESTMENTS

Mutual funds, trust departments, brokerage firms, and investment bankers are constantly looking for professionally trained financial managers. Today's fast-paced, technology-driven investment environment demands that market participants understand and employ the latest financial tools and techniques.

The Graduate Certificate in Investments is designed to meet the demands of professionals in the rapidly developing field of investments and finance. The curriculum is both rigorous and contemporary, applying modern investment theory to real-world scenarios. Case studies and projects are used at various points of the curriculum. The final course in the certificate provides students with hands-on experience managing funds through a semester-long portfolio management simulation.

The certificate program is structured to complement preparation for the Chartered Financial Analyst (CFA) examinations. Certificate credits can also be applied to a Master of Business Administration degree or a Master of Science in Finance degree.

Program Locations: Columbia, Downtown Baltimore, Washington, DC

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). A student currently enrolled in a degree program at SPSBE who wishes to add the Graduate Certificate in Investments should refer to [www.onestop.jhu.edu/admission/how\\_apply.cfm](http://www.onestop.jhu.edu/admission/how_apply.cfm) for more information.

### Certificate Requirements

Prerequisite Courses: 3 courses for 9 credits

Core Courses: 5 courses for 15 credits

Total: 8 courses for 24 credits

#### Applying Courses to a Degree Program

Students who later seek graduate degrees may apply all or part of certificate coursework within six years of completion and award of the certificate, with approval of the appropriate academic director or chair.

Note: MS in Finance and MBA students may add either the Graduate Certificate in Investments or the Graduate Certificate in Financial Management, but not both.

### Prerequisites

Note: Prerequisite courses can be waived by equivalent graduate coursework or passing a waiver exam. For more information, please read the course waiver policy.

790.616 Statistics for Business

790.611 Financial Accounting

790.609 Financial Management (formerly Financial Management I)

### Core

After completing 756.701 Corporate Finance, students must obtain a grade of B or better to continue in program.

756.701 Corporate Finance (formerly Corporate Financial Theory)

756.726 Financial Statement Analysis

756.760 Investment Analysis and Portfolio Management

756.761 Derivative Securities

756.780 Advanced Portfolio Management

## **Waiver Policy**

Once candidates are accepted into the certificate program, their transcripts are reviewed by the finance admission committee to determine whether the previous coursework or credential qualifies students to waive any prerequisite courses.

Students with an MBA or graduate degree in quantitative fields such as economics, science, and engineering may qualify to waive some or all of the prerequisites. Students who hold the CFA designation are waived from Financial Accounting, Financial Management, Business, Government and the World Economy, and Statistics for Business. Students who hold the CPA designation are waived from Financial Accounting.

In addition, these courses may be waived by passing waiver exams, according to procedures established by the academic department offering these courses. For more information, contact an academic adviser.

## **Contact Information**

Director: Ken Yook, 202-588-0683

Academic Adviser: Kelly Haskins, 202-588-0665

Academic Program Coordinator: Julie Kaufman  
Nussdorfer,  
202-588-0657

Email: [finance@jhu.edu](mailto:finance@jhu.edu)

Fax: 202-588-5192

General Admissions: 410-516-4234

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## **GRADUATE CERTIFICATE IN RISK COMMUNICATION IN ORGANIZATIONS**

Homeland security concerns have heightened the need for professionals in the Washington-Baltimore corridor who can help companies ensure business continuity, protect data, and recognize potential problems before a disaster.

The Graduate Certificate Program in Risk Communication in Organizations will help individuals write communication plans, manage communication during a disaster, define stakeholder concerns, and improve the everyday communication and dissemination of risk information in the workplace. Most importantly, students in this certificate program can help organizations develop a comprehensive and strategic approach to communication that can also be applied to improve communication in non-life-threatening, strategic decision making.

This 13-credit, five-course certificate can be completed within 12 months.

### **Admission**

Admission is selective. The applicant must meet the general requirements for admission to the Graduate Division of Business and Management. Students are not required to take the GMAT for admission to the certificate program.

For further information, contact the program adviser at 410-516-4980 or [risk@jhu.edu](mailto:risk@jhu.edu).

### **Certificate Requirements**

The program consists of five courses (13 credits):

761.700 Managerial Communication

761.704 Risk Communication

761.702 Cross-Cultural Communication

761.624 Foundations of Moral Leadership

761.780 Final Certificate Project

### **Contact Information**

Director: Beverly Sauer, 202-518-1201

Senior Academic Program Coordinator: Lawrence Waudby, 410-516-4980

Email: [risk@jhu.edu](mailto:risk@jhu.edu)

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## **GRADUATE CERTIFICATE IN LEADERSHIP AND MANAGEMENT IN THE LIFE SCIENCES**

The Leadership and Management in the Life Sciences Graduate Certificate Program is designed to enable professionals in the life sciences to meet the business challenges of careers in academia, industry, and government. Patterned after the highly successful Hopkins Business of Medicine® program, this 12-credit graduate certificate was developed to meet the specific needs of life sciences researchers.

With increasing competition for academic positions and the burgeoning emphasis on the life sciences in the pharmaceutical, biotechnology, and informatics industries, professionals trained in the life sciences increasingly are seeking career opportunities and challenges outside of the traditional academic arena. Once they have completed their formal education, many new life scientists are turning to positions in industry, consulting firms, and foundations. These organizations recruit professionals who not only have outstanding technical and clinical abilities but who also can succeed in a corporate culture, communicate with lay audiences as well as their peers, and manage budgets, resources, and people.

Those who pursue academic careers also increasingly face daunting business challenges that include budget management, strategic planning, supply acquisition and inventory control, vendor relationship management, and staffing and human resources issues.

Complete this graduate certificate in less than one year, meeting one night per week in a convenient cohort format with other life science professionals.

Program Location: East Baltimore campus

### **Admission**

For an application and schedule, please contact Page Barnes at [page.barnes@jhu.edu](mailto:page.barnes@jhu.edu) or 410-516-2325.

### **Certificate Requirements**

The Leadership and Management in the Life Sciences program consists of 12 credits.

760.601 The Business Side of the Life Sciences

760.604 Managerial Accounting and Budgeting

760.605 Managerial Finance

760.701 Business Communications

760.606 Economics

760.703 Business Law Issues for the Life Sciences

760.705 Negotiation

760.707 Strategies for Leading and Managing in a Life Sciences Organization

### **Contact Information**

Director: Douglas E. Hough, 410-516-2324

Senior Academic Program Coordinator: Page Barnes, 410-516-2325

Email: [page.barnes@jhu.edu](mailto:page.barnes@jhu.edu)

Fax: 410-230-4259



## LEADERSHIP DEVELOPMENT PROGRAM FOR MINORITY MANAGERS

The first decade of the 21st century is a time of tremendous opportunity for minority managers and executives who are competing in an increasingly global and complex marketplace. Moreover, the most productive and successful organizations will draw managers from all sectors of an increasingly diverse workforce.

Minority professionals are advancing to leadership roles in many areas. Consequently, capable and effective leaders and managers are essential to the functioning of current and future business, government, and entrepreneurial organizations in the Baltimore-Washington region, the nation, and the world.

To meet this challenge, the Graduate Division of Business and Management launched the Leadership Development Program (LDP) in 1990 to support the advancement of high-potential minority managers by offering education in the latest management and leadership theory and applications. LDP is a groundbreaking and award-winning academic program that links directly with the Johns Hopkins MBA program.

An intensive 10-month, 15-credit cohort learning experience for early to mid-career professionals and managers, LDP offers a robust learning environment to enhance leadership and career management skills while potentially fulfilling partial requirements for the Master of Business Administration, the Master of Science in Organization Development and Strategic Human Resources, and the Master of Science in Information and Telecommunication Systems for Business.

Courses in this intensive program include a series of challenging research projects, dynamic seminars, and discussion groups in which students interact with leading business, education, and government professionals.

Students proceed through the LDP program in a cohort group, completing two courses in the fall, one in January, and two in the spring (five Community and Policy Sessions are included). This format allows participants to draw upon common experiences and form a support group and network. In addition, the program offers a forum for students to explore the implications of global public policy and real life

experiences that impact the multicultural workplace and the unique roles played by minority managers in workplace, governmental, and community settings.

Program Locations: Downtown Baltimore, Washington, DC

### Admission

Admission is selective. Each candidate is evaluated on the following general criteria: a bachelor's degree, the equivalent of five or more years of successful professional work experience with demonstrated potential for further advancement, personal vision, two essays, and two professional recommendations.

Applications are being accepted until August 31. For the upcoming 2006-2007 session, please contact the department immediately at 410-312-2886 or [sjbrown@jhu.edu](mailto:sjbrown@jhu.edu).

### Certificate Requirements

The required 15 credits must be completed with the cohort group admitted in September. Key components of the Leadership Development Program include:

- An intensive three-day Summer Academy for building a learning community;
- Statistics for Business and Financial Management workshops;
- Internship opportunities;
- Intensive assessment and counseling on relevant leadership skills and issues through small group sessions;
- Executive Speaker Series luncheons and workshops with leaders from business, government, finance, and nonprofit sectors;
- Assessment and training in executive presentation skills;
- Participation in Leadership Development Program Alumni Association networking and enrichment programming;
- Participation in the Leadership Development Program listserv.

### Required Courses

Students take two courses each semester.

755.613 Financial Management I (Formerly Managerial Finance)

755.615 Marketing Management

755.616 Statistics for Business

755.731 Management and Organizational Behavior

755.737 Community and Policy Session for Minority Managers

755.738 The Minority Manager: Power, Influence, and Change

The cohort groups meet on selected Friday nights and Saturdays from 9 a.m. to 4:30 p.m. at the Downtown Center in Baltimore, Columbia Center and at the Washington, DC Center. Download a specific schedule of classes, meetings, and special program events in PDF Format.

Note: In most cases, all or part of the 15 credits awarded for successful completion of the program may be applied toward the Hopkins MBA or another graduate degree in the Graduate Division of Business and Management. Students seeking a graduate degree must qualify under the requirements specified for admission to graduate business programs.

## **Contact Information**

Director: James R. Calvin, 202-588-0615

Senior Academic Program Coordinator: Lawrence Waudby 410-516-5035

Email: [cohorts@jhu.edu](mailto:cohorts@jhu.edu)

General Admissions and Advising: 202-588-0615 and 410-516-5035

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## SKILLED FACILITATOR GRADUATE CERTIFICATE

Today, organizations function largely through the work of employee groups and teams, which are central to creating organizational change, developing learning organizations, and managing conflict. Managers must, therefore, develop facilitation skills to ensure teamwork.

The Skilled Facilitator Certificate program provides participants with skills, concepts, and techniques for facilitating groups and meetings as either leaders or consultants. Courses are offered on Saturdays at the Columbia campus.

Program Location: Columbia

### Admission

Applicants must meet the general requirements for admission to a graduate business program, outlined at [www.onestop.jhu.edu/admission/](http://www.onestop.jhu.edu/admission/). In addition, while GMAT/GRE scores are not required, prospective candidates must provide two letters of professional recommendation.

As a part of the admissions essay, prospective students must clearly communicate their learning needs (knowledge base, skill set, and competency level), career goals (short- and long-term), and outcomes they expect to accomplish as a result of completing graduate coursework.

A minimum of three years of progressively responsible professional experience, at least at mid-level management, is required and should be reflected on the candidate's resume.

For further information, contact the program adviser at 410-516-4980.

### Certificate Requirements

The program consists of five courses (15 credits). After completing the certificate program, students who wish to continue their education and transfer credits to the Master of Science in Organization Development and Strategic Human Resources program should contact the program adviser at 410-516-4980 or [od.hr@jhu.edu](mailto:od.hr@jhu.edu).

782.678 Building Teams and Developing Teamwork

782.698 Effective Negotiation and Conflict Management

782.718 Facilitating Strategic Planning, Problem-Solving, and Decision-Making

782.726 Group Facilitation

782.735 Experiential Learning

### Contact Information

Senior Academic Program Coordinator: Lawrence Waudby, 410-516-4980

Email: [cohorts@jhu.edu](mailto:cohorts@jhu.edu)

General Admissions: 410-516-4234

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## **BUSINESS TRANSITIONS GRADUATE CERTIFICATE PROGRAM**

This 18-credit certificate, which can be completed in one year, allows you to acquire essential business knowledge, skills and attributes through problem solving and real business case studies.

The Business Transitions program is ideal for students who:

- Have completed a baccalaureate degree (3.0 GPA) or graduate school in any field.
- Are working in a business, government, nonprofit, or professional organization where business knowledge and skills will advance their career.
- Are planning to start a business or small enterprise and need business knowledge skills to develop their businesses.
- Are considering an MBA but would like to complete the academic business foundations necessary for an advanced business degree.

For additional information regarding the program, contact Dottie Becraft at 410-516-7190 or by email at [dbecraft@jhu.edu](mailto:dbecraft@jhu.edu). You can also visit the Business Transitions office at the Homewood Campus, Johns Hopkins University, 201 Shaffer Hall, 3400 N. Charles Street, Baltimore, MD 21218.

Program Location: Homewood

### **Admission**

Admission is selective. Each candidate is evaluated on the following general criteria:

- A bachelor's degree with a 3.0 GPA;
- Two letters of recommendation;
- A personal interview;
- Official transcript(s)

Students also must complete a SPSBE application including fees and essay. Accepted students must be committed to complete the program as designed and within the year time frame. Applications will be accepted throughout the year. Interested candidates should contact the program department at 410-516-7190.

### **Certificate Requirements**

The program consists of 18 credits earned in the following areas of study:

- Statistics for Business
- Finance
- Economics
- Accounting
- Marketing
- Leadership

Students who have successfully completed the program may be eligible to apply the 18 credits towards the Hopkins MBA program. Students are subject to the admission requirements of the MBA program.

### **Contact Information**

Directors: Lindsay Thompson and Toni Ungaretti 410-516-7190

Academic Program Coordinator: Dorothy Becraft 410-516-7190

Email: [dbecraft@jhu.edu](mailto:dbecraft@jhu.edu)

## **POST-MASTER CERTIFICATE IN INFORMATION AND TELECOMMUNICATIONS SYSTEMS**

Professionals in the information and telecommunication field must stay current with technological changes and manage those changes at all levels of the organization. This certificate program is designed to meet the needs of two audiences: students who have completed the MSITS program or comparable degrees and who are seeking to expand or update their knowledge in this rapidly changing field; or students with other master's degrees who want to learn more about the uses of information technology in today's business environment and gain an information technology background.

Students may gain in-depth knowledge by taking four additional courses in their original area of study, or they may take courses in other areas to broaden their knowledge about new technologies or techniques.

Program Locations: Columbia, Downtown Baltimore, Rockville, Washington, DC

### **Admission**

Candidates must hold a master's degree in information technology, another technical field, or a master's degree in some other field and possess several years of successful professional work experience.

### **Certificate Requirements**

To complete this certificate, students select four courses from the MSITS degree program courses listed below in consultation with an adviser. Any prerequisites for certificate courses must be completed outside the certificate.

- 770.627 IT Strategic and Change Management
- 771.710 Organizational and Legal Issues in Technology
- 770.600 IT Budget and Financial Management
- 771.713 Business Processes and Change Management
- 771.716 Database Management Systems: Structure and Design (formerly 770.515)
- 770.618 Project Management for Information Systems

- 770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)
- 776.736 IT Enterprise Architecture
- 771.751 The Internet and Electronic Commerce
- 770.515 Database Management Systems: Structure and Design
- 773.719 Information Security Foundations
- 771.760 Electronic Business Strategies
- 762.761 Marketing for Engineers and Technical Professionals
- 756.735 Finance for Technical Start-ups
- 772.833 Graduate Independent Study in Information and Telecommunication Systems
- 773.700 Database Development and Programming
- 773.701 Data Mining and Discovery Informatics
- 773.721 Competitive Intelligence
- 773.750 Advanced Topic in Information Technology (Topic: TBA)
- 773.752 Basic Web Site Development and Information Architecture
- 774.701 Telecommunication Systems and Network Design Analysis
- 774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)
- 774.715 Financial Issues in Managing a Secure Operation
- 774.716 Security Architecture
- 774.717 Implementing Effective Information Security Programs
- 774.760 Satellite, Wireless & Distributed Network Systems (formerly Wireless and Broadband Communications)
- 776.716 Knowledge Management Systems
- 776.754 E-Business Security

### **Contact Information**

Director: James E. Novitzki, 301-294-7103  
 Academic Program Coordinator: Darlene Dixon, 301-294-7053  
 Email: [itsinfo@jhu.edu](mailto:itsinfo@jhu.edu)  
 Academic Adviser: Alisa Kinney, 301-294-7050, [akinney@jhu.edu](mailto:akinney@jhu.edu)

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## BUSINESS DIVISION COURSE DESCRIPTIONS

### Competitive Intelligence (GC)

#### **771.710 Organizational and Legal Issues in Technology**

With the advent of information systems, complex legal issues have developed concerning the planning, management, operation, and support of technology functions. This course provides a background in legal theory in the context of technology's impact on business operations. Topics include ownership, intellectual property rights, software licensing, liabilities, contracting, and privacy. (3 credits)

#### **773.701 Data Mining and Discovery Informatics**

Discovery informatics is the study and practice of effectively employing the full spectrum of computing and analytical sciences and technologies to discover knowledge by identifying and validating patterns in data. Students learn strategies, methods, and tools associated with this emerging methodology, including data mining, the knowledge discovery process, identification of structural patterns in data, decision trees, classification and association rules, evaluation and validation of discovered patterns, visualization, and ethical and privacy issues. (3 credits)

#### **773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

#### **773.721 Competitive Intelligence**

Competitive Intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect an organization's plans, decisions, and operations. Students learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position. Students will apply analytical and socio-technical techniques to improve organizational decision making as related to CI, and should understand the issues related to the collection, analysis, and management of external information. (3 credits)

#### **776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

### Financial Mgmt (GC)

#### **751.705 Intermediate Financial Accounting**

This course explores the conceptual framework and theory underlying the objects and principles of financial reporting. Specific topics examined are the measurement and reporting of revenues, expenses, assets, and liabilities. The course focuses on using generally accepted principles to record business transactions, the determination of quantitative characteristics of useful accounting information, and the interrelationship between financial statements and their information content. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**756.710 Advanced Corporate Finance: A Case Study Approach (formerly Corporate Financial Theory)**

By employing a case study approach that focuses on complex financial problems, students gain a deeper understanding of corporate forecasting, capital budgeting, cost of capital analysis, and the financing of capital investments. An analysis of the impact of financial decisions on strategic investment completes the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.711 Venture Capital and Entrepreneurial Financing**

This course introduces students to identifying, accessing, and evaluating sources of financing for start-ups and expanding technology companies. The approach is practical and hands-on, with case studies, group interaction, and meetings with practitioners. Attention will be given to financial theory, risk assessment, valuation options, term sheets, due diligence techniques, and the setting up of financial reports for monitoring progress toward meeting milestones. Entrepreneurs starting, transforming, or expanding technology companies, as well as those interested in financing such companies, would benefit from the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.724 International Financial Management**

This course introduces students to the financial management problems and opportunities of a multinational firm. This course builds on and extends all the principles provided by domestic corporate finance to account for dimensions unique to international finance. Topics include foreign exchange market, currency risk management, and multinational corporate investment and financing decisions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.726 Financial Statement Analysis**

This course uses a case methodology approach to examine the information content of financial statements and how this information is used by external decision-makers. The course focuses on analyzing the impact of various business transactions on financial statements and how this information is used to make investment, valuation, and credit decisions. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.609 Financial Management (formerly Financial Management I).*

**756.752 Mergers, Acquisitions, and Valuation**

This course explores the incentives for using acquisition, divestiture, and alliances as vehicles to achieve corporate strategic objectives. Students address analytical techniques often employed in restructuring and alliances, negotiation strategies, and the evolution of these transactions. Also discussed are problems encountered in managing these relationships and alternative modes of market entry, such as joint ventures and internal development. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.760 Investment Analysis and Portfolio Management**

Through an in-depth study of portfolio theory and asset-pricing models, students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. This exploration leads to an understanding of the concept of portfolio management and the importance of diversification in controlling portfolio risk. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.761 Derivative Securities**

Students gain a thorough understanding of options, futures, and other financial instruments. Skills are developed in basic pricing analysis, use of pricing models, and trading and hedging strategies. The strategies are developed to match specific economic goals, such as portfolio risk reduction or variable cost elimination. Students also learn to adjust these strategies in light of changing economic conditions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.655 Personal Investing**

Students survey the field of investments in this introductory course. Topics include risk and return, valuation, characteristics of securities, and sources of financial information. Upon completion of this course, students should be able to make investment decisions consistent with their individual goals and risk tolerance. This course is intended for students who want an overview of investments. (3 credits)

*Note: This course does not fulfill the finance concentration requirements for the MBA degree. Course fulfills only the General MBA concentration elective requirements.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**Info. & Telecom. Systems (GC)****770.514 Systems Analysis and Design**

This course discusses the systems development life cycle and focuses on the analysis and design of components. Requirements analysis is highlighted, as well as integrating these topics with database systems. Topics include rapid application development, structured analysis, examination of organizational and physical factors, determination of input/output needs, dataflow requirements, case tools, system testing, alternate design methods, and development of detailed design specifications. (3 credits)

*Note: 770.517 Information and Telecommunication Systems Architecture is recommended but not required.*

**770.517 Information and Telecommunication Systems Architecture**

This course provides the foundations of information systems and telecommunications systems as applied in business and management. The integration of these two areas are highlighted, and methodologies, techniques, tools, and applications are discussed. Topics include computer hardware and software, peripheral devices, components of data communications systems, integration of computing and distributed systems, and contemporary information system architecture in the organization, including its structure, theory, and application. (3 credits)

**771.732 Quantitative Decision Making for Business**

This course discusses quantitative methods for decision making for business. The course presents some of the various techniques that have been developed to help managers and other decision-makers solve the problems that they encounter. Computer software is used to demonstrate strategies and methodologies, which allow students to focus on the benefits and limitations of the various methodologies presented. Topics include multicriteria decision making, multiattribute utility theory, operations research and management science techniques, and risk management. (3 credits)

*Note: Requires an understanding of college algebra.*

**Info. Security Mgmt (GC)****773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.715 Financial Issues in Managing a Secure Operation**

This course addresses the risks (financial, reputation, business, and third party), costs, return on investment, and other business issues in developing a secure operation. Topics include qualitative and quantitative risk analysis, audits, metrics, responses to threats, and developing cost-effective solutions given constraints in money, assets, and personnel. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*



**774.716 Security Architecture**

This course builds on Information Security Foundations and focuses on the various security models and architectures. Students review hardware and software security measures, network security standards, LAN/WAN/MAN security, wireless and VPN security, security protection levels, encryption standards, internal versus external access protection, firewalls, and intrusion detection systems. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.717 Implementing Effective Information Security Programs**

This course focuses on the personnel, legal, regulatory, and privacy issues that constitute many of the basic management areas that must be considered in developing and implementing an effective information security program. The course also emphasizes the need for reasonable policies and procedures to ensure compliance. The course discusses many domestic and international laws and regulations that affect what can and can not be done legally to secure systems. Specific topics include HIPAA, GASSP, security best practices, political issues in the organization, implementation of an enterprise-wide security strategy, and finally, the organization, roles, staffing responsibilities, and funding. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**776.754 E-Business Security**

This course discusses what e-business security is, what it hopes to accomplish, problems encountered in migrating from legacy to Web-based e-business models, and Internet security and Web privacy from both client and server perspectives. Topics include internal transaction security, basic cryptography, SSL, active content security issues (PKI, Java, ActiveX, JavaScript, VB Script), Web privacy, secure server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**Investments (GC)****756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**756.726 Financial Statement Analysis**

This course uses a case methodology approach to examine the information content of financial statements and how this information is used by external decision-makers. The course focuses on analyzing the impact of various business transactions on financial statements and how this information is used to make investment, valuation, and credit decisions. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.609 Financial Management (formerly Financial Management I).*

**756.760 Investment Analysis and Portfolio Management**

Through an in-depth study of portfolio theory and asset-pricing models, students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. This exploration leads to an understanding of the concept of portfolio management and the importance of diversification in controlling portfolio risk. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.761 Derivative Securities**

Students gain a thorough understanding of options, futures, and other financial instruments. Skills are developed in basic pricing analysis, use of pricing models, and trading and hedging strategies. The strategies are developed to match specific economic goals, such as portfolio risk reduction or variable cost elimination. Students also learn to adjust these strategies in light of changing economic conditions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.780 Advanced Portfolio Management**

As one of the final courses in both the Graduate Certificate in Investments and the finance concentration, students apply modern investment and portfolio theories in a competitive simulation. Students actively manage risky portfolios in a simulated environment that emphasizes the complexities involved in managing money given investor constraints. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory). 756.760 Investment Analysis and Portfolio Management. 756.761 Derivative Securities.*

**790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.611 Financial Accounting**

This course emphasizes the vocabulary, methods, and processes by which for-profit business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; internal controls; and preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows. The course also introduces the analysis of financial results. (3 credits)

**790.616 Statistics for Business**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and computer software are used. (3 credits)

**Leadership & Mgmt in the Life Sciences (GC)****760.601 The Business Side of the Life Sciences**

This introductory course will establish the context for the program. The course will cover the organization of the life sciences industry in the U.S. and worldwide, trends in the biotechnology, pharmaceutical, and medical devices industries, the rewards and risks of commercialization in the life sciences, and keys to working with industry and potential sources of capital. (1 credit)

*Note: This course is open only to Life Sciences Certificate students.*

**760.604 Managerial Accounting and Budgeting**

In this course students will develop an understanding of the concepts and methods by which business transactions are analyzed and communicated, and their applicability to students' current and future situations. Topics will include understanding financial statements, the accounting lifecycle, departmental and program budgeting, and forecasting and monitoring performance. (2 credits)

*Note: This course is open only to Life Sciences Certificate students.*

**760.605 Managerial Finance**

This course will build on the Accounting course (760.604), so that students will understand the nature of financial instruments, capital structure (including the use of working capital), the changing role of finance over the corporate life cycle, and the methods for determining the value of a company. (2 credits)

*Note: This course is open only to Life Sciences Certificate students.*

*Prerequisite(s): 760.604 Managerial Accounting and Budgeting.*

**760.606 Economics**

This course will introduce the fundamental concepts of economics that are applicable to the life sciences – supply and demand, elasticity of demand and supply, opportunity costs, marginal analysis. These concepts will be applied to issues of organizational strategy. (2 credits)

*Note: This course is open only to Life Sciences Certificate students.*

**760.701 Business Communications**

This highly interactive course will focus on effective writing and oral presentation in a business environment (as distinct from science writing and presentations, which is covered in a course already offered at the School of Medicine, “Speaking About Science: Workshop on Presenting Science”). (1 credit)

*Note: This course is open only to Life Sciences Certificate students.*

**760.703 Business Law Issues for the Life Sciences**

This course will address the specific legal issues that life scientists need to understand as they negotiate in the business world: the structure of the legal process, the nature and use of contracts, forms of business and corporate structure, and the intricacies of intellectual property law. (1 credit)

*Note: This course is open only to Life Sciences Certificate students.*

**760.705 Negotiation**

This course will provide students with the basic skills needed for effective negotiation of business relationships in health care. The course will present a systematic approach to preparing for, structuring, and negotiating key business relationships. It also will introduce participants to basic process and conflict management skills needed for effective negotiation. (1 credit)

*Note: This course is open only to Life Sciences Certificate students.*

**760.707 Strategies for Leading and Managing in a Life Sciences Organization**

The program concludes with an exploration of the fundamental principles of management and leadership as they apply to academic departments and laboratories, biotechnology and pharmaceutical companies, and funding and regulatory agencies. This highly interactive course will address the use, effectiveness, and shortcomings of alternative management and leadership styles; the division of responsibility between management and those who govern an organization; the complexity of managing in a multicultural environment; and the challenge of leading professionals. (2 credits)

*Note: This course is open only to Life Sciences Certificate students.*

**Risk Communication in Orgs (GC)****761.624 Foundations of Moral Leadership**

This course stresses personal integrity, moral responsibility, and the ethical dimensions of leadership. Students explore the concepts of moral agency and moral authority in a social and structural context; examine the foundations and principles of various ethical traditions and systems; and practice applying ethical principles and standards to contemporary moral dilemmas. Students are encouraged to define a personal code of moral leadership as a foundation for pursuing life and career goals. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

**761.700 Managerial Communication**

This course enables students to communicate orally and in writing as managers both to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments, and communicate effectively across various cultures. (3 credits)

*Note: Completion of all MBA foundation courses*

*Prerequisite(s): Completion of all MBA foundation required courses.*

**761.702 Cross-Cultural Communication**

This course provides students with the skills they need to evaluate linguistic, rhetorical, and cultural differences. Students learn how languages encode cultural values and how those values affect risk management and assessment, the distribution of risk in society, and the solutions that risk managers apply to reduce and manage risk. Students learn how misunderstandings and misinterpretation affect risk decision-stakeholder engagement. This course applies research in rhetoric and linguistics to problems of cross-cultural, transnational, and intercultural communication. (3 credits)

**761.704 Risk Communication**

This course teaches students the problems of defining acceptable risks, the value of stakeholder engagement in risk decision making, the processes of eliciting stakeholder preferences, the role of stakeholders in effective risk management, the structures of risk communication in large organizations, the problems of communication that precipitate disaster, the role of documentation in reducing risk in large agencies, the nature of communications between workers and management, and the processes of negotiation that affect large-scale risk policy in the siting of hazardous facilities. [The processes of financial risk assessment.] (3 credits)

**761.780 Final Certificate Project**

Students draw upon previous course work to evaluate risk communication within specific organizations. (3 credits)

**Technical Entrepreneurship & Innovation (GC)****761.762 Legal Fundamentals for Technical Start-ups**

Students learn selected fundamental legal issues faced by technology-driven start-ups, legal traps to avoid, and when to consult with legal counsel. Students will understand the fundamental legal issues concerning ownership of intellectual property, protection of intellectual property, choice of business entity, ownership structure of new venture, employment law, contracts, and securities law. (4 credits)

*Note: Open only to Graduate Certificate in Technical Innovation and New Ventures students.*

**762.770 Capstone Business Plan**

Students will integrate course work from all certificate courses and apply knowledge to the production of a business plan for a technology-driven venture. Students will understand the components of a business plan and the uses of a business plan, including fund raising, inciting strategic thinking and focus, and providing benchmarks for tactical and operating decisions. Students learn what different types of funding sources to look for in business plans and how to present a technology-driven business plan to a potential funding source. Students make a practice presentation and receive feedback. (3 credits)

*Note: Open only to students in the Graduate Certificate in Technical Innovation and New Ventures.*

**Leadership Development Program****755.613 Financial Management I (formerly Managerial Finance)**

Students gain an understanding of the function of financial management in various types of organizations, with an emphasis on the private sector. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. Problems and cases provide a practical application of the subject material. (3 credits)

*Note: This course is open only to students admitted to the Leadership Development Program.*

**755.615 Marketing Management**

Marketing is studied as the critical process by which organizations communicate with their environments and respond to market demands and customer values for products and services. This course provides students with a basic understanding of the core concepts, current practices, and nomenclature of the contemporary practice of marketing. Included are discussions of the integrated marketing mix including product/service development, pricing, promotion, and distribution. A combination of in-class exercises, case study analyses, and development of a marketing plan help students develop an understanding of how to relate concepts to marketing practice. (3 credits)

*Note: This course is open only to students admitted to the Leadership Development Program.*

**755.616 Statistics for Business**

Students learn statistical techniques necessary for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The emphasis is on using statistics to solve management problems. Case studies, spreadsheets, and computer software are used. (3 credits)

*Note: This course is open only to students admitted to the Leadership Development Program.*

**755.731 Management and Organizational Behavior**

Students examine organizational behavior, management, and leadership from diverse perspectives. The units of analysis and comparison include the individual, group, and organization, climate and culture, industry and society, and the global environment. All units are studied as contributing factors to the success of complex organizations. Experiential in design, the course draws on the organizational life of students and encourages practical application of the theories and ideas considered. High levels of participation are maintained through the use of cases, simulations, discussions, and the class itself as a temporary organization. (3 credits)

*Note: Credit toward a degree is not awarded for both 761.731 Management and Organizational Behavior and 782.635 Organizational Behavior and Change. This course is open only to students admitted to the Leadership Development Program.*

**755.737 Community and Policy Session for Minority Managers**

The Leadership Development Program is an intensive learning experience in a cohort format. The Community and Policy Session for Minority Managers component is designed to promote a learning community, provide group dynamics/group processes and facilitation skills, and augment what is covered in The Minority Manager: Power, Influence, and Change course. The course is graded on a pass/fail basis. (Pass/Fail credit)

*Note: This course is open only to students admitted to the Leadership Development Program.*

**755.738 The Minority Manager: Power, Influence, and Change**

This course examines the unique role played by the minority manager in American and global organizations. Using leadership and executive development research as a base, students compare and contrast the typical experiences of minority managers and explore implications for their ability to exercise power and influence organizational change. Conflict management, assimilation, racism, cross-cultural communication, and other issues of diversity are explored as well. (3 credits)

*Note: This course is open only to students admitted to the Leadership Development Program.*

**MS Finance****Prerequisites****756.725 Mathematics for Financial Analysis**

This course provides the basic mathematical tools needed in modern finance. It is a blend of classic algebra and calculus and focuses on basic principles and general concepts that are relevant to financial analysis. The main objective of this course is to have students familiar with the quantitative techniques currently used in finance. Emphasis is placed on both theory and application. (3 credits)

*Note: This course is open only to students admitted to the MS in Finance program.*

**790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.611 Financial Accounting**

This course emphasizes the vocabulary, methods, and processes by which for-profit business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; internal controls; and preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows. The course also introduces the analysis of financial results. (3 credits)

**790.614 Business, Government, and the World Economy**

This survey course in open economy macro-economics emphasizes the role of the government and its effect on the global business environment. Major topics include economic growth, inflation, unemployment, exchange rates, fiscal and monetary policy, and international finance. As a foundation for the MBA curriculum, this course is designed for students to become informed participants in the global economy. The course provides students with the necessary theoretical framework and empirical evidence relevant to the covered topics, and helps them develop an economic perspective for analyzing real-world phenomena. (3 credits)

**790.616 Statistics for Business**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and computer software are used. (3 credits)

**Core****753.701 Managerial Economics**

This is a microeconomics course with emphasis on the application of economic principles and methodologies to managerial decision problems. Major topics include consumer choice and demand, production and costs, market structures and output/price decisions, and pricing strategies for multiple products. (3 credits)

*Prerequisite(s): 790.614 Business, Government, and the World Economy and 790.616 Statistics for Business.*

**756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**756.710 Advanced Corporate Finance: A Case Study Approach (formerly Corporate Financial Theory)**

By employing a case study approach that focuses on complex financial problems, students gain a deeper understanding of corporate forecasting, capital budgeting, cost of capital analysis, and the financing of capital investments. An analysis of the impact of financial decisions on strategic investment completes the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.726 Financial Statement Analysis**

This course uses a case methodology approach to examine the information content of financial statements and how this information is used by external decision-makers. The course focuses on analyzing the impact of various business transactions on financial statements and how this information is used to make investment, valuation, and credit decisions. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.609 Financial Management (formerly Financial Management I).*

**756.730 Financial Modeling**

Computer-based modeling is the core of strong financial analysis. Students are immersed in the creation of financial models and employ these models in the decision-making process. Strong emphasis is placed on the use of linear relationships, regression analysis, and optimization techniques. Analytical skills are developed through the use of various computer-based tools. Students participate in advanced simulations to focus on the practical application of these skill sets. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.760 Investment Analysis and Portfolio Management**

Through an in-depth study of portfolio theory and asset-pricing models, students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. This exploration leads to an understanding of the concept of portfolio management and the importance of diversification in controlling portfolio risk. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.761 Derivative Securities**

Students gain a thorough understanding of options, futures, and other financial instruments. Skills are developed in basic pricing analysis, use of pricing models, and trading and hedging strategies. The strategies are developed to match specific economic goals, such as portfolio risk reduction or variable cost elimination. Students also learn to adjust these strategies in light of changing economic conditions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.780 Advanced Portfolio Management**

As one of the final courses in both the Graduate Certificate in Investments and the finance concentration, students apply modern investment and portfolio theories in a competitive simulation. Students actively manage risky portfolios in a simulated environment that emphasizes the complexities involved in managing money given investor constraints. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory). 756.760 Investment Analysis and Portfolio Management. 756.761 Derivative Securities.*

**Electives****751.705 Intermediate Financial Accounting**

This course explores the conceptual framework and theory underlying the objects and principles of financial reporting. Specific topics examined are the measurement and reporting of revenues, expenses, assets, and liabilities. The course focuses on using generally accepted principles to record business transactions, the determination of quantitative characteristics of useful accounting information, and the interrelationship between financial statements and their information content. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**751.715 Advanced Financial Accounting**

This upper-level course covers a wide variety of topics beyond the intermediate level: theory and principles of accounting for business combinations, preparation of consolidated financial statements, application of the equity method for investment assets, accounting for foreign currency transactions, and partnership accounting. (3 credits)

*Prerequisite(s): 751.705 Intermediate Financial Accounting.*

**753.700 International Trade and Monetary Theory**

This course explores the theories of international economics as they have developed over two centuries. Issues include free trade versus protectionist theories, comparative versus absolute advantage, exchange rate determination, and the analysis of international trade capital flows. The largely theoretical focus of this course is balanced by a strong applied component. (3 credits)

*Prerequisite(s): 790.614 Business, Government, and the World Economy.*

**756.711 Venture Capital and Entrepreneurial Financing**

This course introduces students to identifying, accessing, and evaluating sources of financing for start-ups and expanding technology companies. The approach is practical and hands-on, with case studies, group interaction, and meetings with practitioners. Attention will be given to financial theory, risk assessment, valuation options, term sheets, due diligence techniques, and the setting up of financial reports for monitoring progress toward meeting milestones. Entrepreneurs starting, transforming, or expanding technology companies, as well as those interested in financing such companies, would benefit from the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.714 Corporate Governance and Market Regulation**

The course is designed to prepare graduate students to become economists, policy analysts, and regulators in the field of finance and financial markets. It provides a descriptive analysis of financial markets, their economic purpose and the public interest in the safe and efficient operation of those markets. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.715 Financial Risk Management**

This course introduces the concept and practice of financial risk management. Risk management is a complex process of identifying, measuring, and controlling risk exposure. The course addresses how to control for market and credit risks. Liquidity, operational, and legal risks are discussed. Topics include value at risk, Monte Carlo simulation, scenario analysis, stress testing, credit value at risk, and credit derivatives. (3 credits)

*Prerequisite(s): 756.760 Investment Analysis and Portfolio Management and 756.761 Derivative Securities.*

**756.720 Fixed Income Securities**

This advanced course focuses on the major markets and instruments, pricing and volatility, and risk management of fixed income securities and portfolios. Major topics include features and risks of a variety of fixed income securities including bonds with embedded options, mortgage-backed and other derivative bonds, yield spreads, forward rates and term structure theories, risk management techniques, and bond investment risks and portfolio management strategies. (3 credits)

*Note: 756.761 Derivative Securities strongly recommended.*

*Prerequisite(s): 756.760 Investment Analysis and Portfolio Management.*

**756.724 International Financial Management**

This course introduces students to the financial management problems and opportunities of a multinational firm. This course builds on and extends all the principles provided by domestic corporate finance to account for dimensions unique to international finance. Topics include foreign exchange market, currency risk management, and multinational corporate investment and financing decisions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.731 Financial Institutions Management**

This course examines the role and structure of financial institutions in global economies. Students gain knowledge through the use of models that simulate asset and liability management. Students also explore new applications and innovations in multinational hedging, borrowing, investing, interest rate risk management, and product development. Previous work in financial modeling and derivatives is applied to complex current topics. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.732 Econometrics in Finance**

Econometrics is a useful set of empirical techniques that allows one to analyze economic and business phenomena and forecast future trends. This course provides a theoretical foundation and a practical application of regression analysis. It prepares students to conduct empirical research in an academic or business setting. This course is held in a computer laboratory where students work with real-world data. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.740 Independent Study in Finance**

See MS Finance, Electives.

*Note: Additional prerequisites may be required.*

**756.752 Mergers, Acquisitions, and Valuation**

This course explores the incentives for using acquisition, divestiture, and alliances as vehicles to achieve corporate strategic objectives. Students address analytical techniques often employed in restructuring and alliances, negotiation strategies, and the evolution of these transactions. Also discussed are problems encountered in managing these relationships and alternative modes of market entry, such as joint ventures and internal development. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.810 Internship in Finance**

Students work for a semester on a finance-oriented internship. Internships involve working on-site at the sponsor's location for an agreed upon number of hours. Sponsors are subject to approval by the Finance Department. The student prepares a paper and/or project based on the objective of the internship. An internship must be formally requested to and approved by the chair of the Finance Department. (3 credits)

*Note: Additional prerequisite(s) may be required*

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**Hopkins Business of Medicine (GC)****757.601 Accounting for Decision Making in Medicine**

Through this course, students develop an understanding of the concepts and methods by which all business transactions are communicated. Cost accounting concepts, forms of business organizations, the accounting process, preparation of financial statements, ratio analysis, internal accounting controls, the auditing process, tax accounting concepts, cost-volume-profit analysis, and management control techniques are included in the course materials and discussions. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*



**757.603 Managerial Finance for Medical Services**

Students are exposed to financial management theories, principles, concepts, and techniques necessary to make sound decisions. Topics include business planning and budgeting, use of operating and financial leverage, working capital management, sources of capital, capital expenditures evaluation techniques, dividend policy, and growth by mergers. As in the course 757.601 Accounting for Decision Making in Medicine, theory is applied to all businesses, and then is related specifically to health care using classroom examples, written case problems, and guest speakers. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and graduate certificate students.*

*Prerequisite(s): 757.601 Accounting for Decision Making in Medicine.*

**757.604 Leadership and Organizational Behavior in Medical Settings**

This course addresses the complexities of organizational behavior in medical settings. Students analyze the role of individuals, groups, the organization, and culture in the delivery of health care. The course builds on the experiences of the participants and relates them to various theories of organizational behavior. Through the use of case studies, simulations, and class discussions, students learn to overcome obstacles that inhibit effectiveness and efficiency within organizations and to establish themselves as productive leaders. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

**757.701 Health Care and Business: Theory and Practice**

This course examines the critical and controversial issues related to the integration of business and medicine. Students review some of the best health management and clinical practices in the country, covering topics such as physician partnership formation, physician relationships with managed care entities, the formation of hospital networks, capitation, competitive cost positioning, quality measurement and outcomes, and ethical issues. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**MS Info. & Telecom. Systems****Core****770.600 IT Budget and Financial Management**

This course provides students with a basic understanding of accounting and financial concepts necessary to understand the role finance plays in the justification and development of new IT systems. Topics include return on investment, net present value of money, cost of money, future value of money, and critical financial ratios. (3 credits)

*Note: This course is not open to MBA students.*

**770.601 Technical Writing and Communication Skills for IT Professionals**

Students learn and gain experience in written and oral communication relevant to IT management topics, such as developing proposals, preparing technical papers, delivering technical and management presentations, engaging in critical thinking, conducting product and system evaluations, and providing IT consulting support to an organization. Topics also include effective and ethical methods of IT research and analysis. (3 credits)

*Note: This course is not open to MBA students.*

*Prerequisite(s): 770.514 Systems Analysis and Design and 770.517 Information and Telecommunication Systems Architecture.*

**770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)**

The objective of this course is to prepare students to understand telecommunication systems and networks as applied to business enterprises in the commercial and public sectors. In this course, selections of telecommunications technologies necessary to support business applications are discussed. This course enables students to gain an in-depth understanding of telecommunications systems and networks, proposal writing and evaluations, cost vs. performance trade-offs, requirements developments, and requirements analyses. Technical and managerial aspects of telecommunication systems and networks with an emphasis on communication networks (LAN and WAN) and methodologies using distributed processing are discussed as well. (3 credits)

**770.618 Project Management for Information Systems**

Students learn to plan and manage projects for information systems. Topics include calendar preparation, project outlines, task analysis, resource allocation, risk management, cost analysis, and scheduling. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**770.627 IT Strategic and Change Management**

Students learn to use information technology as a strategic resource and to manage information systems as an asset to the organization. Change management is discussed as how best to affect culture and behavioral changes in an organization, as related to the use of IT. Planning strategies, tactics, and practices are covered, and overall corporate strategic plans are linked to information technology. Through the use of case studies, students learn to develop, manage, and implement change to improve information resource utilization. (3 credits)

*Note: Prerequisite(s): 770.600 IT Budget and Financial Management or Completion of all MBA foundation courses.*

**773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**776.736 IT Enterprise Architecture**

This course examines the true complexity of planning, developing, and managing integrated enterprise-wide systems. Students examine real-world examples of enterprise-wide approaches to IT and examine the implementation issues within their own organizations. Topics include proposal generation and evaluation, legacy systems, organizational issues, organizational readiness, and the acquisition, integration, and deployment of enterprise-wide systems. (3 credits)

*Prerequisite(s): Completion of all MS/ITS Core courses.*

**Prerequisites****770.514 Systems Analysis and Design**

This course discusses the systems development life cycle and focuses on the analysis and design of components. Requirements analysis is highlighted, as well as integrating these topics with database systems. Topics include rapid application development, structured analysis, examination of organizational and physical factors, determination of input/output needs, dataflow requirements, case tools, system testing, alternate design methods, and development of detailed design specifications. (3 credits)

*Note: 770.517 Information and Telecommunication Systems Architecture is recommended but not required.*

**770.517 Information and Telecommunication Systems Architecture**

This course provides the foundations of information systems and telecommunications systems as applied in business and management. The integration of these two areas are highlighted, and methodologies, techniques, tools, and applications are discussed. Topics include computer hardware and software, peripheral devices, components of data communications systems, integration of computing and distributed systems, and contemporary information system architecture in the organization, including its structure, theory, and application. (3 credits)

**771.732 Quantitative Decision Making for Business**

This course discusses quantitative methods for decision making for business. The course presents some of the various techniques that have been developed to help managers and other decision-makers solve the problems that they encounter. Computer software is used to demonstrate strategies and methodologies, which allow students to focus on the benefits and limitations of the various methodologies presented. Topics include multicriteria decision making, multiattribute utility theory, operations research and management science techniques, and risk management. (3 credits)

*Note: Requires an understanding of college algebra.*

**Electives**

**770.515 Database Management Systems: Structure and Design**

This course provides students with an understanding of today's database structures (hierarchical, relational, and object-oriented). Other topics include data warehousing, data mining, open data structures, development, methodology, and implementation. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**771.710 Organizational and Legal Issues in Technology**

With the advent of information systems, complex legal issues have developed concerning the planning, management, operation, and support of technology functions. This course provides a background in legal theory in the context of technology's impact on business operations. Topics include ownership, intellectual property rights, software licensing, liabilities, contracting, and privacy. (3 credits)

**771.713 Business Processes and Change Management**

Organizations are implementing new technology and applications as integral parts of their operations. This course examines the structure of business processes, effective ways to engineer them, and best practices to restructure them in response to changing strategic direction. Topics include business process re-engineering and continuous process improvement. The course focuses on the need for integrated planning to maximize the positive impact of new technology on business operations. Students explore the critical element of dealing effectively with change in technology-intensive organizations and managing change as a routine part of the management challenge. (3 credits)

*Prerequisite(s): 771.750 Information Technology Integration for Business or 770.601 Technical Writing and Communication Skills for IT Professionals.*

**771.715 International Business and the Electronic Marketplace**

The World Wide Web and electronic business allow any business anywhere to enter the global market. Competing in the global market requires information systems to provide and access accurate information and respond to inputs from a wide variety of sources. Managers must be aware of issues that have little or no impact in a domestic market. Topics include data ownership, international data flow, security and legal issues, cultural considerations, support issues, and varied management styles. (3 credits)

*Note: Prerequisite may be waived for students in the International Business concentration.*

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

**771.751 The Internet and Electronic Commerce**

The Internet affords great opportunities for conducting business transactions that do not require physical proximity. This course describes the fundamental components and issues involved with electronic commerce, such as Internet fundamentals, business process analysis, electronic payment methods and systems, security, certificates, EDI, standards, and commerce servers. (3 credits)

**771.760 Electronic Business Strategies**

This course provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and electronic business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial Web site as part of an overall business strategy. Additionally, students learn to determine the functional and financial feasibility of a Web site and gain an understanding of how to combine technological capability with the results of social, psychological, and market research to create and implement effective electronic commerce Web sites as part of an electronic business strategy. (3 credits)

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

**772.820 Information Technology Internship**

Students work for a semester on an information technology-oriented internship, with approval from the internship sponsor and IT Department chair. Internships involve working on-site at the sponsor's location on a regular weekly basis for an agreed-upon number of hours. The student keeps a weekly journal of his or her activities during the internship, which will be submitted at the end of the internship. In addition, the student prepares a formal written paper on an agreed-upon project, based upon the internship, and gives a presentation on the results of the paper and internship activities. The journal, formal paper, and presentation will be given to the internship sponsor and IT Department chair at the end of the internship (3 credits)

*Note: Prerequisite(s): Completion of all MS/ITS courses and at least one MS/ITS elective courses.*

**772.833 Graduate Independent Study in Information and Telecommunication Systems**

Students with a demonstrated ability, desiring to focus their studies in a specialized area of technology, may elect to pursue an independent study project under the supervision of a faculty sponsor. The applicant will submit an application and project proposal to the department chair for approval. The proposal should include a summary and outline of the intended project topic, detailed deliverables, and a project timeline. The application and proposal must be approved prior to registration. (3 credits)

**773.700 Database Development and Programming**

This course builds on the knowledge and skills obtained in 770.515 Database Management Systems: Structure and Design. Students work with a contemporary DBMS to develop a database and queries and generate reports. Topics also include programming special requirements and distributed and security issues. (3 credits)

*Prerequisite(s): 770.515 Database Management Systems: Structure and Design.*

**773.701 Data Mining and Discovery Informatics**

Discovery informatics is the study and practice of effectively employing the full spectrum of computing and analytical sciences and technologies to discover knowledge by identifying and validating patterns in data. Students learn strategies, methods, and tools associated with this emerging methodology, including data mining, the knowledge discovery process, identification of structural patterns in data, decision trees, classification and association rules, evaluation and validation of discovered patterns, visualization, and ethical and privacy issues. (3 credits)

**773.721 Competitive Intelligence**

Competitive Intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect an organization's plans, decisions, and operations. Students learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position. Students will apply analytical and socio-technical techniques to improve organizational decision making as related to CI, and should understand the issues related to the collection, analysis, and management of external information. (3 credits)

**773.750 Advanced Topic in Information Technology (Fall 2006 Washington (51) Topic: Planning for the CIO Role)**

Each term, this course explores a different evolving technology, its function, and its use in developing state-of-the-art system applications. Through projects and outside readings, students learn the concepts and working components of the new technology and its effective application. (3 credits)

*Note: Since the topic changes from semester to semester, this course can be taken twice for credit (i.e., 6 credits for Advanced Topics).*

*Prerequisite(s): Completion of all MS/ITS courses.*

**773.752 Basic Web Site Development and Information Architecture**

The rapidly evolving capabilities of World Wide Web client browsers provide important opportunities for Intranet/Extranet applications. This course presents fundamental Web design principles as well as the current HTML coding model, practices, and standards. Example applications are explored and students construct their own application Web pages. (3 credits)

**774.701 Telecommunication Systems and Network Design Analysis**

Building on the core telecommunication and analysis courses, students undertake the integration of networking systems that can be applied to business operations and needs. Participants examine these networking technologies, with particular attention to how these systems are used effectively in an organizations' technologies to create telecommunication. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)**

Modern enterprise network systems are complex, multi-vendor, and vital to organizations functioning. They include Local Area Networks (LAN) integrated with Network Management Systems (NMS) that are comprised of internetworking devices, bridges, routers, gateways, and backbone interfaces. This course covers the fundamentals of LAN and NMS technologies with emphasis on design and operation procedures. Topics cover various aspects of LAN and NMS standards, internetworking systems, devices, routers, gateways, and backbone interfaces. Hardware and software tools for NMS and configuration management, along with management policies, and standards operating are also discussed. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.715 Financial Issues in Managing a Secure Operation**

This course addresses the risks (financial, reputation, business, and third party), costs, return on investment, and other business issues in developing a secure operation. Topics include qualitative and quantitative risk analysis, audits, metrics, responses to threats, and developing cost-effective solutions given constraints in money, assets, and personnel. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.716 Security Architecture**

This course builds on Information Security Foundations and focuses on the various security models and architectures. Students review hardware and software security measures, network security standards, LAN/WAN/MAN security, wireless and VPN security, security protection levels, encryption standards, internal versus external access protection, firewalls, and intrusion detection systems. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.717 Implementing Effective Information Security Programs**

This course focuses on the personnel, legal, regulatory, and privacy issues that constitute many of the basic management areas that must be considered in developing and implementing an effective information security program. The course also emphasizes the need for reasonable policies and procedures to ensure compliance. The course discusses many domestic and international laws and regulations that affect what can and can not be done legally to secure systems. Specific topics include HIPAA, GASSP, security best practices, political issues in the organization, implementation of an enterprise-wide security strategy, and finally, the organization, roles, staffing responsibilities, and funding. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.750 Advanced Topics in Telecommunications**

This seminar-style course allows students to examine contemporary developments in the telecommunication field through exploration of current technological, operational, political, and regulatory issues affecting the industry. Discussion takes place within the context of development and implementation of effective telecommunication systems in response to current technological and world events. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.760 Satellite, Wireless and Distributed Network Systems (formerly Wireless and Broadband Communications)**

This course explores the use of satellite, wireless and distributed networks for wide-area data communications. Technologies and topics studied include commercial and military satellites, direct broadcast satellites (DBS), low and medium earth orbiting (LEO and MEO) and geostationary (GEO) satellites, and wireless networks including very small aperture terminals (VSAT) and vehicle fleet tracking along with networks protocols, designs, and operations. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture and 770.610 Foundations of Data Communication Systems (formerly Business Telecommunications).*

**776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

**776.754 E-Business Security**

This course discusses what e-business security is, what it hopes to accomplish, problems encountered in migrating from legacy to Web-based e-business models, and Internet security and Web privacy from both client and server perspectives. Topics include internal transaction security, basic cryptography, SSL, active content security issues (PKI, Java, ActiveX, JavaScript, VB Script), Web privacy, secure server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**Capstone****772.810 Graduate Capstone Project in Technology**

The course is based on a semester-long project, which brings students from various IT concentrations together to solve an organization's IT-related business problem. Under close supervision of a Graduate Division of Business and Management faculty instructor and an organizational sponsor, student teams perform required tasks to complete the projects in the semester time frame. Students prepare academic reports and make presentations of solutions to their corporate sponsors. This course is open only to MS/ITS students and should be taken as the last course in the program. Adviser approval is required prior to registering for this course. Due to the nature and intensity of the capstone projects, no other course may be taken with the capstone. (3 credits)

*Note: The Department of Information Technology may also schedule a student orientation about capstone projects prior to the first week of class at one of the centers. This will be scheduled at the department's discretion and will be announced to those enrolled in the course.*

*Prerequisite(s): Open ONLY to MS/ITS students; advisor approval is required.*

**MS Marketing****Foundation****762.702 Consumer Behavior Analysis**

This course provides students with a solid foundation in the dynamic interaction of affect, cognition, behavior, and environmental events in consumer evaluation of purchasing alternatives and decision making. Included is the study of consumers' knowledge and involvement, attention, comprehension, learning, attitude development, and purchase intention. Strong emphasis is given to the design and modeling of response patterns, diffusion of innovations, and consumer behavior for specific products and services. Also discussed is the practical impact of consumer behavior analysis on marketing mix strategies, market segmentation/positioning, product and brand loyalty, persuasion process and promotion, and price affect and cognition. (3 credits)

**762.703 Marketing Strategy**

This course provides students with a solid foundation in understanding marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, segmentation strategies, target marketing, positioning strategies, and evaluation of marketing programs and effectiveness. Strategic thinking and in-depth analytical skills are developed through the application of marketing tools and models. Cross-functional analysis and practical application of marketing concepts and skills are covered through case analyses, class discussions, role playing, and applied projects. (3 credits)

*Prerequisite(s): 762.702 Consumer Behavior Analysis. 762.709 Marketing Analysis and Decision Making. 762.730 Managerial Economics and Industry Analysis. 762.731 Cost Design and Financial Analysis in Marketing or Completion of all MBA foundation required courses.*

**762.709 Marketing Analysis and Decision Making**

This course covers the fundamentals and applications of statistical techniques necessary both for conducting and understanding marketing research, and carrying out data analyses as input to strategic business decisions. Topics include descriptive statistics and measures of tendency and dispersion, probability theory and distributions, normal distributions and confidence intervals, hypothesis testing and inference, analysis of variance, and simple and multiple regression. The course focuses on developing strong analytical, data modeling, and interpretation skills. Case studies and intensive use of computer statistical software are used. (3 credits)

*Note: Open to MSM students only. Credit will not be given for both 762.709 and 790.616 Statistics for Business.*

**762.730 Managerial Economics and Industry Analysis**

This course introduces participants to the analysis, modeling, and evaluation of economic decisions in marketing. It also trains the student in market structures, conduct, performance assessment, and techniques as well as the analysis of industry and competitive platforms. Topics include the analysis of demand and supply models, quantitative demand analysis, elasticities and demand curves, theory of individual behavior, production processes and costs, design of cost functions, competitive models and game theory, pricing strategies, and the economics of information. Students gain a thorough understanding of the macro and micro context that marketing managers face in today's competitive environment in order to develop competitive positioning in domestic and international markets. Case analyses, class discussions, computer exercises, and group work methodologies are used. (3 credits)

*Note: Open to MSM students only.*

**762.731 Cost Design and Financial Analysis in Marketing**

More than ever before, marketing executives are called upon to make complex and difficult decisions that affect every aspect of their organizations. These range from product investments to channel model decisions to new marketing campaigns and programs. In addition, they are asked to increase demand and awareness while operating with ever-decreasing marketing budgets. Almost any issue that a marketing executive faces will have financial implications of some sort, whether they relate to cost or revenue or both. This course gives marketing executives an understanding of how senior-level decisions are made. Students are given the financial analysis tools and financial management skills necessary to run an entire marketing organization and operate a complex marketing budget. (3 credits)

*Note: Open to MSM students only.*

**Core**

**762.713 Marketing Law and Industry Regulations**

Students explore the nature of law and ethical marketing decisions in the domestic and international environment. Students explore how business and marketing professionals can be more effective decision-makers by understanding the political and legal environment in which they operate. Students are introduced to the important aspects of administrative agencies and study the impact of various laws on marketing and business practices. Topics include an understanding of the basic structure of government, the courts, and the constitutional system and law as it relates to communication and copyright and trademark, intellectual property, anti-trust, product safety and liability issues, alternative dispute resolution, and the implementation of strategy. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation courses.*

**762.717 Marketing Research I**

Students examine the basic concepts and techniques used in marketing research as a problem-solving aid in decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the basic methods of primary data collection, including structured and unstructured interviews, focus groups, and surveys. Practical and intensive applications on sample size, questionnaire design, data analyses, and interpretation are emphasized. Students are introduced to computer analytical techniques for inputting and analyzing data using the SPSS statistical package. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation courses.*

**762.720 Marketing Strategy II**

This course provides students with an advanced and in-depth understanding of customer and competitor behavior in discovering new product and marketing opportunities in domestic and international markets. Particular areas of emphasis include competitive advantages and sustainability analyses, competitive strategy models, industry competition and value chain design and evaluation, business portfolio matrices, growth-share strategies, product portfolio, new product market models, technology life cycles, and resource allocation. Strategic thinking and decision making are developed through applications of well-tested methods and advanced models. Vision, scenario creation, and sensitivity analytical skills are developed through case analyses, class discussions, role playing, and applied projects. An advanced marketing simulation is used to bring the dynamics of competition and markets into the learning experience. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation courses.*

**762.751 Ethics in Marketing Decisions**

Students focus on specific ethical issues faced by marketing managers. Emphasis is placed on ethics in marketing decisions related to pricing, advertising, and distribution. An ethical framework for strategy formulations and implementation is developed within the domestic and international context. (1 credit)

*Note: This course is only open to MSM students accepted in academic years 1998-1999 or later.*

**762.752 Marketing Information Systems**

Students investigate the impact of information systems in marketing decision making. Topics include design, conceptualization, implementation, and management of both information systems and databases. Course content also emphasizes decision support systems, database marketing, software for building customer bases, making presentation software, developing spreadsheets, and planning projects. Intensive applications in marketing through case discussion, problem analysis, and software practices constitute the methodology for this course. (1 credit)

*Note: This course is only open to MSM students accepted in academic years 1998-1999 or later.*



**762.753 New Product Development and Marketing**

Students investigate the impact and implications of new product development and deployment as they relate to core competencies and as a source of innovation, differentiation, and competitiveness. Topics include the design and management of new product development life cycles to include processes, outsourcing, distributed design, and the software and services needed for product/service introduction. The course focuses on the management of new product development processes in dynamic markets and explores cross-functional interactions between departments in maintaining company and product competitiveness. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation courses and 762.717 Marketing Research I.*

**Electives****762.706 Marketing Negotiations and Bargaining**

Marketing managers, in an attempt to design and implement strategic thinking, spend a substantial proportion of time and energy dealing with conflict situations. Every change in organizations generates conflict, especially when the nature of problems is cross functional. Therefore, managers must understand the dynamics, characteristics, and processes that occur during these conflict situations. This course focuses on negotiation models and mechanisms, confrontation avoidance and implementation in customer service, product creation and development, strategic growth, and channel management. Topics include interdependence, distributive and integrative bargaining, communication strategies, persuasion, and the social context of negotiation. Students also explore conflict resolution and third party interventions and study strategies for negotiations in the international arena and ways to create win/win situations. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.707 Advertising Strategies and Campaigns**

Students learn to develop and prepare an integrated advertising campaign, including formulation of the advertising strategy, media planning, scheduling, creative execution, and campaign evaluation, all within a budget. The communication process and research techniques used in concept formulation, idea generation, message and media decisions, source and message choice, and measurement of the effectiveness of advertising campaigns are also covered. (3 credits)

*Prerequisite(s): Completion of all MBA foundation and core required courses.*

**762.708 Creative Concept Development and Positioning**

This course looks at marketing communications from the conceptual side. Students learn to use strategic planning and positioning to aid in the development of messages for various media including print, broadcast, and the Internet. After identifying the message, students learn the principles and practices behind the writing and creation of compelling copy that gains the attention of the target audience and drives them to take action. Students learn creative techniques, develop flexible writing styles, and study graphic concepts that turn ideas into visuals and designs. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.711 Promotional Strategy, Management and Design**

Issues involved in managing a firm's promotional operations, including advertising, sales promotion, personal selling, public relations, institutional promotion, and publicity are discussed individually and as part of an integrated marketing communications program. Promotional strategy, objective setting, communication models and customer response, environmental and psychological influences on customer targets, competitive positioning, legal issues, media strategy, planning and design, and measurement of promotion effectiveness are also studied. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.718 Marketing Research II**

This course is designed to provide students with an advanced understanding and practice of contemporary methodology in marketing research. Particular areas covered are choice models, adaptive conjoint analysis, multivariate data analyses techniques (first and second generation) as principal components, factor analysis, cluster and discriminant analyses, and multidimensional scaling. Applications include brand positioning, advanced segmentation analysis, preference analysis, product design, and advertising and pricing studies. A combination of lectures, homework exercises, practical data collection, and computer analytical techniques are used to produce a complete research study. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation and Core courses.*

**762.719 International Marketing**

The course provides a managerial approach and understanding of the marketing mix beyond national boundaries. Students address diverse cultural settings and their impact on effective marketing decisions. Students explore the challenges and opportunities of each level of involvement in international marketing with a particular focus on global strategies for gaining and maintaining a competitive edge. Students build on previous knowledge of marketing and strategy as they perform analysis on products and services in foreign markets. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.722 Business-to-Business Marketing**

This course provides an intense and comprehensive view of business-to-business product and services marketing. The course starts with understanding marketing processes that result in the creation of a dominant design, a precursor to competitive advantage. The formation of relationships as the cornerstone for business to business is emphasized with the support of the course textbook that develops the key importance of social networks in the business-to-business marketing process. Logistics and customer relationship processes are studied, as well as the development and marketing of value in the business-to-business relationship. The course uses case study discussions to illustrate marketing issues in actual product and service business-to-business environments. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.732 Brand Management**

This course examines the value proposition for creating a strong brand and analyzes the relationship between branding, customer loyalty, pricing, and market leadership. Learning the principles of brand management, students utilize newly acquired knowledge to build a plan to make products brand leaders. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.734 Media Strategy, Analysis and Planning**

The course presents the theory and application of media strategy and implementation required to reach specific target markets. Topics include the effects of media planning on product life cycle, media and vehicle effects, response models to view competitive communication opportunities, and reach and frequency analyses. Additional topics include estimating total audiences and reach models, audience overlap and duplication, estimating frequency of exposures, media selection models, choice viewing and rating models, media considerations, and evaluation. Students evaluate considerations in media buying and negotiations with creative conceptualizations as drivers of successful media plans. Case analyses, exercises, and computer applications assist in learning. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.754 Corporate Communication Management**

Corporate communication management involves careful analysis of the public relations process and its role and impact in the contemporary world. The course examines the justification of public relations and its values and purposes. Students are taken through the critical steps of public relations and research and analysis; campaign, program and special events planning; human communication theory and application; and evaluative research. With an emphasis on current public relations issues and opportunities, the course offers an in-depth examination of techniques for effective use of controlled and uncontrolled communication and publicity. The role of communication management in business, industry, and nonprofit institutions is examined through case studies and practical exercises. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.755 Marketing of Services**

Students learn practical marketing approaches for new and existing services as well as how the marketing of services differs from the marketing of tangible goods. Theory of service marketing is first explored through readings and lectures. Then, a case study approach is used to focus on the application of theory in a number of service industries such as banking/financial services, legal, health care, architectural, consulting, food/lodging, entertainment, and information services. The course covers the product planning process, market auditing, and new service trends. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.756 Special Topics in Marketing**

This course provides students with the opportunity to focus on a special topic in marketing. The topic varies and is based upon current and relevant issues and trends faced by the marketing professional in the 21st century. Check course schedule listing. Possible topics include, but are not limited to, nonprofit marketing, e-marketing, and supply chain management. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.810 Applied Research Project**

To apply marketing knowledge to marketing issues in a business environment, each student designs and conducts a marketing project under the supervision of a Division of Business and Management faculty adviser. Students must submit an application, including a detailed proposal of the project, to the program director and must receive written approval prior to registration. Students should contact the program director for more information about the applied research project. Students should allow sufficient time in the prior semester for project application and proposal approval. (3 credits)

*Prerequisite(s): A minimum of 42 credits toward a degree in MSM.*

**762.815 Internship in Marketing**

This course is designed to provide students with practical work experience as they complete their Master of Science in Marketing degree. It is designed primarily for students pursuing degrees full time and not employed. Graduate field internship projects are arranged by the student, an adviser, and the director of the marketing department. A faculty adviser is appointed to assist the student with fulfillment of the internship requirements. A proposal must be submitted to the marketing department and should include a description of the intern site, project objective(s), rationale for the project in the context of the student's overall program of study, and guiding research question for the internship experience. Students submit a final paper describing what was learned on the job, what was learned about the organization and the industry, and evidence of information gathered to address the guiding research question. This course fulfills a concentration requirement for any of the three concentrations and can only be taken once. Students must receive written approval from the director of the marketing program before registering for this course. (3 credits)

*Note: This course is only open to Master of Science in Marketing students.*

*Prerequisite(s): Completion of all MSM Foundation and Core courses.*

**762.830 Graduate Project in Marketing Management**

Students with a special interest in a particular marketing topic or area may apply to study under the direction of a Division of Business and Management faculty member. Independent study applicants should submit a request, including an outline of the proposed project, to the program director and must receive written approval prior to registration. This course may be used to fulfill a concentration requirement. (3 credits)

*Prerequisite(s): A minimum of 30 credits toward a degree must be completed.*

## MS Org. Development & Strategic HR

### Core

#### **782.620 Moral Leadership: Human Resources and Organization Development Values and Ethics**

Organization development and human resources is guided by a core set of values and principles that shape the way it is practiced. This course introduces common values, beliefs, and frameworks of ethics. The course examines organizational and human resource policy statements on social and ethical responsibility and considers how to practice moral values in these contexts. The course is designed to raise student awareness of moral and ethical issues in the profession. (1 credit)

*Note: Course to be completed before starting ODSHR concentration courses. Course preparation work required before and after actual class meeting.*

#### **782.625 Self as Change Agent: Individuals, Groups, and Organizations**

This course is foundational in expanding students' capacity and increasing their effectiveness as instruments of change in groups and organizations. Students investigate skills and competencies needed to succeed in the field, and assess and develop their capacity to be effective practitioners. Topics include student knowledge of self, awareness of impact on others, and the use of self as agent of change; theories of difference, communication foundations, and theory and research on groups; approaches to team development such as goal setting, role clarification, and conflict management; group facilitation; team learning; and the dynamics of groups and their effect on organizational outcomes. Presentation design and delivery, research skills, and experiential learning are also included. This course is highly interactive and relies upon personal reflection, feedback from others, simulations, project teams, videotape feedback, instrumented learning, and directed methods to increase the effective use of self as an agent of change. (4 credits)

*Note: Course must be taken in the first semester of core course work.*

#### **782.636 Organization Development and Systems Theory**

This course builds upon the OD theory framework for working at the individual and group level, developed in 782.625 Self as Change Agent. This course provides an in-depth focus on foundations of organization development, socio-technical systems, and the latest thinking on organizations as complex systems. The impact of macro-level environmental factors on organizational positioning and success is explored. The course includes the classical theories and models from the core literature in OD and affiliated fields such as organizational behavior, sociology, psychology, and economics that underpin the field of OD, and tracks their evolution into the more modern organization sciences, such as complexity and chaos theories. (3 credits)

*Note: Course to be completed before starting concentration courses. This course replaces 782.702 Organization Development Theory.*

*Prerequisite(s): 782.625 Self as Change Agent: Individuals, Groups, and Organizations.*

#### **782.638 Strategic Human Capital**

An organization's human capital asset is the collective sum of attributes, life experience, knowledge, inventiveness, energy, and enthusiasm that its people choose to invest in their work. Emphasis is placed on exploring and understanding current issues, methods, and techniques for measuring, maximizing, and maintaining the human capital asset of an organization for competitive advantage. Students assess implications for actions that human resources professionals can take to build and maintain their human capital investment. Methods and techniques for measuring the value of human capital investment programs will be discussed. (3 credits)

*Note: Course to be completed before starting Concentration courses.*

*Prerequisite(s): 782.625 Self as Change Agent: Individuals, Groups, and Organizations.*

#### **782.640 Research Writing Seminar**

This workshop introduces students to writing proposals and research papers. Emphasis is placed on developing a well-written paper, including a well-defined problem and persuasive arguments, using primary and secondary source materials. This workshop includes discussion of proper attribution, the research process, and the American Psychological Association's required writing style. (1 credit)

*Note: Course to be completed before starting concentration courses.*

**782.642 Introduction to Research Methods**

Introduction to vocabulary, theory, and primary principles, methods, and techniques of research and evaluation that drive advancements in the practice of OD and HR. The focus is on quantitative and qualitative methods of inquiry at the conceptual level. Emphasis is on equipping the student with an analytic framework for understanding the academic and practitioner research and evaluation literature found in various courses in the program. (1 credit)

*Note: Course to be completed before starting Concentration courses.*

**782.644 Strategic Management Challenges of Complex Organizations**

This course examines the relationships between strategic management and organizational development. Students integrate knowledge of business functions and concepts to understand the development and implementation of successful strategies and the resulting organizational change implications. Students explore concepts of mission and goal setting, business case development, industry analysis, competitive advantage, and appropriate organizational structure and leadership to successfully implement strategy. (4 credits)

*Note: Course to be completed before starting concentration courses.*

*Prerequisite(s): 782.625 Self as Change Agent: Individuals, Groups, and Organizations.*

**782.838 Research Methods and Design**

This course combines knowledge and practice in the evaluation of organization development and human resources activities. Areas of study include developing clear ODSHR problem statements; transforming business questions into testable research and evaluation hypotheses; and designing plans and protocols for data collection, analyses, and presentation of results. Topics include descriptive and inferential statistics, probability, correlation, hypothesis testing, forecasting, uni-, bi- and multivariate analysis, and interpreting statistical analysis. Students use computer-assisted statistical analysis tools to identify criteria for technique selection, procedures for calculation, fundamental strategies for interpreting statistical data for description, hypothesis testing, and problem solving. Students develop and apply quantitative and qualitative skills in field evaluation projects on topics of professional interest. (4 credits)

*Prerequisite(s): Completion of all 600 and 700 level requirements.*

**782.840 Case Studies Practicum**

This case-based course gives students, working in teams, the opportunity to integrate experience and course work and propose intervention strategies to solve change issues in organizations. Cases provide focus on typical change issues in organizations including leadership styles, organization change strategies, strategic planning, problem solving/decision making, involvement/empowerment of employees, and public sector and nonprofit issues. A local case serves as the grand case in which student teams design interventions that are presented to a panel. (3 credits)

*Note: The course enrollment is limited to a maximum of 15 students in each section. Given the maximum enrollment, it is the student's responsibility to register in a time sensitive manner. This course will not be over enrolled.*

*Prerequisite(s): Completion of all 600 and 700 level requirements.*

**782.860 Directed Field Work Proposal**

The directed field work requirement consists of two components: proposal/research seminar and the consulting practicum. Students must attend and pass the proposal seminar course work, which is designed to integrate relevant course work, research, surveys, consulting processes, and ODSHR interventions. Successful completion of the seminar culminates in an approved field work proposal. After completing the proposal, students begin their directed field work projects under the supervision of an approved faculty adviser. Students should allow for a minimum of two semesters for the completion of their directed field work experiences. (3 credits)

*Note: If a student started prior to Fall 2004 and is in the MS in ODHR program, they must take 782.840, Case Studies Practicum, prior to Directed Field Work. The course enrollment is limited to a maximum of 15 students in each section. Given the maximum enrollment, it is the student's responsibility to register in a time sensitive manner. This course will not be over enrolled. This course replaces 782.850.*

*Prerequisite(s): Completion of all 600 and 700 level requirements.*

**782.845 Thesis**

The thesis is an original investigation, using research method and design, of a research problem. Upon completing the thesis, students must engage in an oral defense before a thesis committee. Students are encouraged to have a solid background in research methods and statistics. (6 credits)

*Note: Students may request to complete a research thesis in lieu of the directed field work. Consent of the department chairperson is required.*

*Prerequisite(s): Completion of all OD/HR degree requirements.*

**Human Resource Concentration****782.705 Conflict Resolution and Mediation Process**

This course examines conflict theory and the processes of conflict management and resolution, such as negotiation, mediation, alternative dispute resolution, and analytical problem solving. Students study the development and assessment of the roles of mediator, arbitrator, and reconciliator; assess third party interventions in a variety of organizational settings; compare and contrast legal processes and alternative dispute resolution; and discuss ethical perspectives and dimensions. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 761.745.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.706 Career Management**

Increasingly, human resources and organization development specialists are called upon to play key roles in the design and delivery of career management services. This course introduces participants to career development theory and practice, models for delivering services to individuals in career transition, and strategies for implementing career management systems in today's organizations. Through lectures, personal self-assessment, class discussions, and individual and group projects, students learn the science of career decision making, workplace trends impacting career management practices, assessment strategies, ethics, and liability. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.712 Staffing, Recruitment, and Selection**

This course focuses on recruiting, screening and selecting, hiring, and outplacing employees within the public and private sector. The recruitment and selection of a diverse workforce including an analysis of labor force demographics, equity in recruitment and selection, and sensitivity to diverse cultures are also discussed. Finally, the course addresses the use of technology to find and attract employees, including company Web page criteria for staffing and electronic communication policies. (3 credits)

*Note: This course replaces 782.711.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.714 Human Resources, Labor Relations, and Employment Law**

A survey and analysis of the laws governing labor relations and employee rights in the workplace. This course examines the legal framework in which collective bargaining takes place, including negotiations for and enforcement of collective bargaining agreements. Additionally, this course examines the current laws affecting equal employment opportunity, workers' compensation, occupational health and safety, immigration reform and control, privacy issues, and wrongful discharge. The course also addresses ensuring safe employment practices and developing legally sound policies and procedures. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.715 Compensation and Benefits**

This course examines and reviews the elements of compensation and rewards systems that affect an organization (both public and private sector), including employee compensation theory and practice, wage and incentive design techniques, and administrative considerations and theoretical justification. (3 credits)

*Note: This course replaces 782.709.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.720 Critical Issues in the Development and Management of Human Resources**

Matching an organization's strategic plan, its employees' characteristics, and its human resources management (HRM) activities is important for achieving desirable organizational results, competitive products, and services. Emphasis is placed on understanding the strategic role HRM activities can play in organizations and the challenges and opportunities brought by global competition, technology, diversity, the supply and demand of knowledge and skills in the workforce, restructuring and downsizing, and the contingent workforce. HRM functions such as employee selection/placement, rewards and benefits, appraisal, and employee development are reviewed in the context of how organizations can be prepared to cope with internal and external challenges, and how HRM can be a strategic business partner. (3 credits)

*Note: This course replaces 782.708 and 782.760.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.723 Performance Analysis and Improvement Strategies**

This course is based on behavioral concepts as they apply to performance in organizations and organizational effectiveness. Additionally, this course examines performance standards, assessment, and appraisal in relation to how an employee's competencies, interests, and accomplishments contribute to the future of the organization. Students learn when and how to use performance improvement strategies such as feedback and incentive systems, professional development plans, and workplace and job design. As a result of this course, students create a performance analysis and improvement strategy application. (3 credits)

*Note: This course replaces 782.710.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.724 Principles of Training and Development**

This course examines key principles relevant to training and development, including the role of training in an organization, adult learning theory, needs assessment, training methodology, organizational support, resources and constraints, evaluation of training, and managing the training function. International training considerations are also addressed. Issues that influence training implementation, such as ethics and interpretation, are also reviewed. Students design and develop training modules in response to the needs of a client organization and of adult learners. (3 credits)

*Note: This course replaces 782.700.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.749 Managing for Competitive Advantage: Diversity and the Global Workforce**

Given the increasingly diverse and global workforce, managers and organization development and human resources professionals need to understand what it takes to create a thriving organizational community and culture, which is critical to the development of a competitive organization. Students examine the source of differences such as goals, beliefs, national cultural values, race, and gender. Through classroom exercises, students develop strategies for valuing, leading, and managing diversity through various scenarios, including issues of conflict and different styles of management. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 782.713 Diversity and Conflict in Organizations.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.732 Needs Assessments and Surveys: Applied Methods**

Effective organization development, training, and various human resources interventions begin with needs assessments. Students explore and participate in techniques and methods to collect, tabulate, analyze, and present data to serve a number of organizational or intervention purposes. Students demonstrate their ability to identify and define the scope of key variables to be evaluated, to measure variables, construct questionnaires, conduct interviews, and facilitate focus groups as a means of collecting data. The tabulation of quantitative data and the organization of qualitative data also are examined. (3 credits)

*Note: This is a required course in the Human Resources concentration students in the MS and ODHR program.*

**Organization Development Concentration****776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

**782.705 Conflict Resolution and Mediation Process**

This course examines conflict theory and the processes of conflict management and resolution, such as negotiation, mediation, alternative dispute resolution, and analytical problem solving. Students study the development and assessment of the roles of mediator, arbitrator, and reconciliator; assess third party interventions in a variety of organizational settings; compare and contrast legal processes and alternative dispute resolution; and discuss ethical perspectives and dimensions. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 761.745.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.730 Organization Development Process: Entry, Contracting, and Diagnosis**

This highly applied course focuses on organization entry and contracting, diagnosis of organizations, collecting and analyzing diagnostic information, and data feedback. Specific topics include entering into an organization development relationship, developing a contract, diagnostic models, organization-level diagnosis, group-level diagnosis, data collection methods and techniques for analyzing data, the feedback process, and survey feedback. (3 credits)

*Note: This course replaces 782.751.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.736 Advanced Topics in Organizational Learning**

Students engage in an in-depth examination of learning and change issues in organizations. The selection of topics reflects current trends, how organizations respond to changes in the business and economic environment, labor market issues, new technologies, political trends, and consumer demands. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.740 Leading Systematic Interventions**

Students learn to design and implement organizational interventions aimed at deep and long-lasting systemic organizational change. The course focuses on the design and implementation of different organizational interventions and underlying theories, including interventions focusing on interpersonal and group process approaches, systemwide process approaches, techno-structural interventions, and strategic interventions. The role of the change agent as leader and facilitator of systemic interventions is also discussed. Course work draws upon case studies and projects. Evaluation of these interventions will be discussed. (3 credits)

*Note: This course replaces 782.753.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.743 Advanced Leadership Theory and Practice**

This course blends theory and practice to help students develop their leadership skills. A robust theory of leadership effectiveness, woven throughout the semester, includes articulated style and domain traits, personal and positional power bases, social forces, and organizational, group, and individual variables for leadership. Emphasis is placed on case studies of leaders as effective change agents in organizations confronting turbulent times. (3 credits)

*Note: Open to MBA management concentration students. This course replaces 761.736.*

*Prerequisite(s): Completion of all 600 level requirements.*



**782.747 Leading Organizations: Strategy, Structure, and Roles**

At the heart of effective organizational change is the ability of managers and consultants to lead strategic planning processes and to involve employees in problem solving and decision-making. Participants develop an understanding of the strategic planning process, including a detailed exploration of SWOT analysis, decision making among strategic choices, and strategy implementation by means of the organization's structure. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 782.743.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.749 Managing for Competitive Advantage: Diversity and the Global Workforce**

Given the increasingly diverse and global workforce, managers and organization development and human resources professionals need to understand what it takes to create a thriving organizational community and culture, which is critical to the development of a competitive organization. Students examine the source of differences such as goals, beliefs, national cultural values, race, and gender. Through classroom exercises, students develop strategies for valuing, leading, and managing diversity through various scenarios, including issues of conflict and different styles of management. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 782.713 Diversity and Conflict in Organizations.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.754 Executive Coaching**

Constant change calls for increasing our capacity to adapt to new structures, to learn new ways of operation, and to develop new skills and competencies. Developing leaders to guide the organization into the future and developing managers to implement current and future organizational needs are critical to organizational effectiveness. Coaching focuses on results, strategies to achieve these results, and changing how people learn. The course is a required competency for leaders, managers, human resources managers, and organization development consultants (both internal and external). (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**Non-Profit Concentration****782.730 Organization Development Process: Entry, Contracting, and Diagnosis**

This highly applied course focuses on organization entry and contracting, diagnosis of organizations, collecting and analyzing diagnostic information, and data feedback. Specific topics include entering into an organization development relationship, developing a contract, diagnostic models, organization-level diagnosis, group-level diagnosis, data collection methods and techniques for analyzing data, the feedback process, and survey feedback. (3 credits)

*Note: This course replaces 782.751.*

*Prerequisite(s): Completion of all 600 level requirements.*

**786.701 The Nonprofit Sector: Scope, Structure, and Dynamics**

This course exposes students to the basic dimensions of the nonprofit sector, reviews the major theories for its existence and role in society, provides an overview of the legal framework and fiscal treatment of the sector, and discusses and evaluates major current policy issues and challenges. (3 credits)

*Note: This is a required course in the Nonprofit Management concentration.*

**786.702 Managing the Nonprofit Organization: A Strategic Framework**

Many U.S. organizations in the nonprofit sector are experiencing serious threats to their viability due to dramatic changes in their environments. Reduced government funding, a shift from grant funding to service contracts, and increased competition for foundation, corporation, and individual donor support have led to increased financial vulnerability. At the same time, funders and other stakeholders are expecting nonprofits to professionalize their internal management practices, demonstrate measurable outcomes, and keep administrative costs low. This course provides an introduction to managing and improving nonprofit organizations within this new environment. Major topics include the current environment and implications for management; leadership development, including building a shared mission and vision; strategic positioning and strategic planning; approaches to governance and transparency; budgeting and financial management; developing viable human resources, including staff and volunteers; monitoring and evaluation; and conflict resolution. (3 credits)

*Note: This is a required course in the Nonprofit Management concentration.*

**786.704 Financial Management for Nonprofits**

The financial course for the nonfinancial person will explain the basics of financial analysis in order to measure an organization's fiscal stability and well-being. The course provides the tools that a nonprofit executive needs to ensure that an organization makes effective use of its financial resources to further its mission. Students will learn to read financial reports, prepare budgets, and develop policies for internal controls, investments, and purchasing. (1 credit)

*Note: This is a required course in the MBA Nonprofit Management concentration.*

**786.705 Ethics and Accountability**

Nonprofit organizations operate in an environment that calls for strong ethics and high ideals as the cornerstone for the many benefits and privileges these organizations receive. Nonprofits must operate in an ethical way or ultimately risk losing their tax-exempt status. This course focuses on ethics and accountability efforts in nonprofit organizations around the country. Students explore watchdog groups, self-regulatory efforts of nonprofits, and public perceptions of the nonprofit sector. (1 credit)

**786.706 Resource Development (Fundraising)**

This course is designed to equip students with a sound theoretical knowledge of resource development in nonprofit organizations; familiarize them with key aspects and peculiarities of, as well as developments in, the funding environment; and provide a solid understanding of the resource development process and key methods. The course is not intended to train students in fundraising techniques, but to prepare them to fully understand and evaluate this central aspect of nonprofit operation from a managerial perspective. In this sense, resource development is defined as the management process of creating an environment which facilitates the coordination of human and material resources toward the accomplishment of the organization's goals and development objectives. (1 credit)

**786.707 Advocacy I**

As "partners in public service," nonprofits and government are linked through multiple relationships. They provide services, research and experiment with new programs and ideas, work with government in the development of laws and policies, and, perhaps most important, hold government accountable through advocacy on behalf of various constituents and causes. This course prepares current and future nonprofit staff and volunteers to engage in organized advocacy for their cause. Students learn different advocacy strategies and how to pull them together to achieve one goal. By the end of the course, students design their own advocacy plans, engage in direct advocacy, and are ready to apply new skills to their organizations. Web-based resources are used during each class. (1 credit)

**786.708 Advocacy II**

Building on the basic advocacy course, students learn more advanced concepts, strategies, and models for public policy leadership and practice. Students are exposed to the latest research and theories on why nonprofits are involved or deterred from the policy-making process. The course continues with an analysis of the efficacy of the current legal framework for nonprofit civic engagement and students develop their own recommendations for improvement. Students review the policy landscape as a means for determining how to frame issues for various stakeholders and bring them to public judgment. They learn how to position issues through different models of multifaceted campaigns that draw on lessons about the tools of advocacy from the primer course. Students become familiar with the nuances of the legislative and regulatory process through work on a specific issue. Throughout the first and second courses, one current public policy issue facing the nonprofit sector is tracked. Positions and tactics used by various groups to advance their views are analyzed and next steps that could be taken on all sides are developed. Guest speakers inform and provoke students to be rigorous about their approach to influencing public policy and building nonprofit-government partnerships. (1 credit)

**786.709 Marketing**

The marketing course provides students with analytical tools, tangible concepts, and practical techniques, helping them become first-rate nonprofit managers who have strong grasps of the nonprofit marketing discipline. Students gain an understanding that, in the end, marketing is an effort to influence the behavior of identified target audiences. The course is taught with the assumption that students know about marketing and what it can do, but want to learn to carry out marketing programs more extensively and successfully as managers for their organizations. (1 credit)

**786.710 Leadership and Management**

In this course, students explore concepts of leadership and organizational behavior as critical factors that come together to influence and impact people, processes, and systems in nonprofit organizations. More specifically, the course consists of three distinct parts: general introduction to concepts of leadership; leadership and its relationship to teamwork, group behavior, and organizational culture; and leadership and its challenges in an increasingly interconnected and technology-driven world. (1 credit)

**786.711 Program Development**

This course facilitates a process which typically begins with an awareness of a problem or community need and culminates in a well defined and structured set of activities with measurable objectives, which are offered to alleviate a specified problem. Program development is an essential precursor to both successful fund raising and achievement of improved health or social outcomes. Important aspects of strategic planning are a part of this process. (1 credit)

**786.712 Conflict Resolution**

Conflict is not only the inevitable product of diversity, but, when well managed, it is also the source of the best and most creative solutions to problems and to the most satisfying relationships. Nowhere is this more true than in our organizations, where the whole can only be as good as the sum of highly interdependent and cooperating parts. By gaining insight into our own styles of approaching conflict and learning the skills that allow us more choices in how we resolve differences, we can become more adept at turning conflict into collaboration. This course gives students the opportunity to learn and practice the skills of constructive conflict resolution in multiple contexts, including interpersonal, organizational, and among citizens and institutions. Classwork emphasizes experiential, hands-on learning and relates specifically to the particular organizational issues that nonprofits encounter. (1 credit)

**786.713 Evaluation and Monitoring for Nonprofits**

This course combines knowledge and practice in evaluating and monitoring programs and processes within the nonprofit sector. In reaching this goal, participants approach monitoring and evaluation in two directions. The course provides guidelines for organizational leaders and program managers to determine what strategies need to be employed, who needs to be involved, and what criteria must be assessed when considering both internal and external evaluation services and vendors. The course also provides the basic skills and tools for participants to conduct program and project monitoring and evaluation. (1 credit)

**786.714 Board and Governance**

This course is designed to equip students with a theoretical knowledge of how nonprofit organizations are governed; familiarize them with successful techniques for working with the voluntary board of trustees; and provide an understanding of the legal, ethical, and cultural frameworks in which boards must work. As such, the course is not intended to train students in specific management techniques, but to prepare them to more fully understand and evaluate this central aspect of nonprofit operation from a managerial perspective. (1 credit)

**786.801 Competitive Strategy for Nonprofits**

In this capstone course of the MBA, students integrate and apply previous course work to strategic management challenges of the nonprofit enterprise. Through intensive case studies, simulations, and presentations, students develop and apply a range of analytic, integrative, and decision-making skills. (3 credits)

*Note: This capstone course is open only to MBA students concentrating in Nonprofit Management. This course is required in place of 790.801 Competitive Strategy and should be taken in the last semester of the MBA program after all other courses have been completed. Actual class sessions may vary from the published schedule to accommodate student presentations and case competitions.*

**MS Real Estate****Core****767.700 Real Estate Enterprise**

The course provides an overview of the design, development, and management of real estate; optimal land planning and development phasing; site selection; approval, sales, leasing, and pricing strategies; accounting and tax issues; financing; leasing; construction; and asset management. Issues regarding the management of real estate companies are also addressed. The course provides a survey of the industry to help students understand how land use and real estate professionals contribute to the viability of each project. (3 credits)

*Note: This course is open only to MS in Real Estate students.*

**767.710 Real Estate Analysis**

The use of Excel software for real estate analysis and financial modeling, for both beginning and advanced users, is introduced. The course is designed to assist students in developing skills using a financial calculator and ARGUS software.

The COSTAR database is also presented to assist students in retrieving market data. Techniques learned in this course are required throughout the real estate graduate program. (3 credits)

*Note: This course must be taken concurrently with 767.700 Real Estate Enterprise. It is open only to MS in Real Estate candidates.*

**767.715 Real Estate Law**

Complex legal issues involved in a real estate development and management transaction are reviewed and analyzed in this course. Students explore legal topics, beginning with the basic principles of property law and extending to environmental issues and safeguards of site acquisitions through construction, including leasing, financing, conflict resolution, operation, and sale of a real estate project. Negotiation and legal aspects of alternative financing and entity structures are discussed. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

**767.730 Market and Feasibility Analysis**

The measurement of demand for real estate products and for a specific project (marketability analysis) are subjects of this course. Students examine techniques for forecasting demand and supply in specific markets and evaluating sites based on product criteria. Products include residential, commercial, and retail properties. Final sessions deal with feasibility analysis. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.760 Urban Land Economics. 767.776 Real Estate Finance.*

**767.746 Building and Site Design**

Site planning and building design have major implications for real estate projects. This course concentrates on the development of the project with an emphasis on the design process from the architect's and developer's perspectives. Topics include the developer/architect relationship. A project's form, function, and cost are reviewed showing both successful and less effective designs. Emphasis is placed on the relationship between marketability studies, design, and project feasibility. (3 credits)

*Note: This course is open only to MS in Real Estate candidates. It is offered in the summer session only.*

**767.760 Urban Land Economics**

A framework for real estate analysis, including economic and other factors affecting trends in urban structure and land use, is discussed. Appropriate data sources and data analysis techniques are introduced. Major urban development issues, decentralization, population and labor force composition, industrial location, urban and regional growth, land use, and rent relationship issues are also analyzed. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

**767.776 Real Estate Finance**

The intricacies involved in financing real estate projects are the subject of this course. Land, construction, and permanent financing alternatives are presented and analyzed. Capital sources, including commercial banks, savings and loans, life insurance companies, foreign investors, and Wall Street firms are reviewed. Discussions include various financing forms and documents as well as equity arrangements. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.710 Real Estate Analysis.*

**767.777 Real Estate Investments**

This course investigates the factors needed to conduct an investment analysis: market analysis, marketability, feasibility, finance, accounting, and tax regulations and liability. Using ARGUS software, this course explores forecasting project viability and estimating present value as well as analytical techniques of valuation including after-tax cash flow analysis, lease and expense analysis, and sensitivity analysis. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.795 Real Estate Construction**

The course reviews the nature and characteristics of the construction materials, equipment, and systems that are used in modern buildings. Emphasis is placed on how the selection of materials, equipment, and systems can affect both the function and cost of the building. The course also includes a detailed review of the forms of construction contracts and associated documents commonly used in the industry. Finally, the course includes a broad review of the construction industry and a more detailed review of the management functions of a typical construction company. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

**Real Estate Development Track****767.600 History of Real Estate Development**

This course is designed to acquaint students with contemporary American urban development principles and practices. The course reviews early urban development, but the primary emphasis is on the late 20th century and on exploration of socio-economic-political, legal, and physical elements of development. (3 credits)

**767.601 Real Estate Research Seminar**

Methods to separate myth from fact in the description, explanation, and prediction of emerging trends in real estate are introduced in this course, which places special emphasis on evaluation, measurement, sampling, research design, statistical analysis, and interpretation of results. (3 credits)

**767.651 Environmental Issues in Real Estate**

Adverse environmental conditions can impact real estate values. This course surveys the empirical evidence of value reduction. It covers the latest research in the areas of buried toxic hazardous materials, underground storage tanks, contaminated groundwater supplies, lead paint, asbestos, 'sick building' syndrome, and radon gas contamination. (3 credits)

**767.661 Housing and Public Policy**

Real estate development in older urban neighborhoods requires an understanding of a unique set of marketing, financing, and construction issues. This course focuses on management and implementation of the redevelopment process in an urban setting, based on actual situations encountered in redevelopment. New resources of financing, as well as conventional public funding, are discussed. (3 credits)

**767.671 Marketing Commercial Property**

A key element in the success of a real estate project is the preparation and implementation of a marketing and leasing program. This course provides an understanding of the subject matter through readings, classroom interchange, discussion, role playing, case study review, and preparation and presentation of marketing and leasing programs. (3 credits)

**767.676 Corporate Real Estate**

This course examines negotiations, leasing, strategic real estate plans, financial issues, and management of corporate real estate departments. Topics include location analysis and site selection, disposition and reallocation, environmental aspects, and current issues in corporate real estate. (3 credits)

**767.681 Commercial Lease Analysis**

This course analyzes the cash flow resulting from various lease clauses and the present value implications of these clauses. Students examine the long-term implications of taxes, operating escalations, loss factors, leasehold improvement costs, and mortgages. (3 credits)

**767.691 Foreign Real Estate Development**

International real estate development and investment projects outside the U.S. offer challenges beyond complex domestic projects. This course addresses a number of legal, design, cultural, and financial issues. (3 credits)

**767.695 Urban Redevelopment**

This course provides an overview and assessment of the theory and practice of urban redevelopment, including a discussion of the nature and role of urban redevelopment in the management of urban change in metropolitan America, a review of the core elements of large-scale urban redevelopment, and an examination of urban redevelopment as a set of niche real estate products. It examines the context, rationale, and principles of urban redevelopment as a multifaceted process that is simultaneously comprehensive, multidisciplinary, long-term, and integrated. The course uses presentations from industry leaders and executives and group projects to help students gain insight into the business of urban redevelopment. (3 credits)

**767.699 International Real Estate Markets**

This course focuses on the opportunities (and pitfalls) for real estate investment and development in international markets. Students are exposed to most of the world's major markets where potential for profitable real estate activity currently exists. (3 credits)

**767.716 Real Estate Regulation**

This course explores perspectives of government and business in the land development and redevelopment process. An overview of land use regulations and the effects of those regulations on a specific project are discussed as are major development controls, their evolution, implementation procedures, and role in public policy. (3 credits)

*Note: This course is open only to MS in Real Estate candidates. It is offered in the summer session only.*

**767.720 Advanced Real Estate Analysis (formerly Technology)**

This is a continuation of the Real Estate Analysis course, expanding on the use of industry standard software as part of the real estate decision-making process. Primarily through the use of case studies, students apply conceptual knowledge gained from all core courses within the graduate curriculum and delve into more complex issues and challenges encountered in the financing, buying, and selling of real estate by using Argus, ProCalc, and CoStar software.

*Note: This course is open only to MS in Real Estate students.*

**767.722 Special Topics in Real Estate**

This course provides students with the opportunity to focus on a special topic in real estate. The topic varies and is based on current and relevant issues/trends faced by the real estate professional. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

**767.810 Practicum in Real Estate Development**

This professional seminar serves as the capstone in the general Real Estate Development track. It combines lectures, readings, and field work. Each student selects a site, 'buys' the site, and completes an individual project, simulating the entire development process. The student completes the design, budgeting, marketing, leasing, and financing of the project in accordance with appropriate government regulations. (4 credits)

**767.815 Supervised Internship: Real Estate**

Designed for students seeking professional real estate industry experience, this internship provides supervised field experience in a variety of areas such as development, institutional investment analysis, valuation and appraisal, community development, seniors housing and care, and international real estate. Internship sites and activities are individually selected according to student interest and training needs. (4 credits)

*Note: This course is open only to full-time MS in Real Estate candidates.*

**767.830 Independent Study in Real Estate**

The student completes an individual demonstration appraisal under the supervision of a faculty adviser. The course includes readings, fieldwork, and analysis. Students with no appraisal experience must take an independent study valuation internship either before or concurrent with this course. (3 credits)

***Institutional Real Estate Investment Management Track*****767.601 Real Estate Research Seminar**

Methods to separate myth from fact in the description, explanation, and prediction of emerging trends in real estate are introduced in this course, which places special emphasis on evaluation, measurement, sampling, research design, statistical analysis, and interpretation of results. (3 credits)

**767.676 Corporate Real Estate**

This course examines negotiations, leasing, strategic real estate plans, financial issues, and management of corporate real estate departments. Topics include location analysis and site selection, disposition and reallocation, environmental aspects, and current issues in corporate real estate. (3 credits)

**767.691 Foreign Real Estate Development**

International real estate development and investment projects outside the U.S. offer challenges beyond complex domestic projects. This course addresses a number of legal, design, cultural, and financial issues. (3 credits)

**767.786 Quantitative Real Estate Portfolio Analysis**

Investment analysis, operations analysis, and leasing programs are examined to identify strategies for maximizing property performance. Asset performance forecasting is studied using property management software and Monte Carlo simulation. Multiple assets are then examined using Modern Portfolio Theory (MPT). Issues such as property type, location, and tenant economics are explored. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.777 Real Estate Investments.*

**767.796 Real Estate Portfolio Management**

Portfolio management is a well-developed science in the institutional investment world for stocks and bonds, but is still developing in real estate markets. While insurance companies have invested in real estate and debt for decades, it is only during the last 25 years that real estate has been considered by pension funds and other institutional investors. This course surveys portfolio management fundamentals and the current state of the art in real estate portfolio management. Both private debt and equity plus public debt (CMBS) and equity (REIT) investment alternatives are covered. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.797 Real Estate Capital Markets**

This course examines real estate capital markets and their implications for lenders, institutions, and owners. Students examine debt and equity financing from both the private and public sectors, as well as the flow of capital through primary and secondary markets. Students should be proficient with the use of a financial calculator and Excel or its equivalent. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.837 Thesis in Real Estate Investment Management**

Designed for students completing the Investment track, the course investigates the current principles and practices in investment and asset management. Students review current literature and complete an independent research project. (4 credits)

***Real Estate Valuation and Appraisal Track*****767.685 Real Estate Valuation**

An understanding of the underlying theories, principles, and procedures for real estate appraisal is critical to determine the value of land and residential and commercial property. This course covers the appraisal process, sales, cost, discounted cash flow techniques, and some non-traditional ways of determining value. The specific focus is on the assumptions used in each model. (3 credits)

**767.785 Valuation and Analysis**

Students in this course review the current literature in real estate valuation and investigate issues and problems in theory and practice including the effects of market constraints, risk analysis, after-tax valuation, and limited market property appraisals. Topics include capitalization, forecasting, inflation/deflation forecasting, and advanced discounted cash flow analysis. (3 credits)

Note: This course is open only to MS in Real Estate students. Prerequisite(s): 767.685 Real Estate Valuation and 767.776 Real Estate Finance. Students in this course review the current literature in real estate valuation and investigate issues and problems in theory and practice including the effects of market constraints, risk analysis, after-tax valuation, and limited market property appraisals. Topics include capitalization, forecasting, inflation/deflation forecasting, and advanced discounted cash flow analysis. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.685 Real Estate Valuation. 767.776 Real Estate Finance.*

**767.797 Real Estate Capital Markets**

This course examines real estate capital markets and their implications for lenders, institutions, and owners. Students examine debt and equity financing from both the private and public sectors, as well as the flow of capital through primary and secondary markets. Students should be proficient with the use of a financial calculator and Excel or its equivalent. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.838 Practicum in Real Estate Valuation and Analysis**

The student completes an individual demonstration appraisal under the supervision of a faculty adviser. The course includes readings, fieldwork, and analysis. Students with no appraisal experience must take an independent study valuation internship either before or concurrent with this course. (4 credits)

**Community Development Track****767.661 Housing and Public Policy**

Real estate development in older urban neighborhoods requires an understanding of a unique set of marketing, financing, and construction issues. This course focuses on management and implementation of the redevelopment process in an urban setting, based on actual situations encountered in redevelopment. New resources of financing, as well as conventional public funding, are discussed. (3 credits)

**767.695 Urban Redevelopment**

This course provides an overview and assessment of the theory and practice of urban redevelopment, including a discussion of the nature and role of urban redevelopment in the management of urban change in metropolitan America, a review of the core elements of large-scale urban redevelopment, and an examination of urban redevelopment as a set of niche real estate products. It examines the context, rationale, and principles of urban redevelopment as a multifaceted process that is simultaneously comprehensive, multidisciplinary, long-term, and integrated. The course uses presentations from industry leaders and executives and group projects to help students gain insight into the business of urban redevelopment. (3 credits)

**767.701 Residential Finance and Housing Policy**

This course provides an overview of financing homes and apartments: sources of funds, institutional risk management, alternative home subsidy programs, and the role of the government. Housing finance topics include mortgage alternatives and demand for home mortgage debt. Policy issues such as rent control, housing for seniors, fair housing, zoning, and impact fees are addressed. (3 credits)

*Note: This course is open only to MS in Real Estate students.*

**767.702 Residential Property Development and Management**

This course examines strategies for creating housing; the market and merchandising trends, and legal and political constraints. Topics include site selection, design and construction procedures, financial analysis, and control for single family subdivisions, multifamily projects, and new communities. (3 credits)

*Note: This course is open only to MS in Real Estate students.*



**767.716 Real Estate Regulation**

This course explores perspectives of government and business in the land development and redevelopment process. An overview of land use regulations and the effects of those regulations on a specific project are discussed as are major development controls, their evolution, implementation procedures, and role in public policy. (3 credits)

*Note: This course is open only to MS in Real Estate candidates. It is offered in the summer session only.*

**767.820 Practicum in Community Development**

This seminar integrates all aspects of the real estate curriculum. Emphasis is placed on the organization of residential construction, feasibility analysis, design, development strategy, marketing plans, and public/private relationships. (4 credits)

**Senior Living and Healthcare Real Estate Track****767.860 Thesis in Senior Living**

Designed for students completing the Senior Living track, the course investigates the current principles and practices in seniors housing and care management. Students review the current literature and complete an independent research thesis. (4 credits)

**International Real Estate Track****753.724 Global Entrepreneurship: A Case Study Seminar**

The objective of this course is to introduce students to the process of conceptualizing, creating, managing, and financing entrepreneurial businesses located outside the United States, with a primary emphasis on the emerging markets. The course is intended to bridge theory and practice primarily through the intensive examination of case studies each week. These case studies explore the various dimensions of the entrepreneurial process through the lens of the financing of these businesses, as lack of access to capital continues to be the single most important obstacle to entrepreneurship in emerging markets. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**767.691 Foreign Real Estate Development**

International real estate development and investment projects outside the U.S. offer challenges beyond complex domestic projects. This course addresses a number of legal, design, cultural, and financial issues. (3 credits)

**767.699 International Real Estate Markets**

This course focuses on the opportunities (and pitfalls) for real estate investment and development in international markets. Students are exposed to most of the world's major markets where potential for profitable real estate activity currently exists. (3 credits)

**767.716 Real Estate Regulation**

This course explores perspectives of government and business in the land development and redevelopment process. An overview of land use regulations and the effects of those regulations on a specific project are discussed as are major development controls, their evolution, implementation procedures, and role in public policy. (3 credits)

*Note: This course is open only to MS in Real Estate candidates. It is offered in the summer session only.*

**767.870 Thesis in International Real Estate**

Designed for students completing the international track in real estate, the course reviews current principles and practices. Students complete an independent research thesis. (4 credits)

**MBA****Foundation Courses****790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.611 Financial Accounting**

This course emphasizes the vocabulary, methods, and processes by which for-profit business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; internal controls; and preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows. The course also introduces the analysis of financial results. (3 credits)

**790.614 Business, Government, and the World Economy**

This survey course in open economy macro-economics emphasizes the role of the government and its effect on the global business environment. Major topics include economic growth, inflation, unemployment, exchange rates, fiscal and monetary policy, and international finance. As a foundation for the MBA curriculum, this course is designed for students to become informed participants in the global economy. The course provides students with the necessary theoretical framework and empirical evidence relevant to the covered topics, and helps them develop an economic perspective for analyzing real-world phenomena. (3 credits)

**790.615 Marketing Management**

This course covers principles of market-driven managerial decision making; consumer, competitor, and company analysis; market segmentation; definition of target markets; and product positioning. The management of the marketing function, including product and pricing decisions, channels of distribution, and marketing communications, is also covered. (3 credits)

**790.616 Statistics for Business**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and computer software are used. (3 credits)

**761.625 Leadership Ethics Proseminar**

The Leadership Ethics Proseminar introduces and explores ethical leadership as a framework for enterprise value creation in a complex environment of competing economic and moral claims. Students examine contemporary models of leadership, the intrinsic ethical challenges of leadership, and the concept of a moral compass as a foundation for responding effectively to the ethical challenges of corporate citizenship and value creation in a competitive global economy. The Leadership Ethics Proseminar also introduces students to the learning methods and platforms of graduate business study including electronic databases and learning technology, case studies, problem solving, and collaborative inquiry. (3 credits)

*Note: MBA students begin their program with the Leadership Ethics Proseminar.*

**761.624 Foundations of Moral Leadership**

This course stresses personal integrity, moral responsibility, and the ethical dimensions of leadership. Students explore the concepts of moral agency and moral authority in a social and structural context; examine the foundations and principles of various ethical traditions and systems; and practice applying ethical principles and standards to contemporary moral dilemmas. Students are encouraged to define a personal code of moral leadership as a foundation for pursuing life and career goals. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

**761.601 Proseminar: Learning to Lead**

The Proseminar introduces the academic study of business within a framework of leadership, and value creation. An interdisciplinary approach frames and integrates the content, methods, and tools of inquiry and analysis used in academic business. Students begin the Proseminar with a self-assessment of business and management knowledge, skills, and capabilities and develop short-term and long-term learning plans to individualize learning throughout the certificate program. During the Proseminar students also launch their Career Portfolio, a web-based career learning platform developed as a permanent record of their accomplishments. (3 credits)

**Core Courses****753.701 Managerial Economics**

This is a microeconomics course with emphasis on the application of economic principles and methodologies to managerial decision problems. Major topics include consumer choice and demand, production and costs, market structures and output/price decisions, and pricing strategies for multiple products. (3 credits)

*Prerequisite(s): 790.614 Business, Government, and the World Economy and 790.616 Statistics for Business.*

**756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**761.700 Managerial Communication**

This course enables students to communicate orally and in writing as managers both to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments, and communicate effectively across various cultures. (3 credits)

*Note: Completion of all MBA foundation courses*

*Prerequisite(s): Completion of all MBA foundation required courses.*

**761.728 Moral Leadership and the Global Economy**

This course stresses collective moral agency and the ethical dimensions of business and management in a global political economy. Students explore cross-cultural perspectives on economics and business culture; apply multiple moral standpoints and values to contemporary business and economic issues; and examine business models of cross-cultural collaboration. Students are encouraged to incorporate attitudes of cross-cultural tolerance and mutual respect into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership.*

**761.729 Moral Leadership and Corporate Citizenship**

This course stresses current and emerging moral issues of contemporary business practice with a focus on professions and business sectors. Students examine and evaluate corporate and professional codes of conduct; analyze the ethical dimensions of landmark business cases; and explore the ethical aspects of professional practice communities and business sectors. Students are encouraged to incorporate ethical practice standards appropriate to their profession and business sector into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership and 761.728 Moral Leadership and the Global Economy.*

**761.731 Management and Organizational Behavior**

Students examine organizational behavior, management, and leadership from diverse perspectives focusing on the individual, group, and organization; climate and culture; industry and society, and the global environment. Experiential in design, the course draws on the organizational life of students and encourages practical application of the theories and ideas considered. High levels of participation are maintained through the use of cases, simulations, discussion, and the class itself as a temporary organization. (3 credits)

*Note: Credit toward a degree is not awarded for both 761.731 Management and Organizational Behavior and 782.635 Organizational Behavior and Change.*

*Prerequisite(s): Completion of all MBA first group required courses.*

**762.703 Marketing Strategy**

This course provides students with a solid foundation in understanding marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, segmentation strategies, target marketing, positioning strategies, and evaluation of marketing programs and effectiveness. Strategic thinking and in-depth analytical skills are developed through the application of marketing tools and models. Cross-functional analysis and practical application of marketing concepts and skills are covered through case analyses, class discussions, role playing, and applied projects. (3 credits)

*Prerequisite(s): 762.702 Consumer Behavior Analysis. 762.709 Marketing Analysis and Decision Making. 762.730 Managerial Economics and Industry Analysis. 762.731 Cost Design and Financial Analysis in Marketing or Completion of all MBA foundation required courses.*

**771.732 Quantitative Decision Making for Business**

This course discusses quantitative methods for decision making for business. The course presents some of the various techniques that have been developed to help managers and other decision-makers solve the problems that they encounter. Computer software is used to demonstrate strategies and methodologies, which allow students to focus on the benefits and limitations of the various methodologies presented. Topics include multicriteria decision making, multiattribute utility theory, operations research and management science techniques, and risk management. (3 credits)

*Note: Requires an understanding of college algebra.*

**771.750 Information Technology Integration for Business**

Given the rapid advancements in information systems, businesses are looking to leverage technology to improve the bottom line and to gain insight into the way technology is shaping the business environment. An overview is provided of the issues, strategies, and policies for managing the development and use of technology in today's environment. Students learn about technology, its impact on the organization, and the manager's role in the process. (3 credits)

*Note: No credit given to MS/ITS students who started in summer 2002.*

*Prerequisite(s): Completion of all MBA first group required courses.*

**Electives****751.604 Managerial Accounting**

This course uses a case methodology approach to explore the fundamentals of managerial accounting. Specific topics examined are basic cost concepts, costing methods and systems, and activity-based costing systems. The course focuses on using information derived from cost of accumulation systems and planning and control systems for managerial decision making in the areas of process improvement and strategic planning. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**751.705 Intermediate Financial Accounting**

This course explores the conceptual framework and theory underlying the objects and principles of financial reporting. Specific topics examined are the measurement and reporting of revenues, expenses, assets, and liabilities. The course focuses on using generally accepted principles to record business transactions, the determination of quantitative characteristics of useful accounting information, and the interrelationship between financial statements and their information content. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**751.709 U.S. Federal Income Tax**

This course covers the federal income tax law applicable to individuals, partnerships, and corporations. The course includes topics such as calculation of gross and adjusted gross income, income exclusions, deductions (business and non-business), and tax credits. Taxation of S corporations is introduced. The course is not designed to answer or resolve all tax questions or problems. However, it does provide general guidance regarding the tax consequences of various types of transactions. Students also learn to prepare several different types of federal income tax returns. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**751.715 Advanced Financial Accounting**

This upper-level course covers a wide variety of topics beyond the intermediate level: theory and principles of accounting for business combinations, preparation of consolidated financial statements, application of the equity method for investment assets, accounting for foreign currency transactions, and partnership accounting. (3 credits)

*Prerequisite(s): 751.705 Intermediate Financial Accounting.*

**751.722 Cost Accounting**

This course provides an overview of traditional cost accounting topics including cost behavior, cost systems, budgeting, responsibility accounting, capacity analysis, and relevant costs and managerial decision making as well as the more current applications of life cycle costing, activity-based costing and management, the balanced scorecard, and strategic profitability analysis. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**751.731 Auditing**

Course content focuses on detailed examination of the AICPA external auditing standards and procedures. Topics include the audit framework, internal control testing, statistical sampling, evidence evaluation, audit 'cells,' EDP audit applications, audit reporting, auditing ethics, and the legal environment of auditing. The course reviews selected aspects of operational auditing and special external audit reporting issues. CPA review materials are used extensively. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting.*

**753.700 International Trade and Monetary Theory**

This course explores the theories of international economics as they have developed over two centuries. Issues include free trade versus protectionist theories, comparative versus absolute advantage, exchange rate determination, and the analysis of international trade capital flows. The largely theoretical focus of this course is balanced by a strong applied component. (3 credits)

*Prerequisite(s): 790.614 Business, Government, and the World Economy.*

**753.724 Global Entrepreneurship: A Case Study Seminar**

The objective of this course is to introduce students to the process of conceptualizing, creating, managing, and financing entrepreneurial businesses located outside the United States, with a primary emphasis on the emerging markets. The course is intended to bridge theory and practice primarily through the intensive examination of case studies each week. These case studies explore the various dimensions of the entrepreneurial process through the lens of the financing of these businesses, as lack of access to capital continues to be the single most important obstacle to entrepreneurship in emerging markets. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**753.761 Case Studies in International Business**

Using a case study approach, this course explores the effects of international transactions of goods and services on the domestic economy, as well as the impact of the movement of production factors across international borders. Class discussion focuses on contemporary economic issues from a macro policy viewpoint, with an emphasis on current economic problems and possible solutions. (3 credits)

*Prerequisite(s): 753.701 Managerial Economics.*

**753.762 Emerging Markets: Developing and Transitional Economies**

Developing countries and economies in transition are strengthening their positions in international money and capital markets. This course examines social and economic changes in developing and transitional economies, with emphasis on socio-economic policies, development strategies, privatization, and capital formation in the context of globalization. (3 credits)

*Prerequisite(s): 753.701 Managerial Economics.*

**756.710 Advanced Corporate Finance: A Case Study Approach (formerly Corporate Financial Theory)**

By employing a case study approach that focuses on complex financial problems, students gain a deeper understanding of corporate forecasting, capital budgeting, cost of capital analysis, and the financing of capital investments. An analysis of the impact of financial decisions on strategic investment completes the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.711 Venture Capital and Entrepreneurial Financing**

This course introduces students to identifying, accessing, and evaluating sources of financing for start-ups and expanding technology companies. The approach is practical and hands-on, with case studies, group interaction, and meetings with practitioners. Attention will be given to financial theory, risk assessment, valuation options, term sheets, due diligence techniques, and the setting up of financial reports for monitoring progress toward meeting milestones. Entrepreneurs starting, transforming, or expanding technology companies, as well as those interested in financing such companies, would benefit from the course. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.715 Financial Risk Management**

This course introduces the concept and practice of financial risk management. Risk management is a complex process of identifying, measuring, and controlling risk exposure. The course addresses how to control for market and credit risks. Liquidity, operational, and legal risks are discussed. Topics include value at risk, Monte Carlo simulation, scenario analysis, stress testing, credit value at risk, and credit derivatives. (3 credits)

*Prerequisite(s): 756.760 Investment Analysis and Portfolio Management and 756.761 Derivative Securities.*

**756.720 Fixed Income Securities**

This advanced course focuses on the major markets and instruments, pricing and volatility, and risk management of fixed income securities and portfolios. Major topics include features and risks of a variety of fixed income securities including bonds with embedded options, mortgage-backed and other derivative bonds, yield spreads, forward rates and term structure theories, risk management techniques, and bond investment risks and portfolio management strategies. (3 credits)

*Note: 756.761 Derivative Securities strongly recommended.*

*Prerequisite(s): 756.760 Investment Analysis and Portfolio Management.*

**756.724 International Financial Management**

This course introduces students to the financial management problems and opportunities of a multinational firm. This course builds on and extends all the principles provided by domestic corporate finance to account for dimensions unique to international finance. Topics include foreign exchange market, currency risk management, and multinational corporate investment and financing decisions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.726 Financial Statement Analysis**

This course uses a case methodology approach to examine the information content of financial statements and how this information is used by external decision-makers. The course focuses on analyzing the impact of various business transactions on financial statements and how this information is used to make investment, valuation, and credit decisions. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.609 Financial Management (formerly Financial Management I).*

**756.730 Financial Modeling**

Computer-based modeling is the core of strong financial analysis. Students are immersed in the creation of financial models and employ these models in the decision-making process. Strong emphasis is placed on the use of linear relationships, regression analysis, and optimization techniques. Analytical skills are developed through the use of various computer-based tools. Students participate in advanced simulations to focus on the practical application of these skill sets. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.731 Financial Institutions Management**

This course examines the role and structure of financial institutions in global economies. Students gain knowledge through the use of models that simulate asset and liability management. Students also explore new applications and innovations in multinational hedging, borrowing, investing, interest rate risk management, and product development. Previous work in financial modeling and derivatives is applied to complex current topics. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.732 Econometrics in Finance**

Econometrics is a useful set of empirical techniques that allows one to analyze economic and business phenomena and forecast future trends. This course provides a theoretical foundation and a practical application of regression analysis. It prepares students to conduct empirical research in an academic or business setting. This course is held in a computer laboratory where students work with real-world data. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.752 Mergers, Acquisitions, and Valuation**

This course explores the incentives for using acquisition, divestiture, and alliances as vehicles to achieve corporate strategic objectives. Students address analytical techniques often employed in restructuring and alliances, negotiation strategies, and the evolution of these transactions. Also discussed are problems encountered in managing these relationships and alternative modes of market entry, such as joint ventures and internal development. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.760 Investment Analysis and Portfolio Management**

Through an in-depth study of portfolio theory and asset-pricing models, students acquire the analytical skills necessary to conduct valuations of equities, fixed-income securities, and alternative investments. This exploration leads to an understanding of the concept of portfolio management and the importance of diversification in controlling portfolio risk. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory).*

**756.761 Derivative Securities**

Students gain a thorough understanding of options, futures, and other financial instruments. Skills are developed in basic pricing analysis, use of pricing models, and trading and hedging strategies. The strategies are developed to match specific economic goals, such as portfolio risk reduction or variable cost elimination. Students also learn to adjust these strategies in light of changing economic conditions. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory) and 756.760 Investment Analysis and Portfolio Management.*

**756.780 Advanced Portfolio Management**

As one of the final courses in both the Graduate Certificate in Investments and the finance concentration, students apply modern investment and portfolio theories in a competitive simulation. Students actively manage risky portfolios in a simulated environment that emphasizes the complexities involved in managing money given investor constraints. (3 credits)

*Prerequisite(s): 756.701 Corporate Finance (formerly Corporate Financial Theory), 756.760 Investment Analysis and Portfolio Management, 756.761 Derivative Securities.*

**761.702 Cross-Cultural Communication**

This course provides students with the skills they need to evaluate linguistic, rhetorical, and cultural differences. Students learn how languages encode cultural values and how those values affect risk management and assessment, the distribution of risk in society, and the solutions that risk managers apply to reduce and manage risk. Students learn how misunderstandings and misinterpretation affect risk decision-stakeholder engagement. This course applies research in rhetoric and linguistics to problems of cross-cultural, transnational, and intercultural communication. (3 credits)

**761.704 Risk Communication**

This course teaches students the problems of defining acceptable risks, the value of stakeholder engagement in risk decision making, the processes of eliciting stakeholder preferences, the role of stakeholders in effective risk management, the structures of risk communication in large organizations, the problems of communication that precipitate disaster, the role of documentation

in reducing risk in large agencies, the nature of communications between workers and management, and the processes of negotiation that affect large-scale risk policy in the siting of hazardous facilities. [The processes of financial risk assessment.] (3 credits)

**761.721 Global Strategic Management**

Emphasis in this course is placed on the connections between host country environments and multinational strategies, including developing an awareness of how variations in culture, politics, and society influence both the host country and the multinational firms' organizational and managerial dynamics. Case studies are used to identify unique and universal practices of international firms in various countries; to appraise business functions and potential risks and opportunities; and to suggest future trends in the global marketplace. (3 credits)

**761.723 Business Law**

A thorough working knowledge of the legal and regulatory environment in which businesses operate is essential for well-prepared business executives. This course provides an overview of the legal and regulatory environment affecting business in the United States and abroad. Topics include forms of business organization, contracts, torts and products liability, international business transactions, antitrust law, environmental law, securities regulation, ethics, and discrimination and employment issues. The course also emphasizes the relationship of businesses and business executives with legal counsel. Students are expected to utilize electronic library and Internet resources to complete assignments. (3 credits)

**761.724 Project and Team Management**

The temporary team, assigned to a finite project, is an increasingly common way of organizing in corporate America. This applied course provides techniques for managing each phase of the project life cycle to include crafting scope; defining tasks and work breakdown structures; estimating time and costs; controlling activities via schedules, budgets, and milestone charts; and closing the project by documenting, client debriefing, and team member assessments. Group process skills receive equal attention. Students learn how the project manager creates task commitment and positive working norms, establishes clear roles, and manages conflict. Students use project management software throughout the semester. (3 credits)

**761.725 Management Decisions: Judgment and Tools**

Students increase their insight and ability to make effective decisions in managerial situations as they become familiar with innovative and contemporary management approaches applicable in a wide range of areas. Social, psychological, economic, and political aspects of individual and group decision making are examined. Decision making under uncertainty, prospect theory, decision regret, decision heuristics, perception, multi-criteria decision making, judgment, and bias are explored through a mixture of cases, theories, and group exercises. (3 credits)

**761.726 Managerial Strategy and Policy**

Students integrate knowledge of business functions to understand the development and implementation of successful strategy. Students explore concepts of mission and goal setting, industry analysis, competitive advantage, and appropriate organizational structure and leadership for successful implementation of strategy. Case analysis is used to examine the unique and universal challenges of domestic and multinational firms. (3 credits)

*Note: This is a required course in the Management Concentration.*

**761.730 Business and Management Case Studies in Leadership Ethics**

This course builds on the required MBA moral leadership seminars with a focus on landmark cases and their role in shaping leadership theory, business law, and managerial practice. Course content includes historical and contemporary U.S. and international business, military, government, and civil sector leadership case studies. Students analyze cases individually and in teams using the moral case analysis template introduced in Foundations of Moral Leadership. (3 credits)

*Prerequisite(s): 761.624 Foundations of Moral Leadership and 761.728 Moral Leadership and the Global Economy.*

**761.735 Business and Fiscal Planning: Start-Up**

Students are exposed to the most common problems and issues faced by professionals who start new businesses. This course integrates the concepts of strategy, marketing, finance, human resources, management information systems, organizational behavior, and international competition. Students create and defend a business plan, identify financing strategies, and study the process of managing start-up operations. They are exposed to small business start-ups through case studies, field consultations, and presentations by subject experts. (3 credits)

**761.740 Entrepreneurship**

This course focuses on the knowledge, skills, and attitudes that enable entrepreneurs to pursue opportunities in business development. Students form entrepreneurial teams and experience each step of the entrepreneurial process by beginning a business of their own choice. The end result is a business plan that could be used in a real entrepreneurial situation. Emphasis is placed on a hands-on approach with learning supplemented by cases appropriate to each phase of the course. Entrepreneurs and subject experts expose students to real entrepreneurial operations and businesses, such as incubator and venture capital firms, via consultations and presentations. (3 credits)



**762.702 Consumer Behavior Analysis**

This course provides students with a solid foundation in the dynamic interaction of affect, cognition, behavior, and environmental events in consumer evaluation of purchasing alternatives and decision making. Included is the study of consumers' knowledge and involvement, attention, comprehension, learning, attitude development, and purchase intention. Strong emphasis is given to the design and modeling of response patterns, diffusion of innovations, and consumer behavior for specific products and services. Also discussed is the practical impact of consumer behavior analysis on marketing mix strategies, market segmentation/positioning, product and brand loyalty, persuasion process and promotion, and price affect and cognition. (3 credits)

**762.706 Marketing Negotiations and Bargaining**

Marketing managers, in an attempt to design and implement strategic thinking, spend a substantial proportion of time and energy dealing with conflict situations. Every change in organizations generates conflict, especially when the nature of problems is cross functional. Therefore, managers must understand the dynamics, characteristics, and processes that occur during these conflict situations. This course focuses on negotiation models and mechanisms, confrontation avoidance and implementation in customer service, product creation and development, strategic growth, and channel management. Topics include interdependence, distributive and integrative bargaining, communication strategies, persuasion, and the social context of negotiation. Students also explore conflict resolution and third party interventions and study strategies for negotiations in the international arena and ways to create win/win situations. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.711 Promotional Strategy, Management and Design**

Issues involved in managing a firm's promotional operations, including advertising, sales promotion, personal selling, public relations, institutional promotion, and publicity are discussed individually and as part of an integrated marketing communications program. Promotional strategy, objective setting, communication models and customer response, environmental and psychological influences on customer targets, competitive positioning, legal issues, media strategy, planning and design, and measurement of promotion effectiveness are also studied. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.717 Marketing Research I**

Students examine the basic concepts and techniques used in marketing research as a problem-solving aid in decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the basic methods of primary data collection, including structured and unstructured interviews, focus groups, and surveys. Practical and intensive applications on sample size, questionnaire design, data analyses, and interpretation are emphasized. Students are introduced to computer analytical techniques for inputting and analyzing data using the SPSS statistical package. (3 credits)

*Note: Open to MSM students only.*

*Prerequisite(s): Completion of all MSM Foundation courses.*

**762.719 International Marketing**

The course provides a managerial approach and understanding of the marketing mix beyond national boundaries. Students address diverse cultural settings and their impact on effective marketing decisions. Students explore the challenges and opportunities of each level of involvement in international marketing with a particular focus on global strategies for gaining and maintaining a competitive edge. Students build on previous knowledge of marketing and strategy as they perform analysis on products and services in foreign markets. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.722 Business-to-Business Marketing**

This course provides an intense and comprehensive view of business-to-business product and services marketing. The course starts with understanding marketing processes that result in the creation of a dominant design, a precursor to competitive advantage. The formation of relationships as the cornerstone for business to business is emphasized with the support of the course textbook that develops the key importance of social networks in the business-to-business marketing process. Logistics and customer relationship processes are studied, as well as the development and marketing of value in the business-to-business relationship. The course uses case study discussions to illustrate marketing issues in actual product and service business-to-business environments. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.732 Brand Management**

This course examines the value proposition for creating a strong brand and analyzes the relationship between branding, customer loyalty, pricing, and market leadership. Learning the principles of brand management, students utilize newly acquired knowledge to build a plan to make products brand leaders. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.755 Marketing of Services**

Students learn practical marketing approaches for new and existing services as well as how the marketing of services differs from the marketing of tangible goods. Theory of service marketing is first explored through readings and lectures. Then, a case study approach is used to focus on the application of theory in a number of service industries such as banking/financial services, legal, health care, architectural, consulting, food/lodging, entertainment, and information services. The course covers the product planning process, market auditing, and new service trends. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**762.756 Special Topics in Marketing**

This course provides students with the opportunity to focus on a special topic in marketing. The topic varies and is based upon current and relevant issues and trends faced by the marketing professional in the 21st century. Check course schedule listing. Possible topics include, but are not limited to, nonprofit marketing, e-marketing, and supply chain management. (3 credits)

*Prerequisite(s): Completion of all MSM Foundation and Core courses or Completion of all MBA foundation and core required courses.*

**767.691 Foreign Real Estate Development**

International real estate development and investment projects outside the U.S. offer challenges beyond complex domestic projects. This course addresses a number of legal, design, cultural, and financial issues. (3 credits)

**767.699 International Real Estate Markets**

This course focuses on the opportunities (and pitfalls) for real estate investment and development in international markets. Students are exposed to most of the world's major markets where potential for profitable real estate activity currently exists. (3 credits)

**767.700 Real Estate Enterprise**

The course provides an overview of the design, development, and management of real estate; optimal land planning and development phasing; site selection; approval, sales, leasing, and pricing strategies; accounting and tax issues; financing; leasing; construction; and asset management. Issues regarding the management of real estate companies are also addressed. The course provides a survey of the industry to help students understand how land use and real estate professionals contribute to the viability of each project. (3 credits)

*Note: This course is open only to MS in Real Estate students.*

**767.710 Real Estate Analysis**

The use of Excel software for real estate analysis and financial modeling, for both beginning and advanced users, is introduced. The course is designed to assist students in developing skills using a financial calculator and ARGUS software.

The COSTAR database is also presented to assist students in retrieving market data. Techniques learned in this course are required throughout the real estate graduate program. (3 credits)

*Note: This course must be taken concurrently with 767.700 Real Estate Enterprise. It is open only to MS in Real Estate candidates.*

**767.776 Real Estate Finance**

The intricacies involved in financing real estate projects are the subject of this course. Land, construction, and permanent financing alternatives are presented and analyzed. Capital sources, including commercial banks, savings and loans, life insurance companies, foreign investors, and Wall Street firms are reviewed. Discussions include various financing forms and documents as well as equity arrangements. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.710 Real Estate Analysis.*

**767.777 Real Estate Investments**

This course investigates the factors needed to conduct an investment analysis: market analysis, marketability, feasibility, finance, accounting, and tax regulations and liability. Using ARGUS software, this course explores forecasting project viability and estimating present value as well as analytical techniques of valuation including after-tax cash flow analysis, lease and expense analysis, and sensitivity analysis. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.786 Quantitative Real Estate Portfolio Analysis**

Investment analysis, operations analysis, and leasing programs are examined to identify strategies for maximizing property performance. Asset performance forecasting is studied using property management software and Monte Carlo simulation. Multiple assets are then examined using Modern Portfolio Theory (MPT). Issues such as property type, location, and tenant economics are explored. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.777 Real Estate Investments.*

**767.796 Real Estate Portfolio Management**

Portfolio management is a well-developed science in the institutional investment world for stocks and bonds, but is still developing in real estate markets. While insurance companies have invested in real estate and debt for decades, it is only during the last 25 years that real estate has been considered by pension funds and other institutional investors. This course surveys portfolio management fundamentals and the current state of the art in real estate portfolio management. Both private debt and equity plus public debt (CMBS) and equity (REIT) investment alternatives are covered. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**767.797 Real Estate Capital Markets**

This course examines real estate capital markets and their implications for lenders, institutions, and owners. Students examine debt and equity financing from both the private and public sectors, as well as the flow of capital through primary and secondary markets. Students should be proficient with the use of a financial calculator and Excel or its equivalent. (3 credits)

*Note: This course is open only to MS in Real Estate candidates.*

*Prerequisite(s): 767.776 Real Estate Finance.*

**770.515 Database Management Systems: Structure and Design**

This course provides students with an understanding of today's database structures (hierarchical, relational, and object-oriented). Other topics include data warehousing, data mining, open data structures, development, methodology, and implementation. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**770.517 Information and Telecommunication Systems Architecture**

This course provides the foundations of information systems and telecommunications systems as applied in business and management. The integration of these two areas are highlighted, and methodologies, techniques, tools, and applications are discussed. Topics include computer hardware and software, peripheral devices, components of data communications systems, integration of computing and distributed systems, and contemporary information system architecture in the organization, including its structure, theory, and application. (3 credits)

**770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)**

The objective of this course is to prepare students to understand telecommunication systems and networks as applied to business enterprises in the commercial and public sectors. In this course, selections of telecommunications technologies necessary to support business applications are discussed. This course enables students to gain an in-depth understanding of telecommunications systems and networks, proposal writing and evaluations, cost vs. performance trade-offs, requirements developments, and requirements analyses. Technical and managerial aspects of telecommunication systems and networks with an emphasis on communication networks (LAN and WAN) and methodologies using distributed processing are discussed as well. (3 credits)

**770.618 Project Management for Information Systems**

Students learn to plan and manage projects for information systems. Topics include calendar preparation, project outlines, task analysis, resource allocation, risk management, cost analysis, and scheduling. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**770.627 IT Strategic and Change Management**

Students learn to use information technology as a strategic resource and to manage information systems as an asset to the organization. Change management is discussed as how best to affect culture and behavioral changes in an organization, as related to the use of IT. Planning strategies, tactics, and practices are covered, and overall corporate strategic plans are linked to information technology. Through the use of case studies, students learn to develop, manage, and implement change to improve information resource utilization. (3 credits)

*Note: Prerequisite(s): 770.600 IT Budget and Financial Management or Completion of all MBA foundation courses.*

**771.710 Organizational and Legal Issues in Technology**

With the advent of information systems, complex legal issues have developed concerning the planning, management, operation, and support of technology functions. This course provides a background in legal theory in the context of technology's impact on business operations. Topics include ownership, intellectual property rights, software licensing, liabilities, contracting, and privacy. (3 credits)

**771.713 Business Processes and Change Management**

Organizations are implementing new technology and applications as integral parts of their operations. This course examines the structure of business processes, effective ways to engineer them, and best practices to restructure them in response to changing strategic direction. Topics include business process re-engineering and continuous process improvement. The course focuses on the need for integrated planning to maximize the positive impact of new technology on business operations. Students explore the critical element of dealing effectively with change in technology-intensive organizations and managing change as a routine part of the management challenge. (3 credits)

*Prerequisite(s): 771.750 Information Technology Integration for Business or 770.601 Technical Writing and Communication Skills for IT Professionals.*

**771.715 International Business and the Electronic Marketplace**

The World Wide Web and electronic business allow any business anywhere to enter the global market. Competing in the global market requires information systems to provide and access accurate information and respond to inputs from a wide variety of sources. Managers must be aware of issues that have little or no impact in a domestic market. Topics include data ownership, international data flow, security and legal issues, cultural considerations, support issues, and varied management styles. (3 credits)

*Note: Prerequisite may be waived for students in the International Business concentration.*

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

**771.751 The Internet and Electronic Commerce**

The Internet affords great opportunities for conducting business transactions that do not require physical proximity. This course describes the fundamental components and issues involved with electronic commerce, such as Internet fundamentals, business process analysis, electronic payment methods and systems, security, certificates, EDI, standards, and commerce servers. (3 credits)

**771.760 Electronic Business Strategies**

This course provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and electronic business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial Web site as part of an overall business strategy. Additionally, students learn to determine the functional and financial feasibility of a Web site and gain an understanding of how to combine technological capability with the results of social, psychological, and market research to create and implement effective electronic commerce Web sites as part of an electronic business strategy. (3 credits)

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

**773.700 Database Development and Programming**

This course builds on the knowledge and skills obtained in 770.515 Database Management Systems: Structure and Design. Students work with a contemporary DBMS to develop a database and queries and generate reports. Topics also include programming special requirements and distributed and security issues. (3 credits)

*Prerequisite(s): 770.515 Database Management Systems: Structure and Design.*

**773.701 Data Mining and Discovery Informatics**

Discovery informatics is the study and practice of effectively employing the full spectrum of computing and analytical sciences and technologies to discover knowledge by identifying and validating patterns in data. Students learn strategies, methods, and tools associated with this emerging methodology, including data mining, the knowledge discovery process, identification of structural patterns in data, decision trees, classification and association rules, evaluation and validation of discovered patterns, visualization, and ethical and privacy issues. (3 credits)

**773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**773.721 Competitive Intelligence**

Competitive Intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect an organization's plans, decisions, and operations. Students learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position. Students will apply analytical and socio-technical techniques to improve organizational decision making as related to CI, and should understand the issues related to the collection, analysis, and management of external information. (3 credits)

**773.750 Advanced Topic in Information Technology (Fall 2006 Washington (51) Topic: Planning for the CIO Role)**

Each term, this course explores a different evolving technology, its function, and its use in developing state-of-the-art system applications. Through projects and outside readings, students learn the concepts and working components of the new technology and its effective application. (3 credits)

*Note: Since the topic changes from semester to semester, this course can be taken twice for credit (i.e., 6 credits for Advanced Topics).*

*Prerequisite(s): Completion of all MS/ITS courses.*

**773.752 Basic Web Site Development and Information Architecture**

The rapidly evolving capabilities of World Wide Web client browsers provide important opportunities for Intranet/Extranet applications. This course presents fundamental Web design principles as well as the current HTML coding model, practices, and standards. Example applications are explored and students construct their own application Web pages. (3 credits)

**774.701 Telecommunication Systems and Network Design Analysis**

Building on the core telecommunication and analysis courses, students undertake the integration of networking systems that can be applied to business operations and needs. Participants examine these networking technologies, with particular attention to how these systems are used effectively in an organizations' technologies to create telecommunication. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)**

Modern enterprise network systems are complex, multi-vendor, and vital to organizations functioning. They include Local Area Networks (LAN) integrated with Network Management Systems (NMS) that are comprised of internetworking devices, bridges, routers, gateways, and backbone interfaces. This course covers the fundamentals of LAN and NMS technologies with emphasis on design and operation procedures. Topics cover various aspects of LAN and NMS standards, internetworking systems, devices, routers, gateways, and backbone interfaces. Hardware and software tools for NMS and configuration management, along with management policies, and standards operating are also discussed. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.715 Financial Issues in Managing a Secure Operation**

This course addresses the risks (financial, reputation, business, and third party), costs, return on investment, and other business issues in developing a secure operation. Topics include qualitative and quantitative risk analysis, audits, metrics, responses to threats, and developing cost-effective solutions given constraints in money, assets, and personnel. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.716 Security Architecture**

This course builds on Information Security Foundations and focuses on the various security models and architectures. Students review hardware and software security measures, network security standards, LAN/WAN/MAN security, wireless and VPN security, security protection levels, encryption standards, internal versus external access protection, firewalls, and intrusion detection systems. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.717 Implementing Effective Information Security Programs**

This course focuses on the personnel, legal, regulatory, and privacy issues that constitute many of the basic management areas that must be considered in developing and implementing an effective information security program. The course also emphasizes the need for reasonable policies and procedures to ensure compliance. The course discusses many domestic and international laws and regulations that affect what can and can not be done legally to secure systems. Specific topics include HIPAA, GASSP, security best practices, political issues in the organization, implementation of an enterprise-wide security strategy, and finally, the organization, roles, staffing responsibilities, and funding. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.760 Satellite, Wireless and Distributed Network Systems (formerly Wireless and Broadband Communications)**

This course explores the use of satellite, wireless and distributed networks for wide-area data communications. Technologies and topics studied include commercial and military satellites, direct broadcast satellites (DBS), low and medium earth orbiting (LEO and MEO) and geostationary (GEO) satellites, and wireless networks including very small aperture terminals (VSAT) and vehicle fleet tracking along with networks protocols, designs, and operations. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture and 770.610 Foundations of Data Communication Systems (formerly Business Telecommunications).*

**776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

**776.736 IT Enterprise Architecture**

This course examines the true complexity of planning, developing, and managing integrated enterprise-wide systems. Students examine real-world examples of enterprise-wide approaches to IT and examine the implementation issues within their own organizations. Topics include proposal generation and evaluation, legacy systems, organizational issues, organizational readiness, and the acquisition, integration, and deployment of enterprise-wide systems. (3 credits)

*Prerequisite(s): Completion of all MS/ITS Core courses.*

**776.754 E-Business Security**

This course discusses what e-business security is, what it hopes to accomplish, problems encountered in migrating from legacy to Web-based e-business models, and Internet security and Web privacy from both client and server perspectives. Topics include internal transaction security, basic cryptography, SSL, active content security issues (PKI, Java, ActiveX, JavaScript, VB Script), Web privacy, secure server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**782.678 Building Teams and Developing Teamwork**

This course is designed to teach students to benchmark the qualities, characteristics, and structures that lead to high performance teams. Students examine the similarities and differences among interdisciplinary work teams, multidisciplinary work teams, cross-functional work teams, and virtual teams. Models of team development and organization culture are applied to diagnosing, consulting, and facilitating team success. (3 credits)

**782.698 Effective Negotiation and Conflict Management**

This course examines the sources of conflict in organizations both within and between individuals. Students examine the role of resistance in conflict. Students also prepare for a variety of conflict management and negotiating forums, including defining the needs of the participants, confronting appropriately, understanding each party's objectives and motivations, and utilizing proven strategies and tactics to negotiate effective outcomes. (3 credits)

*Note: Credit toward a degree is not awarded for both 782.698 Effective Negotiation and Conflict Management and 782.515 Conflict Management and Negotiating Effectively.*

**782.705 Conflict Resolution and Mediation Process**

This course examines conflict theory and the processes of conflict management and resolution, such as negotiation, mediation, alternative dispute resolution, and analytical problem solving. Students study the development and assessment of the roles of mediator, arbitrator, and reconciliator; assess third party interventions in a variety of organizational settings; compare and contrast legal processes and alternative dispute resolution; and discuss ethical perspectives and dimensions. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 761.745.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.706 Career Management**

Increasingly, human resources and organization development specialists are called upon to play key roles in the design and delivery of career management services. This course introduces participants to career development theory and practice, models for delivering services to individuals in career transition, and strategies for implementing career management systems in today's organizations. Through lectures, personal self-assessment, class discussions, and individual and group projects, students learn the science of career decision making, workplace trends impacting career management practices, assessment strategies, ethics, and liability. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.712 Staffing, Recruitment, and Selection**

This course focuses on recruiting, screening and selecting, hiring, and outplacing employees within the public and private sector. The recruitment and selection of a diverse workforce including an analysis of labor force demographics, equity in recruitment and selection, and sensitivity to diverse cultures are also discussed. Finally, the course addresses the use of technology to find and attract employees, including company Web page criteria for staffing and electronic communication policies. (3 credits)

*Note: This course replaces 782.711.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.714 Human Resources, Labor Relations, and Employment Law**

A survey and analysis of the laws governing labor relations and employee rights in the workplace. This course examines the legal framework in which collective bargaining takes place, including negotiations for and enforcement of collective bargaining agreements. Additionally, this course examines the current laws affecting equal employment opportunity, workers' compensation, occupational health and safety, immigration reform and control, privacy issues, and wrongful discharge. The course also addresses ensuring safe employment practices and developing legally sound policies and procedures. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.715 Compensation and Benefits**

This course examines and reviews the elements of compensation and rewards systems that affect an organization (both public and private sector), including employee compensation theory and practice, wage and incentive design techniques, and administrative considerations and theoretical justification. (3 credits)

*Note: This course replaces 782.709.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.718 Facilitating Strategic Planning, Problem-Solving, and Decision-Making**

At the heart of effective organizational change is the ability of managers, consultants, and team members to facilitate strategic planning and involve employees in problem-solving and decision making. Students examine and use methods of decision making including unilateral decision making, consultative decision making, and group decision making. In order to solve problems effectively, teams need a structured process to identify causes and implement the best possible solution. (3 credits)

**782.720 Critical Issues in the Development and Management of Human Resources**

Matching an organization's strategic plan, its employees' characteristics, and its human resources management (HRM) activities is important for achieving desirable organizational results, competitive products, and services. Emphasis is placed on understanding the strategic role HRM activities can play in organizations and the challenges and opportunities brought by global competition, technology, diversity, the supply and demand of knowledge and skills in the workforce, restructuring and downsizing, and the contingent workforce. HRM functions such as employee selection/placement, rewards and benefits, appraisal, and employee development are reviewed in the context of how organizations can be prepared to cope with internal and external challenges, and how HRM can be a strategic business partner. (3 credits)

*Note: This course replaces 782.708 and 782.760.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.723 Performance Analysis and Improvement Strategies**

This course is based on behavioral concepts as they apply to performance in organizations and organizational effectiveness. Additionally, this course examines performance standards, assessment, and appraisal in relation to how an employee's competencies, interests, and accomplishments contribute to the future of the organization. Students learn when and how to use performance improvement strategies such as feedback and incentive systems, professional development plans, and workplace and job design. As a result of this course, students create a performance analysis and improvement strategy application. (3 credits)

*Note: This course replaces 782.710.*

*Prerequisite(s): Completion of all 600 level requirements.*



**782.724 Principles of Training and Development**

This course examines key principles relevant to training and development, including the role of training in an organization, adult learning theory, needs assessment, training methodology, organizational support, resources and constraints, evaluation of training, and managing the training function. International training considerations are also addressed. Issues that influence training implementation, such as ethics and interpretation, are also reviewed. Students design and develop training modules in response to the needs of a client organization and of adult learners. (3 credits)

*Note: This course replaces 782.700.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.736 Advanced Topics in Organizational Learning**

Students engage in an in-depth examination of learning and change issues in organizations. The selection of topics reflects current trends, how organizations respond to changes in the business and economic environment, labor market issues, new technologies, political trends, and consumer demands. (3 credits)

*Prerequisite(s): Completion of all 600 level requirements.*

**782.743 Advanced Leadership Theory and Practice**

This course blends theory and practice to help students develop their leadership skills. A robust theory of leadership effectiveness, woven throughout the semester, includes articulated style and domain traits, personal and positional power bases, social forces, and organizational, group, and individual variables for leadership. Emphasis is placed on case studies of leaders as effective change agents in organizations confronting turbulent times. (3 credits)

*Note: Open to MBA management concentration students. This course replaces 761.736.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.747 Leading Organizations: Strategy, Structure, and Roles**

At the heart of effective organizational change is the ability of managers and consultants to lead strategic planning processes and to involve employees in problem solving and decision-making. Participants develop an understanding of the strategic planning process, including a detailed exploration of SWOT analysis, decision making among strategic choices, and strategy implementation by means of the organization's structure. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 782.743.*

*Prerequisite(s): Completion of all 600 level requirements.*

**782.749 Managing for Competitive Advantage: Diversity and the Global Workforce**

Given the increasingly diverse and global workforce, managers and organization development and human resources professionals need to understand what it takes to create a thriving organizational community and culture, which is critical to the development of a competitive organization. Students examine the source of differences such as goals, beliefs, national cultural values, race, and gender. Through classroom exercises, students develop strategies for valuing, leading, and managing diversity through various scenarios, including issues of conflict and different styles of management. (3 credits)

*Note: Open to MBA/Management concentration students. This course replaces 782.713 Diversity and Conflict in Organizations.*

*Prerequisite(s): Completion of all 600 level requirements.*

**786.701 The Nonprofit Sector: Scope, Structure, and Dynamics**

This course exposes students to the basic dimensions of the nonprofit sector, reviews the major theories for its existence and role in society, provides an overview of the legal framework and fiscal treatment of the sector, and discusses and evaluates major current policy issues and challenges. (3 credits)

*Note: This is a required course in the Nonprofit Management concentration.*

**786.702 Managing the Nonprofit Organization: A Strategic Framework**

Many U.S. organizations in the nonprofit sector are experiencing serious threats to their viability due to dramatic changes in their environments. Reduced government funding, a shift from grant funding to service contracts, and increased competition for foundation, corporation, and individual donor support have led to increased financial vulnerability. At the same time, funders and other stakeholders are expecting nonprofits to professionalize their internal management practices, demonstrate measurable outcomes, and keep administrative costs low. This course provides an introduction to managing and improving nonprofit organizations within this new environment. Major topics include the current environment and implications for management; leadership development, including building a shared mission and vision; strategic positioning and strategic planning; approaches to governance and transparency; budgeting and financial management; developing viable human resources, including staff and volunteers; monitoring and evaluation; and conflict resolution. (3 credits)

*Note: This is a required course in the Nonprofit Management concentration.*

**786.703 Partnering for Results**

Partnership and collaboration have become the watchwords of progress in widely divergent fields in recent years, but nowhere are they more important than in the solution of public problems. While the “why” of partnership has come to be recognized by businesses, governments, multilateral agencies, and nonprofits, the “how” of partnership remains elusive. This course is designed to overcome this problem. Drawing on a substantial body of literature and experience with multi-sectoral partnerships, students learn the theories associated with partnerships and collaborative movements, the benefits that each partner—business, government, and nonprofit organization—brings to a partnership; the steps involved in forming effective partnerships; how to decide when such partnerships are appropriate and who the most appropriate partners are; what structures and mechanisms are most effective; and how to measure results and share the credit. (3 credits)

*Note: This is a required course in the nonprofit management concentration.*

**786.704 Financial Management for Nonprofits**

The financial course for the nonfinancial person will explain the basics of financial analysis in order to measure an organization’s fiscal stability and well-being. The course provides the tools that a nonprofit executive needs to ensure that an organization makes effective use of its financial resources to further its mission. Students will learn to read financial reports, prepare budgets, and develop policies for internal controls, investments, and purchasing. (1 credit)

*Note: This is a required course in the MBA Nonprofit Management concentration.*

**786.705 Ethics and Accountability**

Nonprofit organizations operate in an environment that calls for strong ethics and high ideals as the cornerstone for the many benefits and privileges these organizations receive. Nonprofits must operate in an ethical way or ultimately risk losing their tax-exempt status. This course focuses on ethics and accountability efforts in nonprofit organizations around the country. Students explore watchdog groups, self-regulatory efforts of nonprofits, and public perceptions of the nonprofit sector. (1 credit)

**786.706 Resource Development (Fundraising)**

This course is designed to equip students with a sound theoretical knowledge of resource development in nonprofit organizations; familiarize them with key aspects and peculiarities of, as well as developments in, the funding environment; and provide a solid understanding of the resource development process and key methods. The course is not intended to train students in fundraising techniques, but to prepare them to fully understand and evaluate this central aspect of nonprofit operation from a managerial perspective. In this sense, resource development is defined as the management process of creating an environment which facilitates the coordination of human and material resources toward the accomplishment of the organization’s goals and development objectives. (1 credit)

**786.707 Advocacy I**

As “partners in public service,” nonprofits and government are linked through multiple relationships. They provide services, research and experiment with new programs and ideas, work with government in the development of laws and policies, and, perhaps most important, hold government accountable through advocacy on behalf of various constituents and causes. This course prepares current and future nonprofit staff and volunteers to engage in organized advocacy for their cause. Students learn different advocacy strategies and how to pull them together to achieve one goal. By the end of the course, students design their own advocacy plans, engage in direct advocacy, and are ready to apply new skills to their organizations. Web-based resources are used during each class. (1 credit)

**786.708 Advocacy II**

Building on the basic advocacy course, students learn more advanced concepts, strategies, and models for public policy leadership and practice. Students are exposed to the latest research and theories on why nonprofits are involved or deterred from the policy-making process. The course continues with an analysis of the efficacy of the current legal framework for nonprofit civic engagement and students develop their own recommendations for improvement. Students review the policy landscape as a means for determining how to frame issues for various stakeholders and bring them to public judgment. They learn how to position issues through different models of multifaceted campaigns that draw on lessons about the tools of advocacy from the primer course. Students become familiar with the nuances of the legislative and regulatory process through work on a specific issue. Throughout the first and second courses, one current public policy issue facing the nonprofit sector is tracked. Positions and tactics used by various groups to advance their views are analyzed and next steps that could be taken on all sides are developed. Guest speakers inform and provoke students to be rigorous about their approach to influencing public policy and building nonprofit-government partnerships. (1 credit)

**786.709 Marketing**

The marketing course provides students with analytical tools, tangible concepts, and practical techniques, helping them become first-rate nonprofit managers who have strong grasps of the nonprofit marketing discipline. Students gain an understanding that, in the end, marketing is an effort to influence the behavior of identified target audiences. The course is taught with the assumption that students know about marketing and what it can do, but want to learn to carry out marketing programs more extensively and successfully as managers for their organizations. (1 credit)

**786.710 Leadership and Management**

In this course, students explore concepts of leadership and organizational behavior as critical factors that come together to influence and impact people, processes, and systems in nonprofit organizations. More specifically, the course consists of three distinct parts: general introduction to concepts of leadership; leadership and its relationship to teamwork, group behavior, and organizational culture; and leadership and its challenges in an increasingly interconnected and technology-driven world. (1 credit)

**786.711 Program Development**

This course facilitates a process which typically begins with an awareness of a problem or community need and culminates in a well defined and structured set of activities with measurable objectives, which are offered to alleviate a specified problem. Program development is an essential precursor to both successful fund raising and achievement of improved health or social outcomes. Important aspects of strategic planning are a part of this process. (1 credit)

**786.712 Conflict Resolution**

Conflict is not only the inevitable product of diversity, but, when well managed, it is also the source of the best and most creative solutions to problems and to the most satisfying relationships. Nowhere is this more true than in our organizations, where the whole can only be as good as the sum of highly interdependent and cooperating parts. By gaining insight into our own styles of approaching conflict and learning the skills that allow us more choices in how we resolve differences, we can become more adept at turning conflict into collaboration. This course gives students the opportunity to learn and practice the skills of constructive conflict resolution in multiple contexts, including interpersonal, organizational, and among citizens and institutions. Classwork emphasizes experiential, hands-on learning and relates specifically to the particular organizational issues that nonprofits encounter. (1 credit)

**786.713 Evaluation and Monitoring for Nonprofits**

This course combines knowledge and practice in evaluating and monitoring programs and processes within the nonprofit sector. In reaching this goal, participants approach monitoring and evaluation in two directions. The course provides guidelines for organizational leaders and program managers to determine what strategies need to be employed, who needs to be involved, and what criteria must be assessed when considering both internal and external evaluation services and vendors. The course also provides the basic skills and tools for participants to conduct program and project monitoring and evaluation. (1 credit)

**786.714 Board and Governance**

This course is designed to equip students with a theoretical knowledge of how nonprofit organizations are governed; familiarize them with successful techniques for working with the voluntary board of trustees; and provide an understanding of the legal, ethical, and cultural frameworks in which boards must work. As such, the course is not intended to train students in specific management techniques, but to prepare them to more fully understand and evaluate this central aspect of nonprofit operation from a managerial perspective. (1 credit)

**786.801 Competitive Strategy for Nonprofits**

In this capstone course of the MBA, students integrate and apply previous course work to strategic management challenges of the nonprofit enterprise. Through intensive case studies, simulations, and presentations, students develop and apply a range of analytic, integrative, and decision-making skills. (3 credits)

*Note: This capstone course is open only to MBA students concentrating in Nonprofit Management. This course is required in place of 790.801 Competitive Strategy and should be taken in the last semester of the MBA program after all other courses have been completed. Actual class sessions may vary from the published schedule to accommodate student presentations and case competitions.*

**786.715 Strategic Planning**

Planning and acting according to plan are critical to the success of organizations seeking to grow and thrive in today's nonprofit climate. Mission, vision and guiding principle are the compass points used in strategic planning. Organizations seek opportunity to anticipate need and to advance their responses by planning regularly. Board members, staff and other key stakeholders gather to see the horizon, set the course, monitor progress and act. This course introduces students to strategic planning, its fundamental theories and the tools used to develop strategic plans. To practice the application of strategic planning, teams of students will form and will set up a two part strategic planning process, using the tools they have been introduced to in this class. Documents supporting their selection of theory and tools will be graded, as will their role in the planning scenario they create and present in class. (1 credit)

**Capstone****790.801 Competitive Strategy**

Students integrate and apply previous course work to strategic management problems. Analytic, integrative, and decision-making skills are developed through case discussions using team presentations. (3 credits)

*Note: Open only to MBA students.*

*Prerequisite(s): Completion of all MBA first and second group required courses.*

## **MBA Medical Services Mgmt**

### **757.601 Accounting for Decision Making in Medicine**

Through this course, students develop an understanding of the concepts and methods by which all business transactions are communicated. Cost accounting concepts, forms of business organizations, the accounting process, preparation of financial statements, ratio analysis, internal accounting controls, the auditing process, tax accounting concepts, cost-volume-profit analysis, and management control techniques are included in the course materials and discussions. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

### **757.602 Medical Economics**

This course introduces the basic analytical tools of economics and applies them to issues in health care. Topics include the basics of supply and demand, market structure and competitive strategy, choice under uncertainty, general equilibrium and economic efficiency, markets with asymmetric information, and corrections of market failure. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

### **757.603 Managerial Finance for Medical Services**

Students are exposed to financial management theories, principles, concepts, and techniques necessary to make sound decisions. Topics include business planning and budgeting, use of operating and financial leverage, working capital management, sources of capital, capital expenditures evaluation techniques, dividend policy, and growth by mergers. As in the course 757.601 Accounting for Decision Making in Medicine, theory is applied to all businesses, and then is related specifically to health care using classroom examples, written case problems, and guest speakers. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and graduate certificate students.*

*Prerequisite(s): 757.601 Accounting for Decision Making in Medicine.*

### **757.604 Leadership and Organizational Behavior in Medical Settings**

This course addresses the complexities of organizational behavior in medical settings. Students analyze the role of individuals, groups, the organization, and culture in the delivery of health care. The course builds on the experiences of the participants and relates them to various theories of organizational behavior. Through the use of case studies, simulations, and class discussions, students learn to overcome obstacles that inhibit effectiveness and efficiency within organizations and to establish themselves as productive leaders. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

### **757.605 Marketing Management in Medical Organizations**

Students receive a basic understanding of the core concepts, current practices, and nomenclatures of the contemporary practice of marketing the services of a health care organization. The course focuses on market analysis, consumer behavior and analysis, market segmentation, marketing strategy, product decisions, pricing and distribution decisions, promotional decisions, and marketing budget and control. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

*Prerequisite(s): 757.704 Strategic Planning in Medical Organizations.*

### **757.701 Health Care and Business: Theory and Practice**

This course examines the critical and controversial issues related to the integration of business and medicine. Students review some of the best health management and clinical practices in the country, covering topics such as physician partnership formation, physician relationships with managed care entities, the formation of hospital networks, capitation, competitive cost positioning, quality measurement and outcomes, and ethical issues. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.702 Clinical Practice Improvement**

757.702 Clinical Practice Improvement This course is designed for health care providers to learn techniques for achieving better clinical outcomes at lower costs including techniques of clinical practice improvement (CPI). CPI is a systematic method to determine optimal care by linking relevant measures of patient characteristics, processes, and outcomes. The system is designed to generate valid statistical inferences about the operational elements of the process of clinical care. By using consensus combined with objective feedback, CPI eliminates inappropriate treatment variation for well-defined groups of comparable patients. In short, CPI is the rigorous application of the scientific method to the day-to-day practice of medicine. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.703 Medical Informatics**

This course provides the medical professional with an understanding of the functions, knowledge, tools, and systems comprising the field of medical informatics. The course delves into the rapidly developing scientific field that deals with the storage, retrieval, and optimal use of biomedical information, data, and knowledge for problem solving and decision making. The teaching approach uses interactive lectures about topics focused on physicians' and administrators' perspectives. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.704 Strategic Planning in Medical Organizations**

This course focuses on principles of strategic management and competitive analysis to support strategy development for health care organizations. The course provides an understanding of how current business and management knowledge is applied to health care organizations to promote future success and competitive advantage. Examining contemporary theory and models, students learn to assess and develop an organization's mission and vision; perform an internal and external assessment; evaluate competitive threats and responses; develop organizational change strategies; and evaluate the leadership qualities necessary to make change occur. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.707 Legal Issues in Medicine**

This course provides health care professionals with an overview of the legal environment as it affects medicine and business. Cutting-edge cases are utilized as students explore medical mal-practice, negligence, liability (physician, product, and corporate), tort law, criminal aspects of health care, patient consent and rights, issues of procreation, AIDS and health care workers, end of life issues, and health care reform. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.710 Medical Economics II**

This course extends the scope of 757.602 Medical Economics, concentrating on the application of economic theory to the real world of health care. Topics include the theory of the firm as it applies to physicians, hospitals, and systems; the market for labor in health care; the role of health insurance; asymmetric information and the role of agency; the pharmaceutical market; government as payer and regulator; and equity/ethical considerations. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

*Prerequisite(s): 757.602 Medical Economics.*

**757.711 Finance for Medical Services II**

This course expands upon the concepts presented in 757.601 Accounting for Decision Making in Medicine and 757.603 Managerial Finance for Medical Services. The course utilizes a case approach to apply the concepts learned in those courses and focuses on new concepts around capital financing. The course shifts learning from conceptual principles to the mechanics of financial models. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

*Prerequisite(s): 757.601 Accounting for Decision Making in Medicine. 757.603 Managerial Finance for Medical Services.*

**757.712 Negotiation**

This course provides students with the basic skills needed for effective negotiation of business relationships in health care and other settings. The first part of the course focuses on understanding and developing a systematic approach to preparing for, structuring, and negotiating key business relationships. The second part of the course helps participants develop basic process and conflict management skills needed for effective negotiation of business relationships in health care. The course also explores the ethics of negotiation. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.801 Integrative Field Experience**

This integrative, case-based course focuses on applying knowledge gained from previous courses in the Hopkins Business of Medicine Program. Students evaluate, analyze, and synthesize case information presented from an actual company and chart the future of the company. The major responsibility of the students in this course is to make objective strategic decisions and to justify them through oral and written communication. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**761.624 Foundations of Moral Leadership**

This course stresses personal integrity, moral responsibility, and the ethical dimensions of leadership. Students explore the concepts of moral agency and moral authority in a social and structural context; examine the foundations and principles of various ethical traditions and systems; and practice applying ethical principles and standards to contemporary moral dilemmas. Students are encouraged to define a personal code of moral leadership as a foundation for pursuing life and career goals. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

**761.728 Moral Leadership and the Global Economy**

This course stresses collective moral agency and the ethical dimensions of business and management in a global political economy. Students explore cross-cultural perspectives on economics and business culture; apply multiple moral standpoints and values to contemporary business and economic issues; and examine business models of cross-cultural collaboration. Students are encouraged to incorporate attitudes of cross-cultural tolerance and mutual respect into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership.*

**761.729 Moral Leadership and Corporate Citizenship**

This course stresses current and emerging moral issues of contemporary business practice with a focus on professions and business sectors. Students examine and evaluate corporate and professional codes of conduct; analyze the ethical dimensions of landmark business cases; and explore the ethical aspects of professional practice communities and business sectors. Students are encouraged to incorporate ethical practice standards appropriate to their profession and business sector into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership and 761.728 Moral Leadership and the Global Economy.*

**790.616 Statistics for Business**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and computer software are used. (3 credits)

## MBA/MSITS Dual Degree

### **Required**

#### **753.701 Managerial Economics**

This is a microeconomics course with emphasis on the application of economic principles and methodologies to managerial decision problems. Major topics include consumer choice and demand, production and costs, market structures and output/price decisions, and pricing strategies for multiple products. (3 credits)

*Prerequisite(s):* 790.614 Business, Government, and the World Economy and 790.616 Statistics for Business.

#### **756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s):* 790.609 Financial Management (formerly Financial Management I).

#### **761.624 Foundations of Moral Leadership**

This course stresses personal integrity, moral responsibility, and the ethical dimensions of leadership. Students explore the concepts of moral agency and moral authority in a social and structural context; examine the foundations and principles of various ethical traditions and systems; and practice applying ethical principles and standards to contemporary moral dilemmas. Students are encouraged to define a personal code of moral leadership as a foundation for pursuing life and career goals. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

#### **761.700 Managerial Communication**

This course enables students to communicate orally and in writing as managers both to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments, and communicate effectively across various cultures. (3 credits)

*Note: Completion of all MBA foundation courses*

*Prerequisite(s): Completion of all MBA foundation required courses.*

#### **761.728 Moral Leadership and the Global Economy**

This course stresses collective moral agency and the ethical dimensions of business and management in a global political economy. Students explore cross-cultural perspectives on economics and business culture; apply multiple moral standpoints and values to contemporary business and economic issues; and examine business models of cross-cultural collaboration. Students are encouraged to incorporate attitudes of cross-cultural tolerance and mutual respect into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s):* 761.624 Foundations of Moral Leadership.

#### **761.729 Moral Leadership and Corporate Citizenship**

This course stresses current and emerging moral issues of contemporary business practice with a focus on professions and business sectors. Students examine and evaluate corporate and professional codes of conduct; analyze the ethical dimensions of landmark business cases; and explore the ethical aspects of professional practice communities and business sectors. Students are encouraged to incorporate ethical practice standards appropriate to their profession and business sector into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s):* 761.624 Foundations of Moral Leadership and 761.728 Moral Leadership and the Global Economy.



**761.731 Management and Organizational Behavior**

Students examine organizational behavior, management, and leadership from diverse perspectives focusing on the individual, group, and organization; climate and culture; industry and society, and the global environment. Experiential in design, the course draws on the organizational life of students and encourages practical application of the theories and ideas considered. High levels of participation are maintained through the use of cases, simulations, discussion, and the class itself as a temporary organization. (3 credits)

*Note: Credit toward a degree is not awarded for both 761.731 Management and Organizational Behavior and 782.635 Organizational Behavior and Change.*

*Prerequisite(s): Completion of all MBA first group required courses.*

**762.703 Marketing Strategy**

This course provides students with a solid foundation in understanding marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, segmentation strategies, target marketing, positioning strategies, and evaluation of marketing programs and effectiveness. Strategic thinking and in-depth analytical skills are developed through the application of marketing tools and models. Cross-functional analysis and practical application of marketing concepts and skills are covered through case analyses, class discussions, role playing, and applied projects. (3 credits)

*Prerequisite(s): 762.702 Consumer Behavior Analysis. 762.709 Marketing Analysis and Decision Making. 762.730 Managerial Economics and Industry Analysis. 762.731 Cost Design and Financial Analysis in Marketing or Completion of all MBA foundation required courses.*

**770.514 Systems Analysis and Design**

This course discusses the systems development life cycle and focuses on the analysis and design of components. Requirements analysis is highlighted, as well as integrating these topics with database systems. Topics include rapid application development, structured analysis, examination of organizational and physical factors, determination of input/output needs, dataflow requirements, case tools, system testing, alternate design methods, and development of detailed design specifications. (3 credits)

*Note: 770.517 Information and Telecommunication Systems Architecture is recommended but not required.*

**770.517 Information and Telecommunication Systems Architecture**

This course provides the foundations of information systems and telecommunications systems as applied in business and management. The integration of these two areas are highlighted, and methodologies, techniques, tools, and applications are discussed. Topics include computer hardware and software, peripheral devices, components of data communications systems, integration of computing and distributed systems, and contemporary information system architecture in the organization, including its structure, theory, and application. (3 credits)

**770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)**

The objective of this course is to prepare students to understand telecommunication systems and networks as applied to business enterprises in the commercial and public sectors. In this course, selections of telecommunications technologies necessary to support business applications are discussed. This course enables students to gain an in-depth understanding of telecommunications systems and networks, proposal writing and evaluations, cost vs. performance trade-offs, requirements developments, and requirements analyses. Technical and managerial aspects of telecommunication systems and networks with an emphasis on communication networks (LAN and WAN) and methodologies using distributed processing are discussed as well. (3 credits)

**770.618 Project Management for Information Systems**

Students learn to plan and manage projects for information systems. Topics include calendar preparation, project outlines, task analysis, resource allocation, risk management, cost analysis, and scheduling. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**771.732 Quantitative Decision Making for Business**

This course discusses quantitative methods for decision making for business. The course presents some of the various techniques that have been developed to help managers and other decision-makers solve the problems that they encounter. Computer software is used to demonstrate strategies and methodologies, which allow students to focus on the benefits and limitations of the various methodologies presented. Topics include multicriteria decision making, multiattribute utility theory, operations research and management science techniques, and risk management. (3 credits)

*Note: Requires an understanding of college algebra.*

**772.810 Graduate Capstone Project in Technology**

The course is based on a semester-long project, which brings students from various IT concentrations together to solve an organization's IT-related business problem. Under close supervision of a Graduate Division of Business and Management faculty instructor and an organizational sponsor, student teams perform required tasks to complete the projects in the semester time frame. Students prepare academic reports and make presentations of solutions to their corporate sponsors. This course is open only to MS/ITS students and should be taken as the last course in the program. Adviser approval is required prior to registering for this course. Due to the nature and intensity of the capstone projects, no other course may be taken with the capstone. (3 credits)

*Note: The Department of Information Technology may also schedule a student orientation about capstone projects prior to the first week of class at one of the centers. This will be scheduled at the department's discretion and will be announced to those enrolled in the course.*

*Prerequisite(s): Open ONLY to MS/ITS students; advisor approval is required.*

**773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**776.736 IT Enterprise Architecture**

This course examines the true complexity of planning, developing, and managing integrated enterprise-wide systems. Students examine real-world examples of enterprise-wide approaches to IT and examine the implementation issues within their own organizations. Topics include proposal generation and evaluation, legacy systems, organizational issues, organizational readiness, and the acquisition, integration, and deployment of enterprise-wide systems. (3 credits)

*Prerequisite(s): Completion of all MS/ITS Core courses.*

**790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.614 Business, Government, and the World Economy**

This survey course in open economy macro-economics emphasizes the role of the government and its effect on the global business environment. Major topics include economic growth, inflation, unemployment, exchange rates, fiscal and monetary policy, and international finance. As a foundation for the MBA curriculum, this course is designed for students to become informed participants in the global economy. The course provides students with the necessary theoretical framework and empirical evidence relevant to the covered topics, and helps them develop an economic perspective for analyzing real-world phenomena. (3 credits)

**790.615 Marketing Management**

This course covers principles of market-driven managerial decision making: consumer, competitor, and company analysis; market segmentation; definition of target markets; and product positioning. The management of the marketing function, including product and pricing decisions, channels of distribution, and marketing communications, is also covered. (3 credits)

**790.801 Competitive Strategy**

Students integrate and apply previous course work to strategic management problems. Analytic, integrative, and decision-making skills are developed through case discussions using team presentations. (3 credits)

*Note: Open only to MBA students.*

*Prerequisite(s): Completion of all MBA first and second group required courses.*

**761.625 Leadership Ethics Proseminar**

The Leadership Ethics Proseminar introduces and explores ethical leadership as a framework for enterprise value creation in a complex environment of competing economic and moral claims. Students examine contemporary models of leadership, the intrinsic ethical challenges of leadership, and the concept of a moral compass as a foundation for responding effectively to the ethical challenges of corporate citizenship and value creation in a competitive global economy. The Leadership Ethics Proseminar also introduces students to the learning methods and platforms of graduate business study including electronic databases and learning technology, case studies, problem solving, and collaborative inquiry. (3 credits)

*Note: MBA students begin their program with the Leadership Ethics Proseminar.*

**Electives****756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**757.602 Medical Economics**

This course introduces the basic analytical tools of economics and applies them to issues in health care. Topics include the basics of supply and demand, market structure and competitive strategy, choice under uncertainty, general equilibrium and economic efficiency, markets with asymmetric information, and corrections of market failure. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.704 Strategic Planning in Medical Organizations**

This course focuses on principles of strategic management and competitive analysis to support strategy development for health care organizations. The course provides an understanding of how current business and management knowledge is applied to health care organizations to promote future success and competitive advantage. Examining contemporary theory and models, students learn to assess and develop an organization's mission and vision; perform an internal and external assessment; evaluate competitive threats and responses; develop organizational change strategies; and evaluate the leadership qualities necessary to make change occur. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.707 Legal Issues in Medicine**

This course provides health care professionals with an overview of the legal environment as it affects medicine and business. Cutting-edge cases are utilized as students explore medical mal-practice, negligence, liability (physician, product, and corporate), tort law, criminal aspects of health care, patient consent and rights, issues of procreation, AIDS and health care workers, end of life issues, and health care reform. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.710 Medical Economics II**

This course extends the scope of 757.602 Medical Economics, concentrating on the application of economic theory to the real world of health care. Topics include the theory of the firm as it applies to physicians, hospitals, and systems; the market for labor in health care; the role of health insurance; asymmetric information and the role of agency; the pharmaceutical market; government as payer and regulator; and equity/ethical considerations. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

*Prerequisite(s): 757.602 Medical Economics.*

**757.712 Negotiation**

This course provides students with the basic skills needed for effective negotiation of business relationships in health care and other settings. The first part of the course focuses on understanding and developing a systematic approach to preparing for, structuring, and negotiating key business relationships. The second part of the course helps participants develop basic process and conflict management skills needed for effective negotiation of business relationships in health care. The course also explores the ethics of negotiation. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**761.624 Foundations of Moral Leadership**

This course stresses personal integrity, moral responsibility, and the ethical dimensions of leadership. Students explore the concepts of moral agency and moral authority in a social and structural context; examine the foundations and principles of various ethical traditions and systems; and practice applying ethical principles and standards to contemporary moral dilemmas. Students are encouraged to define a personal code of moral leadership as a foundation for pursuing life and career goals. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

**761.700 Managerial Communication**

This course enables students to communicate orally and in writing as managers both to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments, and communicate effectively across various cultures. (3 credits)

*Note: Completion of all MBA foundation courses*

*Prerequisite(s): Completion of all MBA foundation required courses.*

**761.728 Moral Leadership and the Global Economy**

This course stresses collective moral agency and the ethical dimensions of business and management in a global political economy. Students explore cross-cultural perspectives on economics and business culture; apply multiple moral standpoints and values to contemporary business and economic issues; and examine business models of cross-cultural collaboration. Students are encouraged to incorporate attitudes of cross-cultural tolerance and mutual respect into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership.*

**761.729 Moral Leadership and Corporate Citizenship**

This course stresses current and emerging moral issues of contemporary business practice with a focus on professions and business sectors. Students examine and evaluate corporate and professional codes of conduct; analyze the ethical dimensions of landmark business cases; and explore the ethical aspects of professional practice communities and business sectors. Students are encouraged to incorporate ethical practice standards appropriate to their profession and business sector into their personal code of moral leadership. (1 credit)

*Note: Course preparation work required before and after actual class meeting.*

*Prerequisite(s): 761.624 Foundations of Moral Leadership and 761.728 Moral Leadership and the Global Economy.*

**761.731 Management and Organizational Behavior**

Students examine organizational behavior, management, and leadership from diverse perspectives focusing on the individual, group, and organization; climate and culture; industry and society, and the global environment. Experiential in design, the course draws on the organizational life of students and encourages practical application of the theories and ideas considered. High levels of participation are maintained through the use of cases, simulations, discussion, and the class itself as a temporary organization. (3 credits)

*Note: Credit toward a degree is not awarded for both 761.731 Management and Organizational Behavior and 782.635 Organizational Behavior and Change.*

*Prerequisite(s): Completion of all MBA first group required courses.*

**790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.611 Financial Accounting**

This course emphasizes the vocabulary, methods, and processes by which for-profit business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; internal controls; and preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows. The course also introduces the analysis of financial results. (3 credits)

**790.615 Marketing Management**

This course covers principles of market-driven managerial decision making: consumer, competitor, and company analysis; market segmentation; definition of target markets; and product positioning. The management of the marketing function, including product and pricing decisions, channels of distribution, and marketing communications, is also covered. (3 credits)

**MS/MBA Biotech.****759.601 Accounting for Decision-Making in Biotechnology**

Through this course, students develop an understanding of the concepts and methods by which all business transactions—including those in the biotechnology industry—are communicated. Cost accounting concepts, forms of business organizations, the accounting process, preparation of financial statements, ratio analysis, internal accounting controls, the auditing process, tax accounting concepts, cost-volume-profit analysis, and management control techniques are included in the course material and discussions. (3 credits)

**759.602 Managerial Finance for Biotechnology**

Students are exposed to financial management theory, principles, concepts, and techniques necessary to make sound decisions. Topics include business planning and budgeting, use of operating and financial leverage, working capital management, sources of capital, capital expenditures evaluation techniques, dividend policy, and growth by mergers. As in Accounting for Decision Making in Biotechnology, theory is applied to all businesses, and then is related specifically to the biotechnology industry using classroom examples, written case problems, and guest speakers. (4 credits)

**759.604 Managing Biotechnology Professionals**

The roles of managers and leaders within biotechnology companies undergo constant change. Biotechnology managers must engage in new and innovative problem-solving strategies; lead a diverse and global workforce; develop partnerships with other businesses, customers, and competitors; manage horizontally and across teams; and utilize technology as a competitive advantage. The student is able to address current challenges in his/her own organization and learn methods of implementing change, such as negotiation techniques and motivation. The course includes in-depth discussions of leadership skills, communication, conflict resolution, and goal integration. Students research a biotechnology organization and analyze what is working and not working within the management systems and suggest alternatives. (4 credits)

**759.608 Marketing Aspects of Biotechnology**

This course introduces students to the strategic and tactical approaches used in the marketing of biotechnological products and services. Students gain a thorough understanding of the research and planning necessary to develop a marketing plan, the relationship between the marketing and sales functions, the difference between marketing a scientific product and a scientific service, pricing strategies, distribution alternatives, communications, promotion, and the importance of perception. Knowledge of marketing terminology and techniques proves helpful to anyone in the industry. (4 credits)

**759.701 Finance for Biotechnology II**

This course expands upon the concepts presented in Accounting for Decision-Making in Biotechnology and Managerial Finance for Biotechnology. The course utilizes a case approach to apply the concepts learned in these courses and focuses on new concepts around capital financing. In addition, the course shifts learning from conceptual principles to the mechanics of financial models. (3 credits)

**759.706 Economics for Biotechnology**

This course introduces the basic analytical tools of economics and applies them to issues in biotechnology. Theoretical topics include the basics of supply and demand; market structure and competitive strategy; choice under uncertainty; markets with asymmetric information; and corrections of market failure. Applications include the theory of the firm as it applies to the biotechnology industry; intellectual property and patents, copyrights, and licenses; asymmetric information and the role of agency; the pharmaceutical market; government as payer and regulator; and equity/ethical considerations. (4 credits)

**759.709 Legal Issues in Biotechnology I**

In this course, students gain a thorough understanding of the legal issues surrounding the protection and marketing of biotechnology innovations. Topics include an overview of intellectual property and patent law; historical and current application of these principles to biotechnology and bioinformatics; and potential developments in the field. (2 credits)

**759.710 Legal Issues in Biotechnology II**

This course addresses the legal issues facing organizations, in general and in the biotechnology industry. Topics include the legal structure of corporations; the legal issues of dealing with government (i.e., sponsored research and contracts), universities, and other entities; and the legal issues involved with mergers, acquisitions, joint ventures, and other relationships. (2 credits)

**759.721 Strategic Planning in Biotechnology**

This course focuses on principles of strategic management and competitive analysis to support strategy development for biotechnology firms and related agencies. This course provides an understanding of how current business and management knowledge is applied to the biotechnology field to promote future success and competitive advantage. Examining contemporary theory and models, students learn to assess and develop an organization's mission and vision; perform an internal and external assessment; evaluate competitive threats and responses; develop organizational change strategies; and evaluate the leadership qualities necessary to make change occur. (3 credits)

**759.830 Capstone: Integrative Field Experience**

This integrative case-based course focuses on applying knowledge gained from previous courses in the MS/MBA program. Students are asked to evaluate, analyze, and synthesize case information presented from an actual biotechnology company or agency and chart the future of this organization. The major responsibility of the students is to make objective strategic decisions and to justify them through oral and written communication. (3 credits)

**MSN/MBA*****Foundation*****790.609 Financial Management (formerly Financial Management I)**

This is the first course in a two-course sequence in financial management. Topics covered include time value of money, risk and return, bond and stock valuation, financial statement analysis, working capital management, and cost of capital. (3 credits)

*Prerequisite(s): 790.611 Financial Accounting and 790.616 Statistics for Business.*

**790.611 Financial Accounting**

This course emphasizes the vocabulary, methods, and processes by which for-profit business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; internal controls; and preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows. The course also introduces the analysis of financial results. (3 credits)

**790.614 Business, Government, and the World Economy**

This survey course in open economy macro-economics emphasizes the role of the government and its effect on the global business environment. Major topics include economic growth, inflation, unemployment, exchange rates, fiscal and monetary policy, and international finance. As a foundation for the MBA curriculum, this course is designed for students to become informed participants in the global economy. The course provides students with the necessary theoretical framework and empirical evidence relevant to the covered topics, and helps them develop an economic perspective for analyzing real-world phenomena. (3 credits)

**790.615 Marketing Management**

This course covers principles of market-driven managerial decision making: consumer, competitor, and company analysis; market segmentation; definition of target markets; and product positioning. The management of the marketing function, including product and pricing decisions, channels of distribution, and marketing communications, is also covered. (3 credits)

**Core****753.701 Managerial Economics**

This is a microeconomics course with emphasis on the application of economic principles and methodologies to managerial decision problems. Major topics include consumer choice and demand, production and costs, market structures and output/price decisions, and pricing strategies for multiple products. (3 credits)

*Prerequisite(s): 790.614 Business, Government, and the World Economy and 790.616 Statistics for Business.*

**756.701 Corporate Finance (formerly Corporate Financial Theory)**

This course deals primarily with a firm's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk, capital budgeting, the cost of capital, capital structure theory, and working capital management. Students develop the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses. (3 credits)

*Note: Recommended as first MBA core course completed.*

*Prerequisite(s): 790.609 Financial Management (formerly Financial Management I).*

**757.604 Leadership and Organizational Behavior in Medical Settings**

This course addresses the complexities of organizational behavior in medical settings. Students analyze the role of individuals, groups, the organization, and culture in the delivery of health care. The course builds on the experiences of the participants and relates them to various theories of organizational behavior. Through the use of case studies, simulations, and class discussions, students learn to overcome obstacles that inhibit effectiveness and efficiency within organizations and to establish themselves as productive leaders. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

**757.704 Strategic Planning in Medical Organizations**

This course focuses on principles of strategic management and competitive analysis to support strategy development for health care organizations. The course provides an understanding of how current business and management knowledge is applied to health care organizations to promote future success and competitive advantage. Examining contemporary theory and models, students learn to assess and develop an organization's mission and vision; perform an internal and external assessment; evaluate competitive threats and responses; develop organizational change strategies; and evaluate the leadership qualities necessary to make change occur. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**757.710 Medical Economics II**

This course extends the scope of 757.602 Medical Economics, concentrating on the application of economic theory to the real world of health care. Topics include the theory of the firm as it applies to physicians, hospitals, and systems; the market for labor in health care; the role of health insurance; asymmetric information and the role of agency; the pharmaceutical market; government as payer and regulator; and equity/ethical considerations. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

*Prerequisite(s): 757.602 Medical Economics.*

**757.711 Finance for Medical Services II**

This course expands upon the concepts presented in 757.601 Accounting for Decision Making in Medicine and 757.603 Managerial Finance for Medical Services. The course utilizes a case approach to apply the concepts learned in those courses and focuses on new concepts around capital financing. The course shifts learning from conceptual principles to the mechanics of financial models. (3 credits)

*Note: This course is open only to MBA in Medical Services Management and MSN students.*

*Prerequisite(s): 757.601 Accounting for Decision Making in Medicine. 757.603 Managerial Finance for Medical Services.*

**757.712 Negotiation**

This course provides students with the basic skills needed for effective negotiation of business relationships in health care and other settings. The first part of the course focuses on understanding and developing a systematic approach to preparing for, structuring, and negotiating key business relationships. The second part of the course helps participants develop basic process and conflict management skills needed for effective negotiation of business relationships in health care. The course also explores the ethics of negotiation. (3 credits)

*Note: This course is open only to MBA in Medical Services Management students.*

**761.700 Managerial Communication**

This course enables students to communicate orally and in writing as managers both to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments, and communicate effectively across various cultures. (3 credits)

*Note: Completion of all MBA foundation courses*

*Prerequisite(s): Completion of all MBA foundation required courses.*

**761.731 Management and Organizational Behavior**

Students examine organizational behavior, management, and leadership from diverse perspectives focusing on the individual, group, and organization; climate and culture; industry and society, and the global environment. Experiential in design, the course draws on the organizational life of students and encourages practical application of the theories and ideas considered. High levels of participation are maintained through the use of cases, simulations, discussion, and the class itself as a temporary organization. (3 credits)

*Note: Credit toward a degree is not awarded for both 761.731 Management and Organizational Behavior and 782.635 Organizational Behavior and Change.*

*Prerequisite(s): Completion of all MBA first group required courses.*

**762.703 Marketing Strategy**

This course provides students with a solid foundation in understanding marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, segmentation strategies, target marketing, positioning strategies, and evaluation of marketing programs and effectiveness. Strategic thinking and in-depth analytical skills are developed through the application of marketing tools and models. Cross-functional analysis and practical application of marketing concepts and skills are covered through case analyses, class discussions, role playing, and applied projects. (3 credits)

*Prerequisite(s): 762.702 Consumer Behavior Analysis. 762.709 Marketing Analysis and Decision Making. 762.730 Managerial Economics and Industry Analysis. 762.731 Cost Design and Financial Analysis in Marketing or Completion of all MBA foundation required courses.*

**790.801 Competitive Strategy**

Students integrate and apply previous course work to strategic management problems. Analytic, integrative, and decision-making skills are developed through case discussions using team presentations. (3 credits)

*Note: Open only to MBA students.*

*Prerequisite(s): Completion of all MBA first and second group required courses.*



## Electronic Business (PC)

### 771.715 International Business and the Electronic Marketplace

The World Wide Web and electronic business allow any business anywhere to enter the global market. Competing in the global market requires information systems to provide and access accurate information and respond to inputs from a wide variety of sources. Managers must be aware of issues that have little or no impact in a domestic market. Topics include data ownership, international data flow, security and legal issues, cultural considerations, support issues, and varied management styles. (3 credits)

*Note: Prerequisite may be waived for students in the International Business concentration.*

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

### 771.751 The Internet and Electronic Commerce

The Internet affords great opportunities for conducting business transactions that do not require physical proximity. This course describes the fundamental components and issues involved with electronic commerce, such as Internet fundamentals, business process analysis, electronic payment methods and systems, security, certificates, EDI, standards, and commerce servers. (3 credits)

### 771.760 Electronic Business Strategies

This course provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and electronic business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial Web site as part of an overall business strategy. Additionally, students learn to determine the functional and financial feasibility of a Web site and gain an understanding of how to combine technological capability with the results of social, psychological, and market research to create and implement effective electronic commerce Web sites as part of an electronic business strategy. (3 credits)

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

### 773.701 Data Mining and Discovery Informatics

Discovery informatics is the study and practice of effectively employing the full spectrum of computing and analytical sciences and technologies to discover knowledge by identifying and validating patterns in data. Students learn strategies, methods, and tools associated with this emerging methodology, including data mining, the knowledge discovery process, identification of structural patterns in data, decision trees, classification and association rules, evaluation and validation of discovered patterns, visualization, and ethical and privacy issues. (3 credits)

### 773.719 Information Security Foundations

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

### 773.721 Competitive Intelligence

Competitive Intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect an organization's plans, decisions, and operations. Students learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position. Students will apply analytical and socio-technical techniques to improve organizational decision making as related to CI, and should understand the issues related to the collection, analysis, and management of external information. (3 credits)

### 773.752 Basic Web Site Development and Information Architecture

The rapidly evolving capabilities of World Wide Web client browsers provide important opportunities for Intranet/Extranet applications. This course presents fundamental Web design principles as well as the current HTML coding model, practices, and standards. Example applications are explored and students construct their own application Web pages. (3 credits)

**776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

**776.754 E-Business Security**

This course discusses what e-business security is, what it hopes to accomplish, problems encountered in migrating from legacy to Web-based e-business models, and Internet security and Web privacy from both client and server perspectives. Topics include internal transaction security, basic cryptography, SSL, active content security issues (PKI, Java, ActiveX, JavaScript, VB Script), Web privacy, secure server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**Info. & Telecom. Systems (PC)****770.600 IT Budget and Financial Management**

This course provides students with a basic understanding of accounting and financial concepts necessary to understand the role finance plays in the justification and development of new IT systems. Topics include return on investment, net present value of money, cost of money, future value of money, and critical financial ratios. (3 credits)

*Note: This course is not open to MBA students.*

**770.610 Foundations of Data Communication Systems (formerly Business Telecommunications)**

The objective of this course is to prepare students to understand telecommunication systems and networks as applied to business enterprises in the commercial and public sectors. In this course, selections of telecommunications technologies necessary to support business applications are discussed. This course enables students to gain an in-depth understanding of telecommunications systems and networks, proposal writing and evaluations, cost vs. performance trade-offs, requirements developments, and requirements analyses. Technical and managerial aspects of telecommunication systems and networks with an emphasis on communication networks (LAN and WAN) and methodologies using distributed processing are discussed as well. (3 credits)

**770.618 Project Management for Information Systems**

Students learn to plan and manage projects for information systems. Topics include calendar preparation, project outlines, task analysis, resource allocation, risk management, cost analysis, and scheduling. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**770.627 IT Strategic and Change Management**

Students learn to use information technology as a strategic resource and to manage information systems as an asset to the organization. Change management is discussed as how best to affect culture and behavioral changes in an organization, as related to the use of IT. Planning strategies, tactics, and practices are covered, and overall corporate strategic plans are linked to information technology. Through the use of case studies, students learn to develop, manage, and implement change to improve information resource utilization. (3 credits)

*Note: Prerequisite(s): 770.600 IT Budget and Financial Management or Completion of all MBA foundation courses.*

**771.710 Organizational and Legal Issues in Technology**

With the advent of information systems, complex legal issues have developed concerning the planning, management, operation, and support of technology functions. This course provides a background in legal theory in the context of technology's impact on business operations. Topics include ownership, intellectual property rights, software licensing, liabilities, contracting, and privacy. (3 credits)

**771.713 Business Processes and Change Management**

Organizations are implementing new technology and applications as integral parts of their operations. This course examines the structure of business processes, effective ways to engineer them, and best practices to restructure them in response to changing strategic direction. Topics include business process re-engineering and continuous process improvement. The course focuses on the need for integrated planning to maximize the positive impact of new technology on business operations. Students explore the critical element of dealing effectively with change in technology-intensive organizations and managing change as a routine part of the management challenge. (3 credits)

*Prerequisite(s): 771.750 Information Technology Integration for Business or 770.601 Technical Writing and Communication Skills for IT Professionals.*

**771.751 The Internet and Electronic Commerce**

The Internet affords great opportunities for conducting business transactions that do not require physical proximity. This course describes the fundamental components and issues involved with electronic commerce, such as Internet fundamentals, business process analysis, electronic payment methods and systems, security, certificates, EDI, standards, and commerce servers. (3 credits)

**771.760 Electronic Business Strategies**

This course provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and electronic business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial Web site as part of an overall business strategy. Additionally, students learn to determine the functional and financial feasibility of a Web site and gain an understanding of how to combine technological capability with the results of social, psychological, and market research to create and implement effective electronic commerce Web sites as part of an electronic business strategy. (3 credits)

*Prerequisite(s): 771.751 The Internet and Electronic Commerce.*

**772.833 Graduate Independent Study in Information and Telecommunication Systems**

Students with a demonstrated ability, desiring to focus their studies in a specialized area of technology, may elect to pursue an independent study project under the supervision of a faculty sponsor. The applicant will submit an application and project proposal to the department chair for approval. The proposal should include a summary and outline of the intended project topic, detailed deliverables, and a project timeline. The application and proposal must be approved prior to registration. (3 credits)

**773.700 Database Development and Programming**

This course builds on the knowledge and skills obtained in 770.515 Database Management Systems: Structure and Design. Students work with a contemporary DBMS to develop a database and queries and generate reports. Topics also include programming special requirements and distributed and security issues. (3 credits)

*Prerequisite(s): 770.515 Database Management Systems: Structure and Design.*

**773.701 Data Mining and Discovery Informatics**

Discovery informatics is the study and practice of effectively employing the full spectrum of computing and analytical sciences and technologies to discover knowledge by identifying and validating patterns in data. Students learn strategies, methods, and tools associated with this emerging methodology, including data mining, the knowledge discovery process, identification of structural patterns in data, decision trees, classification and association rules, evaluation and validation of discovered patterns, visualization, and ethical and privacy issues. (3 credits)

**773.719 Information Security Foundations**

This course covers the basic principles and concepts in information security and information assurance. It examines the technical, operational, and organizational issues in assuring confidentiality, integrity, and availability. Topics include malicious code, cryptography, security risk management, and security procedures and policies. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**773.721 Competitive Intelligence**

Competitive Intelligence (CI), as defined by the Society of Competitive Intelligence Professionals (SCIP), is a systematic and ethical program for gathering, analyzing, and managing external information that can affect an organization's plans, decisions, and operations. Students learn to apply the CI process and CI-related methodologies, techniques, and tools to better analyze an organization's current and future competitive position. Students will apply analytical and socio-technical techniques to improve organizational decision making as related to CI, and should understand the issues related to the collection, analysis, and management of external information. (3 credits)

**773.750 Advanced Topic in Information Technology (Fall 2006 Washington (51) Topic: Planning for the CIO Role)**

Each term, this course explores a different evolving technology, its function, and its use in developing state-of-the-art system applications. Through projects and outside readings, students learn the concepts and working components of the new technology and its effective application. (3 credits)

*Note: Since the topic changes from semester to semester, this course can be taken twice for credit (i.e., 6 credits for Advanced Topics).*

*Prerequisite(s): Completion of all MS/ITS courses.*

**773.752 Basic Web Site Development and Information Architecture**

The rapidly evolving capabilities of World Wide Web client browsers provide important opportunities for Intranet/Extranet applications. This course presents fundamental Web design principles as well as the current HTML coding model, practices, and standards. Example applications are explored and students construct their own application Web pages. (3 credits)

**774.701 Telecommunication Systems and Network Design Analysis**

Building on the core telecommunication and analysis courses, students undertake the integration of networking systems that can be applied to business operations and needs. Participants examine these networking technologies, with particular attention to how these systems are used effectively in an organizations' technologies to create telecommunication. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.702 Global Enterprise Network Systems (formerly Enterprise Network Systems)**

Modern enterprise network systems are complex, multi-vendor, and vital to organizations functioning. They include Local Area Networks (LAN) integrated with Network Management Systems (NMS) that are comprised of internetworking devices, bridges, routers, gateways, and backbone interfaces. This course covers the fundamentals of LAN and NMS technologies with emphasis on design and operation procedures. Topics cover various aspects of LAN and NMS standards, internetworking systems, devices, routers, gateways, and backbone interfaces. Hardware and software tools for NMS and configuration management, along with management policies, and standards operating are also discussed. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture.*

**774.715 Financial Issues in Managing a Secure Operation**

This course addresses the risks (financial, reputation, business, and third party), costs, return on investment, and other business issues in developing a secure operation. Topics include qualitative and quantitative risk analysis, audits, metrics, responses to threats, and developing cost-effective solutions given constraints in money, assets, and personnel. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.716 Security Architecture**

This course builds on Information Security Foundations and focuses on the various security models and architectures. Students review hardware and software security measures, network security standards, LAN/WAN/MAN security, wireless and VPN security, security protection levels, encryption standards, internal versus external access protection, firewalls, and intrusion detection systems. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.717 Implementing Effective Information Security Programs**

This course focuses on the personnel, legal, regulatory, and privacy issues that constitute many of the basic management areas that must be considered in developing and implementing an effective information security program. The course also emphasizes the need for reasonable policies and procedures to ensure compliance. The course discusses many domestic and international laws and regulations that affect what can and can not be done legally to secure systems. Specific topics include HIPAA, GASSP, security best practices, political issues in the organization, implementation of an enterprise-wide security strategy, and finally, the organization, roles, staffing responsibilities, and funding. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**774.760 Satellite, Wireless and Distributed Network Systems (formerly Wireless and Broadband Communications)**

This course explores the use of satellite, wireless and distributed networks for wide-area data communications. Technologies and topics studied include commercial and military satellites, direct broadcast satellites (DBS), low and medium earth orbiting (LEO and MEO) and geostationary (GEO) satellites, and wireless networks including very small aperture terminals (VSAT) and vehicle fleet tracking along with networks protocols, designs, and operations. (3 credits)

*Prerequisite(s): 770.517 Information and Telecommunication Systems Architecture and 770.610 Foundations of Data Communication Systems (formerly Business Telecommunications).*

**776.716 Knowledge Management Systems**

Students learn the fundamental principles of knowledge management (KM) and a wide range of KM strategies, techniques, and technologies that can be introduced to improve the effectiveness and competitiveness of organizations. Topics include enhancing organizational communication and innovation; capturing, mapping, and structuring knowledge; using KM for human capital strategies; supporting and enhancing collaboration; creating and sustaining a knowledge-sharing culture; leveraging advances in artificial intelligence and expert systems; managing and measuring intellectual capital; and designing effective knowledge management systems. (3 credits)

**776.736 IT Enterprise Architecture**

This course examines the true complexity of planning, developing, and managing integrated enterprise-wide systems. Students examine real-world examples of enterprise-wide approaches to IT and examine the implementation issues within their own organizations. Topics include proposal generation and evaluation, legacy systems, organizational issues, organizational readiness, and the acquisition, integration, and deployment of enterprise-wide systems. (3 credits)

*Prerequisite(s): Completion of all MS/ITS Core courses.*

**776.754 E-Business Security**

This course discusses what e-business security is, what it hopes to accomplish, problems encountered in migrating from legacy to Web-based e-business models, and Internet security and Web privacy from both client and server perspectives. Topics include internal transaction security, basic cryptography, SSL, active content security issues (PKI, Java, ActiveX, JavaScript, VB Script), Web privacy, secure server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. (3 credits)

*Prerequisite(s): 773.719 Information Security Foundations.*

**Skilled Facilitator (GC)****782.678 Building Teams and Developing Teamwork**

This course is designed to teach students to benchmark the qualities, characteristics, and structures that lead to high performance teams. Students examine the similarities and differences among interdisciplinary work teams, multidisciplinary work teams, cross-functional work teams, and virtual teams. Models of team development and organization culture are applied to diagnosing, consulting, and facilitating team success. (3 credits)

**782.698 Effective Negotiation and Conflict Management**

This course examines the sources of conflict in organizations both within and between individuals. Students examine the role of resistance in conflict. Students also prepare for a variety of conflict management and negotiating forums, including defining the needs of the participants, confronting appropriately, understanding each party's objectives and motivations, and utilizing proven strategies and tactics to negotiate effective outcomes. (3 credits)

*Note: Credit toward a degree is not awarded for both 782.698 Effective Negotiation and Conflict Management and 782.515 Conflict Management and Negotiating Effectively.*

**782.718 Facilitating Strategic Planning, Problem-Solving, and Decision-Making**

At the heart of effective organizational change is the ability of managers, consultants, and team members to facilitate strategic planning and involve employees in problem-solving and decision making. Students examine and use methods of decision making including unilateral decision making, consultative decision making, and group decision making. In order to solve problems effectively, teams need a structured process to identify causes and implement the best possible solution. (3 credits)

**782.726 Group Facilitation**

This laboratory course focuses on developing skills needed to serve as a group leader, observer, or participant. Analyses of the group's own interaction patterns provides case material for study. Participants are expected to give and receive feedback regarding patterns of group participation, and to design and facilitate a learning experience for other group members. (3 credits)

**782.735 Experiential Learning**

Experiential learning describes a process wherein adults learn and become motivated by their individual experiences. These methods of learning are used to increase an effective relationship between leaders and learners. After developing their own learning goals, students design and implement educational projects that incorporate their own specific needs. (3 credits)

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## GRADUATE DIVISION OF EDUCATION

The Graduate Division of Education leads and supports education and human service reforms that enhance opportunities for all children, youth, and adults to maximize their potential. This is accomplished primarily through graduate programs that prepare school and human service personnel to be leaders and change agents. In addition, the division participates in policy formation, research, and dissemination activities that contribute to the design and implementation of regional and national educational and human service initiatives. The division is accredited by the National Council for Accreditation of Teacher Education.

In both the initial preparation and the continuing development of educators and human service professionals, the division works closely with schools and human service agencies to create partnership programs that link improvements between preK-12 and graduate education.

Educators and human service professionals at all stages of their careers benefit from programs leading to master's degrees, graduate and post-master's certificates, certificates of advanced graduate study (CAGS), and doctoral degrees. Opportunities also exist for qualified individuals to take courses as special, non-degree seeking students (see Admission section of this catalog). The Graduate Division of Education offerings include:

- Initial preparation of teachers in elementary and secondary education through the flexible format Master of Arts in Teaching (FlexMAT), the School Immersion Master of Arts in Teaching (SIMAT), the Professional-immersion Master of Arts in Teaching (ProMAT), and the Accelerated Master of Arts in Teaching (AMAT) programs, pp. 179-183. These initial certification programs prepare students for careers as educators, whether they have recently completed undergraduate or graduate degree programs or are professionals in business, industry, or government who are making a career change.
- Special education certification and non-certification programs with concentrations in areas such as mild to moderate disabilities, severe disabilities, transition, early childhood, assistive technology, and inclusive education through the Master of Science in Special Education or the CAGS in Special Education, and the Doctor of Education.
- Preparation of school administrators and supervisors through the Master of Science in Education; and the Graduate Certificate in School Administration and Supervision.
- Preparation of school counselors, clinical community counselors, and organizational counselors through the Master of Science in Counseling; and the CAGS in Counseling. Program areas include clinical community counseling, organizational counseling, and school counseling.
- Teacher specialization through the Master of Science in Education with concentrations in such areas as technology for educators; gifted education; reading; earth/space science; and teacher leadership. Information on the doctoral program in Teacher Development and Leadership can be found later in this section of the catalog.
- Graduate certificate and post-master's certificate programs that provide focused areas of specialization for teachers, administrators, counselors, special educators, and human service personnel. Graduate certificate programs can be applied to master's degree programs.

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## DEPARTMENT OF TEACHER DEVELOPMENT AND LEADERSHIP

In light of rapidly changing federal and state standards, Johns Hopkins University is committed 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 of Teacher Development and Leadership in the Graduate Division of Education prepares you for the challenges you face as instructors and school leaders.

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

All Teacher Development and Leadership programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education. In consultation with an adviser, students may tailor a master's degree to meet specific education needs by combining two graduate certificate programs. Certificates from other departments in the Graduate Division of Education may also apply.

## 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, Jim DeGeorge, 410-309-1265

This MEd 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.

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)***

851.609 Administrative and Instructional Uses of Technology

881.621 Effective Schools and Effective Instruction

***Electives (choose one)***

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 yearlong 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, 410-516-8225

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 instructional approaches to reading, including phonics, whole language, literature-based programs, diagnostic/prescriptive teaching, and technologically supported reading instruction are presented in the program. A foundation in cognitive psychological issues is provided as well as course work 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: Students graduating after summer 2007 must score 570 on the Praxis II Reading Specialist examination.

### Program Plan

Number of Credits Required: 39

#### *First Half:*

882.511 Human Growth and Development: A Lifespan Perspective

or

882.501 Educational Psychology: Learning

884.501 Advanced Processes and Acquisition of Reading

884.502 Diagnosis/Assessment for Reading Instruction

884.505 Materials for Teaching Reading

884.507 Instruction for Reading

or

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

884.642 Linguistics for Teachers

One Elective (3 credits) -- see suggested elective courses listed below.

#### *Suggested Elective Courses:*

851.705 Effective Leadership

882.524 Education of Culturally Diverse Students

884.621 Seminar: Reading and the Brain

893.505 Integrating Technology into Instruction

#### *Second Half:*

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 Clinical Practicum in Reading

## Educational Studies

Adviser: Carl Herbert, 410-309-1265

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 Graduate Division of Education. Students should consult their advisers to explore options and plan their programs.

The teacher development and leadership 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

Assignments in these courses are personalized to reflect students' areas of specialization and work environments. The remainder of the program includes a 15-credit concentration and nine credits of electives designed in consultation with the program adviser.

## **Technology for Educators**

Advisers: Linda A. Tsantis and John Castellani, 410-309-1265

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, and 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 new movement toward 21st Century skills, standards-based instruction and 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. The main emphasis of the program is to provide cutting-edge preparation for candidates to integrate emerging technologies into instruction. The program is designed to provide access to experiences and resources that deepen and sharpen candidates' content knowledge; facilitate and perpetuate collaborative learning; and transcend barriers of time, distance, and lack of experience. 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 their electronic portfolios that showcase the technology artifacts created in each course. 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:***

893.526 Teacher Productivity and Instructional Management Using Technology

***Core/Concentration Requirements (30 credits)***

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

893.505 Integrating Technology into Instruction

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

893.601 Evaluation and Research of Technology Supported Interventions and Programs

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

893.701 Advanced Seminar in 21st Century Skills

893.564 Instructional Design of Multimedia Materials

893.800 Graduate Internship in Instructional Technology

## **Graduate Certificate Programs in Teacher Development and Leadership**

Focused graduate certificate programs (GCPs) of 15 to 18 credits are offered in several areas. Please follow the links to the left to determine specific certificate requirements.

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

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 Division of Undergraduate Studies at 410-516-0775.

## **Business Leadership for Independent Schools**

The position of business officer of an independent school is unique in today's society. Operating within the context of an educational institution, yet facing all of the demands of a business environment, the business officer must cope with the competing demands of multiple constituencies. The Johns Hopkins Graduate Certificate in Business Leadership for Independent Schools is strategically positioned to provide the knowledge and skills needed to meet the challenges of this complex and rapidly-changing environment.

This unique 15-credit certificate program combines the resources of the Graduate Division of Business and Management and the Graduate Division of Education to provide targeted learning for business leaders in independent schools. Through a theory-based, in-depth, and hands-on course of study, participants learn how cutting-edge concepts from business, finance, human resources, and facilities management apply to the unique organizational model of an independent school.

For complete program information, please contact Shelley Chapman, at 410-312-2899 or at [BLIS@jhu.edu](mailto:BLIS@jhu.edu).

### ***About the Program***

The Johns Hopkins Graduate Certificate in Business Leadership for Independent Schools is a national program that involves two intensive, week-long residencies at the Johns Hopkins campus, where participants work with a small team of fellow business officers from around the country. A yearlong distributed-learning program will keep participants connected with their team through an electronic learning community.

Following the weeklong residency and intensive course work at the Hopkins campus, program participants perform in-depth analyses and case studies focused primarily on their own independent schools. The certificate program culminates with the completion of a strategic initiative that participants will choose with their head of school and board of trustees. Through this experience, participants gain a hands-on opportunity to apply both theory and practice.

To learn more about this certificate program, download the Business Leadership for Independent Schools program brochure or the program FAQ.

### ***How to Apply***

Designed specifically for business officers with a minimum of two or three years of experience in their positions, the Johns Hopkins Graduate Certificate in Business Leadership for Independent Schools represents a partnership between business officers, Johns Hopkins University, and independent schools. Applicants must demonstrate a range of accomplishments in their business officer position, show evidence of a commitment to professional development, and provide a letter of recommendation from their head of school.

Participants may enroll to begin in the fall or spring, and they will be part of a weeklong, intensive residency at the Hopkins campus, followed by a full year of distributed learning at their own institution. Throughout the program, participants learn and interact with their team via an electronic learning community. Participants will have assignments to complete throughout the year, the timing of which can be tailored to meet the demands of their unique schedules. In the following year, participants will return to the Hopkins campus for a second, weeklong residency, and will earn the certificate upon successful completion of the strategic initiative chosen in partnership with their school.

To apply to the program, download the directions for completing the application and the program application.

For additional information, contact the program coordinator Shelley Chapman at 410-312-2899 or at [BLIS@jhu.edu](mailto:BLIS@jhu.edu).

## **Data-based Decision Making and Organizational Improvement**

Advisers: Linda A. Tsantis and John Castellani, 410-309-1265

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, 410-309-1265

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. Though this program does not directly lead to initial teacher certification by the Maryland State Department of Education, courses can be applied toward the certification.

This program is available only as a cohort.

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

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

## Effective Teaching of Reading

Adviser: A. Jonathan Eakle, 410-516-8225

This 15-credit 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 is accredited by the National Council for Accreditation of Teacher Education (NCATE) and 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. The structure of this graduate certificate is embedded in the Master of Science program with a concentration in reading. Students may choose to expand their program into the full master's degree, which leads to eligibility for certification as a reading specialist in Maryland.

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

Note: students may take either 884.507 Instruction for Reading or 884.508 Methods of Teaching Reading in the Secondary Content Area: Part I.

884.501 Advanced Processes and Acquisition of Reading

884.502 Diagnosis/Assessment for Reading Instruction

884.505 Materials for Teaching Reading

884.507 Instruction for Reading

or

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

884.810 Clinical Practicum in Reading

## Educational Leadership for Independent Schools

Adviser: James McGowan, 410-309-1265

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**

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

**English as a Second Language (ESL) Instruction**

Adviser: A. Jonathan Eakle, 410-309-1265

The population of students for whom English is a second language (ESL) is growing, and teachers receiving these students into their classrooms have not necessarily been appropriately trained to meet their needs. This 15-credit program assists these 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)***

Note: Students may take either 884.611 Emerging ESL Students or 884.612 Teaching Content Area Literacy to ESL Students.

884.501 Advanced Processes and Acquisition of Reading

or

884.615 Cross-Cultural Studies in Literacy

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

810.628 English Grammar and Second Language Acquisition for ESOL Teachers

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

**Gifted Education**

Adviser: Carl Herbert, 410-309-1265

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 in Technology Integration

Advisers: Linda A. Tsantis and John Castellani, 410-309-1265

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

## Leadership for School, Family, Community Collaboration

Adviser: Mavis Sanders, 410-309-1265

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 teambuilding 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 410-309-1265.

### ***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

## School Administration and Supervision

Adviser: James McGowan, 410-309-1265

Students may pursue Maryland certification as an administrator and/or supervisor through a Graduate Certificate in School Administration and Supervision. The program is also accredited by the National Council for Accreditation of Teacher Education (NCATE).

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.

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.

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

851.601 Organization and Administration of Schools

851.603 School Law

851.705 Effective Leadership

852.602 Supervision and Professional Development

881.610 Curriculum Theory, Development, and Implementation

851.810 Internship in Administration and Supervision

## School Administration and Supervision, in partnership with the International Society for Technology in Education (ISTE)

The Johns Hopkins University (JHU) School of Professional Studies in Business and Education and the International Society for Technology in Education (ISTE) are offering an 18-credit graduate certificate in School Administration and Supervision focusing on instructional technology to national and international audiences. This initiative is designed to prepare 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 Johns Hopkins University Center for Technology in Education (CTE) to deliver this certificate in an online format. The partnership between JHU and ISTE aims to maintain the depth and focus of the face-to-face School Administration and Supervision certificate 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 2006, and includes a face-to-face meeting at ISTE's National Educational Computing Conference (NECC) in 2006. It continues for approximately one year, culminating with an internship and a second face-to-face meeting at NECC in 2007. The work of the first cohort of students will be highlighted at NECC in 2007 with a gallery walk, celebratory activities and conference presentations.

Upon successful completion of the yearlong 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 14, 2006.

***How to Apply to the ISTE A&S Program***

- Complete and print the ISTE A&S Application (<http://education.jhu.edu/pdfs/isteapplication.pdf>)\*.

\* This is a customized application form for this program. Please use this form to apply.

- Sign the printed application and return it with your essays and application fee to the following address:

Johns Hopkins University  
School of Professional Studies and Business and Education  
Michelle Buckingham  
6740 Alexander Bell Drive, Suite 180  
Columbia, MD 21046

Enclose the application fee of \$60 (check or money order payable to Johns Hopkins University). The applicant's name and Social Security number must appear on the check or money order.

- Send official transcripts from all colleges and universities you have attended to Michelle Buckingham at the address listed above.

The deadline for receiving completed applications for the first cohort is April 14, 2006.

Educators interested in applying for the Online Graduate Certificate in Administration and Supervision must hold a master's degree and have at least three years of teaching experience.

Cohort members are required to attend the face-to-face program meetings in February 2006 and July 2007. Cohort members will be invited to activities to highlight their work at NECC 2006, but attendance at NECC 2006 is not required.

Students must complete five courses that are each eight weeks long. The internship continues through the length of the program with the development of an electronic portfolio. The courses are fully facilitated and run on a rigorous, weekly cycle of instruction. Students communicate frequently online in CTE's Electronic Learning Community (ELC) using tools such as discussion forums, chat, and email.

Requirements (18 credits)

851.601 Organization and Administration of Schools

851.603 School Law

851.705 Effective Leadership

852.602 Supervision and Professional Development

881.610 Curriculum Theory, Development, and Implementation

851.810 Internship in Administration and Supervision

Costs for Online Graduate Certificate in Administration and Supervision include:

- Tuition and registration fees for Johns Hopkins University (tuition is \$1,134 per three-credit course, and registration is \$60 per semester);
- Lab fees for access to electronic tools and resources (\$200 per course);
- Costs for ISTE publications, course texts and a one-year ISTE membership which includes invitation-only access to exclusive ISTE events;
- Travel expenses to attend the two face-to-face sessions surrounding national conferences.

The total estimated program cost is \$10,000.



You will need the following to participate in this program:

**Computer Needs:**

- 128MB or greater of RAM
- 400MHz or greater CPU
- Broadband Internet connection

**Recommended operating systems**

- Windows 2000
- Windows XP
- Mac OS X v10.1+

**Supported PC/Windows browsers**

- Internet Explorer 5.0+
- Mozilla 1.3+
- Mozilla Firefox 0.7+
- Netscape 7.0+
- Opera is NOT supported

**Supported Mac OS browsers**

- Netscape 7.0+
- Mozilla 1.3+
- Mozilla Firefox 0.7+
- Mozilla Camino 0.7+
- Safari is NOT supported

**Productivity Tool Needs:**

- Microsoft Office (Word, PowerPoint, and Excel included)
- Windows Media Player
- Macromedia Flash Player 7 (free download)

**Access Needs:**

- Daily access to the Internet and email during courses
- Ability to check into courses multiple times a week

For questions about the program or technical requirements, please contact:

Linda Carling  
410-312-3838  
carling@jhu.edu

Francesca Carpenter  
410-312-3847  
carpenter@jhu.edu

## **School Administration and Supervision for Special Education Leaders**

The Johns Hopkins University (JHU) School of Professional Studies in Business and Education is offering an 18-credit Online Graduate Certificate in School Administration and Supervision for aspiring leaders in special education. The program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The yearlong 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 in CTE's Electronic Learning Community (ELC) using tools such as discussion forums, chat, and email. The program will launch in July 2006 with a two-day, face-to-face meeting at the Johns Hopkins University Columbia Center in Columbia, Maryland. Participants will 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-credit master's degree in educational studies.

For questions about the program or technical requirements, please contact:

Linda Carling  
410-312-3838  
carling@jhu.edu

Francesca Carpenter  
410-312-3847  
carpenter@jhu.edu

**Program Goals**

- Attract high-quality educators and prepare them for school-based, district-level, or state-level leadership positions, instill the knowledge necessary to 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.

**How to Apply**

Certificate candidates must submit the following:

- a formal application;
- an essay;
- official transcripts from all post-secondary institutions attended;
- a \$60 application fee (applicant's name and Social Security number must appear on the check or money order).

Detailed application information is located at [http://spsbe.jhu.edu/admission/how\\_apply.cfm](http://spsbe.jhu.edu/admission/how_apply.cfm). In the Proposed Academic Information section on the application list the PROGRAM CODE and NAME as School Administration and Supervision – Special Education code #424. In the All Applicants Complete section for #1 list Columbia, #2 list Summer II, 2006.

Sign the printed application and return it with your essays and application fee to the following address:  
 Johns Hopkins University  
 School of Professional Studies and Business and Education  
 Michelle Buckingham  
 6740 Alexander Bell Drive, Suite 180  
 Columbia, MD 21046

Send official transcripts from all colleges and universities you attended to Michelle Buckingham at the address listed in step number two above.

**Requirements (18 credits)**

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

**851.810 Internship in Administration and Supervision****Computer Needs**

128MB or greater of RAM  
 400MHz or greater CPU  
 Broadband Internet connection  
 Recommended operating systems

Windows 2000  
 Windows XP  
 Mac OS X v10.1+  
 Supported PC/Windows browsers

Internet Explorer 5.0+  
 Mozilla 1.3+  
 Mozilla Firefox 0.7+  
 Netscape 7.0+  
 Opera is NOT supported  
 Supported Mac OS browsers

Netscape 7.0+  
 Mozilla 1.3+  
 Mozilla Firefox 0.7+  
 Mozilla Camino 0.7+  
 Safari is NOT supported

**Productivity Tool Needs:**

Microsoft Office (Word, PowerPoint, and Excel included)  
 Windows Media Player  
 Macromedia Flash Player 7 (free download)

**Access Needs:**

Daily access to the Internet and email during courses  
 Ability to check into courses multiple times a week

## Teacher Leadership

Adviser: Carl Herbert, 410-309-1265

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)***

Note: Students may take either 851.630 School, Family, and Community Collaboration for School Improvement I or 855.610 Seminar in Teacher Leadership.

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

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

855.610 Seminar in Teacher Leadership

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## DEPARTMENT OF TEACHER PREPARATION

The teaching profession offers you the opportunity to make a profound difference in the lives of others. As a student in the Johns Hopkins Master of Arts in Teaching program, you will learn to apply the latest education, theory, research, technology, and best practices as you develop your skills in instruction. The Graduate Division of Education at Johns Hopkins is committed to preparing a new generation of teachers for challenges and success in the classroom.

Whether you seek to maintain your current employment while planning a transition to teaching, or prefer to immerse yourself full time in graduate study and teacher preparation, the Johns Hopkins Master of Arts in Teaching (MAT) program has a format to meet your needs.

## Master of Arts in Teaching (MAT)

### Overview

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 graduates of bachelor or graduate degree programs in appropriate content areas, as well as midcareer professionals who desire to make a career change into teaching.

The program is a Maryland State Department of Education (MSDE) approved and National Council for the Accreditation of Teacher Education (NCATE) accredited teacher education program. The MSDE has approved the following teacher certification areas: Elementary Education (grades one through sixth and middle school), Secondary Education (grades seven through 12), and English for Speakers of Other Languages (ESOL) (grades pre-K through 12).

Four variations of the MAT program are available. The Flexible Master of Arts in Teaching (FlexMAT) provides full- and 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) enables candidates to complete the MAT degree while teaching. The Accelerated Master of Arts in Teaching (AMAT) program provides opportunities for qualified JHU undergraduate students to begin their master's degree and teacher certification following their junior year.

### Requirements

### *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. Students also participate in a variety of field placements in school settings. Upon successful completion of the course work, internship, and Praxis exams, and defense of the portfolio, students are eligible for Maryland state certification.

All options of the MAT program require candidates to participate in electronic learning communities, and computers and Internet access are available on each campus. Applicants must pass all Praxis I requirements to be admitted to the MAT program, and they must present passing scores on all required Praxis exams to receive a recommendation for certification and to graduate with the MAT degree. 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. All candidates complete and present a professional portfolio.

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.

## **Flexible Master of Arts in Teaching (FlexMAT)**

The Flexible Master of Arts in Teaching (FlexMAT) option is a part-time program to prepare individuals for initial teacher certification. Most students maintain their full-time paid employment while taking evening classes. Courses require students to make observations and to complete field experiences in public school classrooms to connect the theories they are learning in their course work to daily educational practice. All candidates must become full-time students for 20 weeks in order to complete a full-semester unpaid internship in a carefully selected partner school with guidance from a trained supervising teacher and a university supervisor.

Candidates for this option should have a strong undergraduate and/or graduate background in the liberal arts in an academic field appropriate for their intended area of certification. Candidates are interviewed by university faculty to assess their content knowledge and disposition toward teaching.

FlexMAT candidates must have passed the content knowledge portion of Praxis II prior to scheduling their internship.

### **Coursework**

Choose from three MSDE-approved certification areas:

- Elementary Education
- Secondary Education
- English for Speakers of Other Languages (ESOL)

#### ***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

Choose one course from the following:

810.630 Pre-Internship Seminar

810.658 Professional Seminar in Teaching

810.620 Special Topics in Elementary Education

#### ***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

810.611 Methods of Teaching in Secondary English

810.612 Methods of Teaching in Secondary Math

810.613 Methods of Teaching in Secondary Science

810.614 Methods of Teaching in Secondary Social Studies

810.615 Methods of Teaching in the Secondary School

810.616 Methods of Teaching in the Secondary Foreign Language

810.645 Supervised Internship and Seminar in the Secondary Schools

Choose one course from the following:

810.630 Pre-Internship Seminar

810.658 Professional Seminar in Teaching

810.621 Special Topics in Secondary English

810.622 Special Topics in Secondary Math

810.623 Special Topics in Secondary Science

810.624 Special Topics in Secondary Social Studies

810.625 Special Topics in Secondary Education

810.626 Special Topics in Secondary Foreign Language

#### ***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

884.520 Teaching Reading to ESL Students

884.501 Advanced Processes and Acquisition of Reading

884.612 Teaching Reading and Writing in the Content Areas to Secondary 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

Choose one course from the following: (3 credits)

810.648 Supervised Internship and Seminar in ESOL

810.658 Professional Seminar in Teaching

810.620 Special Topics in Elementary Education

810.625 Special Topics in Secondary Education

## **School Immersion Master of Arts in Teaching (SIMAT)**

The School Immersion Master of Arts in Teaching (SIMAT) option prepares individuals for initial teacher certification as full-time members of a school community. Students blend the theory and practice of teaching in the living laboratory of the classroom, and each student is closely monitored by a university faculty member and an expert supervising teacher. The program is structured to include problem-based learning seminars, study groups, and school improvement research projects integrated with daily experiences in a professional development school. The SIMAT program models the State of Maryland's Redesign of Teacher Education.

In addition to the MAT components, the SIMAT program includes a yearlong internship in a supportive school setting under the guidance of university and school faculty, a problem-based learning model that integrates theory and practice, participation in school-based research and leadership projects, and interactions with parents and the community.

A new cohort of students begins this program each year with an intensive summer session held at both the university and the professional development school (PDS). Analogous to teaching hospitals, PDSs are selected public schools with which the university has formed partnerships. SIMAT students are placed in a PDS that most closely matches their personal and professional needs and goals. Interns begin their placements in August and remain in those settings until May of the following year. They follow the vacation schedule on the academic calendar of their school setting. Final degree requirements of the 39-credit program are completed during the spring semester.

The program requires students to be full-time members of their school communities and to attend additional seminars and sessions after school hours. Students complete the MAT course sequence program through seminars, portfolio requirements, problem-based learning workshops, and other school-based activities that blend theory and practice of teaching.

Candidates for this option should have a strong undergraduate and/or graduate background in the liberal arts in an academic field appropriate for their intended area of certification. Candidates are interviewed by university- and school-based faculty and administrators to assess their content knowledge and disposition toward teaching and may be required to submit letters of recommendation.

**Professional Immersion Master of Arts in Teaching (ProMAT)**

The Professional Immersion Master of Arts in Teaching (ProMAT) option is a two- or three-year program offered through specific partnerships with school districts to provide course work and support for candidates who will be teaching in their own classrooms. The order and content of the courses are designed to address the needs of new teachers. Course work and assignments relate directly to classroom experiences. The program is structured to integrate problem-based learning with action research projects in the context of specific schools and school systems.

Candidates blend theory and practice through classroom instruction with the support of university faculty, university supervisors, and site-based mentors. Some partnerships require previous experience as substitutes or teaching assistants. Candidates are interviewed by university faculty and school-based faculty and administrators to assess their content knowledge and disposition toward teaching and may be required to submit letters of recommendation.

Johns Hopkins University, in partnership with Montgomery County Public Schools (MCPS), offers a Master of Arts in Teaching (MAT) degree for those interested in becoming secondary general education teachers or English for Speakers of Other Languages (ESOL) teachers. For more information, visit the Montgomery ProMAT Web site at [www.teach.jhu.edu/promat](http://www.teach.jhu.edu/promat).

**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.

## **MAT Advisers**

Johns Hopkins MAT advisers are located at three of our regional locations including the Columbia Center, Homewood, and Montgomery County Campus.

### **Columbia Center Advisers**

#### **SIMAT**

Linda Adamson  
Lenore Cohen  
Teresa Field  
410-309-1289

#### **FlexMAT**

Bill Sowders  
Len Santacroce  
Phone: 410-290-0747

### **Homewood Advisers**

#### **Baltimore ProMAT**

Larry Kimmel, Lydia Lafferty  
Yolanda Abel, Mary Ellen Beaty-O'Ferrall  
Kate Foley, Nancy Cohen, Francine Johnson  
Amy Wilson

Phone: 410-516-5239 or 410-516-6210

### **Montgomery County Campus Advisers**

Frank Masci  
Jennifer Cuddapah  
Dee Jolles

Phone: 301-294-7105

## **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, it is preferred that applicants have completed an undergraduate degree in the content area in which they seek certification.

Please see the general requirements for admission outlined at [onestop.jhu.edu/admission](http://onestop.jhu.edu/admission).

## **Teacher 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. (Praxis is a professional assessment test for beginning teachers.) Students will be required to pass Praxis I for admission to the program. 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)



## DEPARTMENT OF COUNSELING AND HUMAN SERVICES

Whether you are starting your career as a counselor or moving ahead in your professional development, the Department of Counseling and Human Services offers you opportunities for career advancement. By offering master's degrees, post-master's 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. Students can choose from among concentrations including clinical community counseling, school counseling, school counseling with an urban emphasis, and organizational counseling. For professional counselors and human service personnel planning to advance their careers, the department offers post-master's certificates and certificates of advanced graduate study. A summers seminar series is available to those who want to do advance course work.

### Master of Science in Counseling

The Department of Counseling and Human Services offers the 48-credit Master of Science degree to those interested in starting a career as a counselor. Students may choose from among four options including clinical community counseling, school counseling, school counseling with an urban emphasis, and organizational counseling.

### 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

#### *Core Courses*

861.507 Introduction to Counseling As a Helping Profession

861.502 Counseling Theory and Practice

861.511 Career/Life Development and Planning

861.605 Human Development and Counseling

863.681 Research and Evaluation for Counselors

#### *Advanced Courses*

861.503 Group Counseling and Group Experience

861.609 Diagnosis in Counseling

863.809 Counseling Practicum

861.612 Appraisal and Testing for Counselors

863.603 Couple and Family Therapy

863.607 Cross Cultural Counseling: Issues and Interventions

863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling

863.824 Internship in Clinical Community Counseling

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

A final portfolio review is required during the last semester.

Note: 861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses, including all lab 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 and 861.502 Counseling Theory and Practice.

It is recommended that students 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.

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

Students must be admitted to a counseling master's or post-master's certificate program or receive approval from a counseling faculty adviser before enrolling in advanced courses.

## 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, Graduate Division 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.

### Requirements

Teachers with two year's public school experience are required to take a minimum of 48 graduate credits to be completed within five years. Students without two years of public school teaching experience will be required to complete an additional 300-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.

### Program Plan

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

### Core Courses

861.507 Introduction to Counseling As a Helping Profession

861.502 Counseling Theory and Practice

861.511 Career/Life Development and Planning

861.605 Human Development and Counseling

## 863.681 Research and Evaluation for Counselors

Number of Credits Required: 48

**Advanced Courses**

861.503 Group Counseling and Group Experience

861.614 The Context of School Counseling: Family, School and Community

861.609 Diagnosis in Counseling

861.612 Appraisal and Testing for Counselors

863.809 Counseling Practicum

863.526 Practices of Counseling Young Children

or

863.527 Counseling the Early Adolescent

or

863.571 Counseling Adolescents

863.607 Cross Cultural Counseling: Issues and Interventions

863.819 Field Experience in School Counseling (Initial Internship)

863.820 Internship in School Counseling

Note: Students take one the following three courses after 15 credits of course work, including 861.502 Counseling Theory and Practice and 861.503 Group Counseling and Group Experience: 863.526 Practices of Counseling Young Children, 863.527 Counseling the Early Adolescent, and 863.571 Counseling Adolescents.

**Electives**

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

A final portfolio review is required during the last semester.

Note: 861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses, including all lab courses. Exceptions must receive approval of a counseling faculty adviser. Students may take 861.511, 861.605, and 863.681 along with 861.507 and 861.502.

It is recommended that students take lab courses subsequent to Introduction to Counseling as a Helping Profession in the following sequence: 861.502 Counseling Theory and Practice, 861.503 and Group Counseling and Group Experience. All laboratory courses must be completed with a grade of B or above prior to enrolling in 863.809 Counseling Practicum.

Students must receive grades of B or better in all laboratory courses and internships to remain in the program.

Students must be admitted to a counseling master's or post-master's certificate program or receive approval from a counseling faculty adviser before enrolling in advanced courses.

**School Counseling with an Urban Specialization**

Participants in this 48-credit master's program 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.

For additional information, contact the program advisers.

## 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.

Students 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. Graduate Division 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. 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 I: 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

861.502 Counseling Theory and Practice

861.503 Group Counseling and Group Experience

861.511 Career/Life Development and Planning

861.609 Diagnosis in Counseling

861.612 Appraisal and Testing for Counselors

863.681 Research and Evaluation for Counselors

863.809 Counseling Practicum

863.795 Ethical, Legal, and Professional Issues in Clinical Community Counseling

863.607 Cross Cultural Counseling: Issues and Interventions

### *Phase 2: Organizational Counseling Core*

Note: The first seven Phase 1 courses listed above must be completed before entering 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 from an approved course list selected with the approval of a counseling adviser.

A final portfolio review is required during the last semester.

Note: 861.507 Introduction to Counseling as a Helping Profession is a required prerequisite for all counseling courses, including all lab courses. Exceptions must receive approval of a counseling faculty adviser. Students may take 861.511 Career/Life Development and Planning, and 863.681 Research and Evaluation for Counselors along with 861.507 Introduction to Counseling as a Helping Profession and 861.502 Counseling Theory and Practice.

It is recommended that students 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 required laboratory courses must be completed with a grade of B or above prior to enrolling in 863.809 Counseling Practicum.

Students must receive grades of B or better in all laboratory courses and internships to remain in the program. Students must be admitted to a counseling master's or post-master's certificate program or receive approval from a counseling faculty adviser before enrolling in advanced courses.

## **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.

### **Program Plan**

Number of Credits Required: 30

### ***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

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

The Department of Counseling and Human Services offers a variety of post-master's certificates to prepare counselors and other human service professionals for specialized areas of practice.

These integrated post-master's certificates of 12 to 15 credits are designed to provide advanced preparation and supervised experience. An applicant is required to have completed a master's degree in counseling or a related field from a regionally accredited institution of higher education, submit a detailed resume or curriculum vitae, a statement of personal goals, graduate transcripts, and three letters of recommendation. Eligible applicants are invited for interviews with the admission committee.

### **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.

## 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.

## Addictions Counseling

This certificate provides clinical training and knowledge necessary to specialize in addictions counseling. Courses in this 15-credit program count toward required coursework for licensure as a clinical alcohol and drug counselor (LCADC). To be considered for this program, applicants must possess a master's degree in counseling or a closely related field. Because of the diversity of this field, three of the 15 credits are designated as electives, which must be taken with the approval of an adviser.

### Requirements (15 credits)

863.630 Addictions Counseling I: Theory and Approaches

863.631 Addictions Counseling II: Techniques and Strategies

863.632 Pharmacological Aspects of Addiction

863.814 Advanced Internship in Addictions Counseling

### Electives

Students must take 3 credits to fulfill the elective requirement. Specific courses satisfying the three-credit requirement are determined with the approval of an adviser.

## Counseling At-risk Youth

This 15-credit program provides advanced clinical training for post-master's students who want to increase their skills and knowledge to work with at-risk youth. The certificate provides participants with the intervention skills necessary to deal with the varied problems of disruptive youth on a level of severity greater than master's coursework is designed to address. This training enhances counselors' clinical skills and trains them in the delivery of counseling services to students who are disruptive and exhibit significant behavior-related problems. The program specifically provides training in counseling at-risk students and substance abusers and in family counseling.

Students may substitute other courses for those listed below with the approval of the program adviser.

### Prerequisite Courses

861.609 Diagnosis in Counseling

863.607 Cross Cultural Counseling: Issues and Interventions

### Requirements

863.572 Counseling At-Risk Youth

or

863.571 Counseling Adolescents

or

863.527 Counseling the Early Adolescent

863.577 Substance Abuse Counseling In the Schools

or

863.630 Addictions Counseling I: Theory and Approaches

863.603 Couple and Family Therapy

or

861.610 Systems Counseling and Consultation: Family, School, and Community

### **Spiritual and Existential Counseling and Therapy**

This post-master's 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***

863.676 Spiritual Approaches to Counseling

863.670 Existential Counseling and Therapy

863.674 Advanced Asian Meditation Therapies

Students must take an additional 3 credits of electives selected with the approval of an adviser.

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## **DEPARTMENT OF SPECIAL EDUCATION**

Through master's, certificate, and doctoral programs, the Department of Special Education prepares you to make a difference in the lives of children with special needs. Our programs combine the latest research and theory with intervention strategies, and are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education.

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 concentrations: early childhood education, mild to moderate disabilities, and severe disabilities.

We also offer a number professional development options for special educators. 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

The Johns Hopkins Master of Science in Special Education program prepares students to make a difference in the lives of children with special needs. Candidates for the program may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The degree is accredited by the National Council for Accreditation of Teacher Education, and includes courses required for certification as a special educator in the state of Maryland. It 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

Students who enroll in special education programs leading to Maryland certification will be required to undergo a criminal background check prior to participating in internships. In addition to course work, internships and Praxis exams must be completed successfully prior to graduation. Students who graduate from these programs are eligible for teacher certification in Maryland in the appropriate area of specialization.

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:

- Early Childhood Special Education
- Differentiated/Inclusive Education
- Severe Disabilities
- General Special Education Studies
- Technology in Special Education

Depending on the specific concentration, students complete 33 to 42 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.

## Early Childhood Education (Infant/Primary Level)

Adviser: Janeen M. Taylor (Columbia), 410-309-1279

This 42-credit program prepares teachers and related services professionals to work with infants, preschoolers, and children in grades one through three who are receiving early intervention or special education services. Students also learn techniques in working with families of young special needs children. A combination of course work and field experiences develops competence in legal and philosophical issues, typical and atypical child development, evaluation and assessment, curriculum and instruction, collaborative programming, and professional development.

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 Janeen M. Taylor at 410-309-1279.

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**

Adviser: Michael S. Rosenberg (Homewood), 410-516-8275; (Montgomery County), 301-294-7040

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 Michael S. Rosenberg at 301-294-7040 in Montgomery County or at 410-516-8275.

Elementary/Middle Requirements

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

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

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

**Mild to Moderate Disabilities - Differentiated/Inclusive Education**

This 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 course work).

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 Disabilities, 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 Interventions 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: 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

877.512 Education of Students with Severe Disabilities: Language and Cognition

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

### **Severe Disabilities: Non-certification Program**

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 Disabilities: Language and Cognition

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

#### ***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 Planning and Implementation: Primary Special 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

## General Special Education Studies

Advisers: Gloria Lane, Michael Rosenberg (Homewood), 410-516-8275; Janeen Taylor (Columbia), 410-309-1279

This 33-credit concentration provides an individualized program of study for persons working in schools and community organizations that support children, youth, and adults with disabilities. This program option is suitable for educators who are fully certified in special education, related service professionals, and community-based professionals working with individuals with 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.

Available certificate programs include:

- Assistive Technology for Communication and Social Interaction
- Differentiated/Inclusive Education: Advanced Methods of Instruction
- 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

Advisers: Linda A. Tsantis and John Castellani (Columbia), 410-309-9537

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)***

881.622 Advanced Instructional Strategies

881.611 Action Research for School Improvement

892.701 Advanced Seminar in Special Education Technology

### ***Concentration Courses***

Technical Resource

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

892.546 Computer Access for Individuals with Disabilities

or

892.565 Assistive Technology to Support Language and Literacy Development

**Instructional Leader**

892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities

892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities

892.562 Access to General Education Curriculum with Technology Accommodations

or

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

892.581 Telecommunications for Individuals with Disabilities

**Agent of Change**

893.601 Evaluation and Research of Technology Supported Interventions and Programs

893.630 Professional Development to Support Technology Integration

## **Professional Immersion Special Education Master of Science (ProSEMS)**

The Graduate Division of Education at Johns Hopkins University, in collaboration with Montgomery County Public Schools, offers a master of science degree for those interested in becoming Special Education teachers.

ProSEMS at a glance:

- 42-credit graduate program in Special Education at JHU
- All tuition, books, fees paid after first semester
- Participants employed full time as special education teachers during their second year of the program
- Three-year full time teaching commitment in Montgomery County Public Schools (MCPS) upon successful completion of the program
- Successful completion of the program leads to:
  - Master of Science Program in Special Education for Teaching Students with Mild to Moderate Disabilities (LD, ED, MMR)
  - Eligibility for Maryland State Department of Education (MSDE) certification in Special Education (generic)

Eligible applicants include people who:

- Desire a career change and already have an undergraduate degree
- Recently completed or will complete an undergraduate degree by May 2006
- 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 work

Interviews will be held several times throughout the year; 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.

More information is available at [www.teach.jhu.edu/prosems](http://www.teach.jhu.edu/prosems).

JHU, in partnership with MCPS, also offers the Special Education Teacher Immersion Training (SET IT) program, as well as other degree programs and graduate certificates in special education. For more information, visit [www.teach.jhu.edu/setit](http://www.teach.jhu.edu/setit).

## Graduate Certificate Programs in Special Education

The purpose of graduate certificate programs in special education is to provide educators with focused areas of specialization needed to excel in their work and build professional credentials through graduate course work and degrees. There are many opportunities to apply graduate certificate programs to master's degree requirements.

### Assistive Technology for Communication and Social Interaction

Advisers: Linda Tsantis and John Castellani (Columbia), 410-309-9537.

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)**

892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities

892.546 Computer Access for Individuals with Disabilities

892.548 Assistive Technology Evaluation: A Team Approach

892.565 Assistive Technology to Support Language and Literacy Development

**or**

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

892.561 Advanced Applications of Assistive Technology for Individuals with Disabilities

**or**

892.562 Access to General Education Curriculum with Technology Accommodations

### Differentiated/ Inclusive Education: Advanced Methods for Instruction

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. Course work can be completed within a one-year period with course assignments featuring applied projects in schools.

#### **Requirements**

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

878.512 Curriculum Design and Adaptations for Strategic Interventions II

Note: General educators already certified in grades one through eight who desire an additional certification in special education have the option to apply courses from this certificate program toward a master's degree or Certificate of Advanced Graduate Study, enabling them to be eligible for generic special education certification. Options also exist for educators to apply certificate coursework toward programs that may result in eligibility for administration and supervision certification.

## **Early Intervention/Preschool Special Education Specialist**

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; and
- 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 Janeen Taylor at 410-309-1279.

### ***Required courses include:***

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***

877.551 Survey of Autism and Other Pervasive Developmental Disorders

877.552 Behavioral Interventions for Students with Autism

***or***

871.513 Applied Behavioral Programming

877.553 Classroom Programming for Students with Autism

877.554 Teaching Language and Social Skills to Students with Pervasive Developmental Disorders

892.560 Assistive Technology for Educating Individuals with Low Incidence Disabilities

***or***

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. Additional internship requirements may apply (877.810 or 877.811).

### ***Requirements***

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

877.525 Seminar: Curriculum and Methods in Severe, Profound, and Multiple Disabilities

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## **DOCTORAL PROGRAMS**

The Graduate Division of Education offers the degree of Doctor of Education with concentrations in special education and teacher development and leadership. Because not all programs are offered each year or may be offered as a cohort only, those interested in doctoral study should contact the division to determine current program openings and admission timelines.

Students are advised to confer with the chair of doctoral studies before submitting an application for doctoral study. 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 Professional Studies in Business and Education. These competency-based programs include formal course work; 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.

Doctoral programs focus on the development and implementation of programs in special education or teacher development and leadership. Students must complete their program, including dissertation and defense, within seven years.

### **Doctor of Education**

#### **Special Education**

The doctoral emphasis 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 mild to moderate disabilities, severe disabilities, and early childhood special education. 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 call the Department of Special Education at 410-516-8275.

## **Teacher Development and Leadership**

Admission to the doctoral program in teacher development and leadership is limited to a small number of highly qualified individuals selected as a cohort. This program is designed to prepare educational leaders for a wide variety of professional positions requiring knowledge and skills to produce meaningful change in educational organizations within a K-12 setting.

Each doctoral cohort focuses on a defined area of concentration. Past cohort concentrations have included school leadership, systemic and organizational change, professional development schools, urban education, and technology applications for data-based decision making. In general, a new cohort begins every two to three years.

For information on the timeline and area of concentration for the next cohort, please call the Department of Teacher Development and Leadership at 410-309-1265.

## **Requirements and Admission**

Students take course work 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.

Detailed program requirements, admission procedures, application forms, and instructions are available from the Graduate Division of Education. Admission to doctoral programs is limited to a small number of students and is very competitive.

Deadlines for doctoral applications vary with each department. Interested persons should contact the specific department to determine its application deadline (Special Education, 410-516-8275; Teacher Development and Leadership, 410-309-1265).

## **Withdrawal and Leave of Absence**

A doctoral student wishing to withdraw from all courses must file written notice with the doctoral program director at the Graduate Division of Education and follow other School of Professional Studies in Business and Education course withdrawal procedures. Before doing so, however, doctoral candidates should consult their adviser.

Doctoral students may be placed on term leave of absence for personal reasons. The approval of the doctoral program director of the Graduate Division of Education is required before a leave of absence 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 simply an approved interruption of the degree program. Departure of a student from the doctoral program without prior arrangement for withdrawal or for a term leave of absence is interpreted as a withdrawal from the program.

## **Tuition and Fees**

Tuition rates vary from the usual School of Professional Studies in Business and Education fees, with course and term fees directly related to the university's regular full-time academic year rates. Once a student is admitted into a doctoral program, all courses are charged at the doctoral tuition rate. This includes courses in the major and minor areas, research courses, support courses, internships, and electives.

Note: If a course is listed in the schedule at the master's tuition rate, doctoral students are charged at the doctoral rate.

Doctoral students must be registered for 1 credit per semester during the dissertation process after completion of all course work. Cross-divisional registration is permitted.

Fees include:

- Application fee: \$ 60
- Matriculation fee: \$500
- Qualifying examination(s): No fee
- Dissertation charges: Variable

For doctoral tuition information, please call the specific department (Special Education, 410-516-8275; Teacher Development and Leadership, 410-309-1265).

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## EDUCATION DIVISION COURSE DESCRIPTIONS

### Teacher Development and Leadership

#### *Business Leadership for Independent Schools*

##### **851.608 Campuswide Human Resources Analysis for Independent Schools**

Students will identify and analyze the pay compensation practices of all entities on campus, including their subcontractors - from pay promotion to compensation practices. Students will form appropriate questions (including questions about issues of equity by race and gender), collect data, compare them to appropriate benchmarks, and reflect on their findings. This learning product will provide evidence of achieving the human resources objectives. (2 credits)

##### **851.611 Furthering the School's Mission**

Students will conduct a case study, interviewing at least one member of each constituent group to answer the question: To what extent do you feel your work contributes to the school's mission and how? An analysis of the responses and reflection on the school's mission will serve as evidence of achieving some of the independent school culture objectives. (2 credits)

##### **851.612 Current Trends in Facilities Management for Independent Schools**

Students will write a literature review on current trends in facilities management and planning for independent schools, including issues of intergenerational use and flexibility. This learning product will provide evidence of achieving the facilities objectives. (2 credits)

##### **851.613 Business and Financial Operations of Independent Schools**

Students will analyze a case and solve problems that will include conflicts with parents, board members, donors and other stakeholders. A reflection section of the case study will assist the students in becoming reflective practitioners. The written case study will provide evidence of achieving the business and financial operations objectives. (2 credits)

##### **851.614 Independent School Audit**

Working in teams, students will create an instrument to be used to conduct an audit of their independent schools. Subsequently, the instrument will be used at each of the student's schools. The instrument and the report will provide evidence of achieving some of the independent school culture objectives. (1 credit)

### **851.840 Strategic Initiative for Independent Schools**

The culminating project for the certificate program, this learning product will be due after the second residency. Heads of schools must approve the initiative proposal. The project will include the proposal, analysis, interim report, and final report and will demonstrate the understanding of and the application of the intended outcomes (skills and understandings) of this curriculum. The student's own positioning will also be articulated. (6 credits)

#### *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 Internship in Earth/Space Science**

Students participate in a supervised internship in classroom and scientific settings with a focus on earth/space science. Seminars emphasize topics related to effective teaching and student assessment. Special assignments include appropriate use of technology in the science classroom and the development of portfolios as vehicles for assessment and professional development. Participants must obtain approval from their adviser the semester before registering for the internship. (3 credits)

*Prerequisite(s): 886.631 Understanding and Teaching Earth Observations from Space and 886.632 Understanding and Teaching the Solar System and 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*****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)

**885.508 Seminar in the Theories of Intelligence**

This advanced seminar examines brain research and theories of the structure, nature, and assessment of human intelligence. Participants explore physiological, psychometric, and cognitive development models and explore implications of these behaviors for educational practices. (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. (1 to 6 credits) (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 New 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 captology, digital libraries, data mining, and the use of neural networks for enhancing instructional delivery by bringing information to teachers, working with meta-tagging and objects in virtual Web-based environments, and using data as a base for making instructional decisions in schools respectively. (3 credits)

**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)

**893.564 Instructional Design of Multimedia Materials**

Participants examine advanced instructional design methods within multimedia environments. Students investigate basic principles of instructional design that ensure effective teaching and learning. Students plan multimedia projects that incorporate technology into existing or new instruction and address issues of usability, accessibility, and cultural diversity. (3 credits)

*Prerequisite(s): 893.563 Multimedia Tools for Instruction.*

**893.566 Technology, Cultural Diversity, and Disability**

Participants explore technology applications to the literacy process in all curriculum areas. Students plan and conduct activities involving technology, including the use of assessment criteria for monitoring the instructional effectiveness of technology-based literacy programs for improving student achievement. (3 credits)

**893.567 Advanced Systems Management of Network Technologies in Schools**

Students examine issues for acquiring, upgrading, and implementing networks in schools. Participants determine how these systems address educational programs and improve student learning. The course includes advanced network applications, such as area networks for administrative and instructional applications; remote access capabilities; interactive audio, text, and video conferencing; cable; and satellite video for online distance education. (3 credits)

*Prerequisite(s): 893.561 Local Area Network Systems in Schools.*



**893.572 Collaborative and Project-based Learning Using Technology**

Participants explore applications for integrating technology with instructional techniques that foster cooperative learning, collaborative research and inquiry, reflective teaching, and inductive approaches to instruction. Class members create instructional applications designed to improve learning for all students through available media. (3 credits)

*Prerequisite(s): 892.524 Integration of Technology into Early Childhood Special Education. 893.505 Integrating Technology into Instruction.*

**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)

**893.630 Professional Development to Support Technology Integration**

Participants examine the literature on delivering staff development models to promote the effective use of assistive and instructional technology. Class members explore uses of technology for a range of teaching strategies and techniques that are particularly effective with adult learners. Students design and practice technology applications, e.g., multimedia presentations, interactive video, distance learning, and online instruction that can be used for training staff in schools. (3 credits)

*Note: Formerly Staff Development to Support Technology Integration*

**893.631 School Improvement through Technology**

Students produce a personal professional development plan that integrates: a) personal leadership goals, b) research and best practices on the most effective uses of technology for school improvement, and c) the literature on change processes. Through collaborative team and individual exercises, students examine the principles of personal leadership and goal setting. They also review and critique published research studies on the role technology plays in school improvement. (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)

**893.635 School Improvement Through Technology: Implementing Change**

Participants evaluate conceptual frameworks to support effective school improvement. Students review research and best practices on the most effective uses of technology for (1) creating school improvement, (2) enhancing professional development, and (3) building high-performance teams. Class members work in teams to implement a technology-based school improvement program. The course concludes with multimedia presentations of student projects before a panel of their peers and faculty. (3 credits)

*Prerequisite(s): 893.601 Evaluation and Research of Technology Supported Interventions and Programs. 893.630 Professional Development to Support Technology Integration.*

**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)

**893.644 Introduction to Web-based Instruction and Distributed Learning**

Participants receive an overview of Web-based instruction and learn the basics of interacting with individuals in online teaching and learning environments. Participants analyze the components of effective Web-based delivery. Participants also receive training in the instructional theories used for online learning and issues for structuring virtual learning environments. (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)

**893.646 Multimedia Tools for Web-based Development and Training**

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 Web-based applications. Participants develop projects that integrate multimedia applications into effective instruction. (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)

**883.505 Theory and Practice of Standardized Testing**

Participants survey standardized aptitude, achievement, and personality tests. The course focuses on the technical and practical considerations in test selection, interpretation, and utilization of problems of measurement in testing programs. (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****884.501 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)

**884.570 Leadership for the School Reading Program: The Reading Process and Acquisition through Content Reading**

This course for secondary school administrators and supervisors is designed to familiarize them with current theory and practice related to the acquisition of reading skills. It teaches them how to integrate that knowledge into good administrative practice in the observation and feedback process in secondary school leadership and content curriculum applications of reading and language skills. (3 credits)

**884.571 Leadership for the School Reading Program: The Reading Process - Acquisition through Emergent and Early Learning Practices**

This course for early childhood and elementary administrators and supervisors is designed to familiarize them with current theory and practice related to the acquisition of reading skills. It teaches them how to integrate that knowledge into good administrative practice in giving young students a solid foundation in reading. Knowledge gained in this class should assist in the observation and feedback process in effective school leadership in implementing an effective reading improvement plan. (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.*

**884.611 Emerging ESL Students**

Attention is given to the reading process for speakers of other languages and models for student learning to read as emergent readers and content readers at the K-5 level. 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. Integrating technology and other motivational strategies into classroom instruction for ESL students are addressed. Participants become familiar with the English Language Arts Content Standards and their relationship to the forthcoming ESL Content Standards. (3 credits)

**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)

**884.613 Assessment for ESL Students**

This course provides teachers with informal and formal methods of assessing ESL students. Classroom assessments, such as anecdotal records, running records, and portfolios are discussed. Formal assessments studied include the Idea Proficiency Test (used in Maryland to determine student eligibility for all statewide assessments) and the Qualitative Reading Inventory III. (3 credits)

**884.614 English Grammar and Second Language Acquisition**

This course provides teachers with knowledge about the structure of the English language and how to teach it to ESL students. Participants gain knowledge in comparative linguistics in order to learn how to predict difficulties in acquiring English language skills. Emphasis is placed on languages predominant among K-12 ESL students in Maryland. (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)

**884.616 Seminar in English as a Second Language Instruction**

This course provides an opportunity for participants to apply their study of research in ESL instruction to a review of currently used programs. A portfolio will be presented using research-based applications. (3 credits)

*Prerequisite(s): 884.611 Emerging ESL Students or 884.612 Teaching Reading and Writing in the Content Areas to ESL Students and 884.613 Assessment for ESL Students and 884.614 English Grammar and Second Language Acquisition and 884.615 Cross-Cultural Studies in Literacy.*

**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)

**884.810 Clinical Practicum in Reading**

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.*

**884.830 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)

**851.605 Coaching Skills for Educational Leaders**

Participants explore models and structures that provide for building coaching skills based on the International Coach Federation competencies and the Foundation for Inspired Learning Principles. Emphasis is on learning coaching skills and practicing these skills through peer coaching and coaching of school or district personnel. (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)

**Teacher Development and Leadership****851.570 Special Topics in Educational Leadership**

Students explore specific topics in educational leadership through seminar discussions, research, projects, and application assignments. Topics vary each semester based upon current issues and the needs of the students. (3 credits)

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

**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)

**855.620 Portfolio Development**

Students explore the use of portfolios for both assessment and professional growth. They investigate varied approaches to portfolio development and assessment based on standards in education and various content areas. In addition, students engage in the process of developing their own professional growth portfolios. (3 credits)

**855.650 Analysis of Teaching**

Using research-based standards, students review their strengths as teachers, the areas in which they need to improve, and the impact of their teaching style on student achievement. (3 credits)

**855.651 Understanding and Applying NBPTS Core Propositions and Standards**

Students analyze and discuss the core propositions that guide the NBPTS process. They engage in a deep analysis of the standards and apply them directly to their teaching assignments. (3 credits)

**855.652 NBPTS Portfolio Development and Preparation**

Students learn the fundamental theory of performance-based assessment using portfolios. They are guided through a portfolio preparation process, aligned with the one that is used by the National Board. Skilled facilitators who are nationally board certified teachers direct the process. (3 credits)

**855.653 Demonstrating Accomplished Teaching Practice**

Students learn various methods of demonstrating accomplished teaching to peers, evaluators, and others. The development of videotapes to exhibit the use of exemplary teaching strategies is emphasized. Students participate in structured reflection about videotaped vignettes. (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.*

**855.810 Practicum: Applying Research and Theory About Teaching to the Classroom**

Under the oversight of mentor teachers, students apply the research and theory learned in the Professional Teacher program to their classroom settings. (3 credits)

**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.*

**881.610 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)

**881.611 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)

**881.615 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)

**881.620 Effective Teaching: Translating Recent Research into Practice**

Designed for teachers and school administrators, this course reviews recent research in the area of effective teaching and demonstrates how these findings can be applied in classroom settings. Through a variety of formats, including workshop demonstrations and simulations, participants address issues related to the effective utilization of instructional time, curriculum-based assessment, instructional grouping, the presentation of new instructional content, and alternatives for controlled and independent practice activities. (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)

**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)

**881.629 Multiple Intelligences**

Students review the literature on multiple intelligences and apply concepts from that literature to real and simulated school settings. Scenarios and case studies of students with a variety of learning strengths and styles are analyzed in terms of their contribution to student achievement and overall success in the classroom. The seven original intelligences identified by Howard Gardner are described and integrated into a framework for developing curriculum and instruction. (3 credits)

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

#### **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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 credits)

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

*Prerequisite(s): A minimum of 9 credits toward the MAT.*

**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 (elementary) or 27 credits (secondary) toward the MAT. This class must be taken the semester prior to internship. 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 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 credits)

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

**810.652 Induction Seminar for New Teachers**

Beginning teachers engage in reflection and planning processes designed to assist them in making the transition from student to teacher. 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 projects, and adjust their professional growth plan and portfolios to reflect their new experience. This course is open only to MAT students who have completed their internships. (3 credits)

**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.*

**810.673 Supervised Internship and Seminar in Early Childhood Settings**

Students spend a minimum of a semester in appropriate early childhood settings under the guidance and direct supervision of a certified teacher and a university supervisor. A support seminar meets to enable students to discuss and reflect upon their experiences. Participants reflect, continue to develop their portfolios and prepare for portfolio presentations. (3 credits)

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

**810.830 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.

**884.501 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) (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) (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 and Supervised Internship and Seminar for Elementary ProMAT Candidates: Part 1.*

**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) (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) (3 credits)

*Prerequisite(s): Must be enrolled in a partnership program and have permission of adviser to register for this course and Supervised Internship and Seminar for Secondary ProMAT Candidates: Part 1.*

**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. (3 credits) (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)

***English for Speakers of Other Languages*****810.618 Methods of Teaching English to Speakers of Other Languages (ESOL)**

This course is designed for candidates in the English to Speakers of Other Languages (ESOL) certification program. Candidates explore strategies, materials, and technology that will assist them in teaching English to Limited English Proficiency students and in supporting the learning of 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 credits)

**810.648 Supervised Internship and Seminar in ESOL**

Candidates spend a semester in an appropriate ESOL 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 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.

**884.611 Emerging 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.

**884.614 English Grammar and Second Language Acquisition**

See Teacher Development and Leadership, Reading.

### **810.628 English Grammar and Second Language Acquisition for ESOL Teachers**

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

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

## **Counseling and Human Services**

### *Core and Advanced Courses*

#### **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.*

#### **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.*

#### **861.507 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.*

#### **861.508 Feminist Therapy**

The core belief of feminist therapy is that there is no lasting individual change without social change. This course offers an in-depth examination of feminist therapy as a systems approach to growth and change. Topics include the history and development, major tenets, interventions, and applications of feminist therapy. Students learn how to integrate feminist principles into their current theoretical frameworks and counseling styles and to develop skills for implementing feminist therapy strategies with female and male clients from diverse cultural backgrounds. (3 credits)

**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.*

**861.602 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)

*Prerequisite(s): 861.503 Group Counseling and Group Experience. 861.681 Research and Evaluation for Counselors. 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 after 861.502, Counseling Theory and Practice or its equivalent and before 861.712 Advanced Techniques in Counseling.*

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**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)

*Prerequisite(s): 861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation. 861.507 Introduction to Counseling as a Helping Profession.*

**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.861.507 Introduction to Counseling as a Helping Profession.*

**861.665 Skills for Transforming School Counseling**

This course is designed to update practicing school counselors and school counselor trainees about changes in the school counseling field and to develop skills to support innovative practices within the school setting. The course consists of a series of five-day topics that are aligned with best practices in school counseling and the recent transforming school counseling movement engendered by the Education Trust. Topics to be addressed include leadership, advocacy, data-driven decision making, use of technology, and teaming and collaboration. (3 credits)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**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: 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.861.507 Introduction to Counseling as a Helping Profession.*

**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.861.507 Introduction to Counseling as a Helping Profession.*

**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.861.507 Introduction to Counseling as a Helping Profession.*

**863.511 Gender Issues**

This course presents the dynamics of gender and their implications within counseling theory and practice. Students explore gender-related behavioral, emotional, cognitive, and biological issues impacting on mental health, work, family, and life contexts. They examine the developmental, psychological, historical, and socio-cultural factors affecting males and females. Students learn about gender issues unique to men and women of color and about gay, lesbian, and bisexual issues. The course include an overview of feminist psychotherapy and counseling techniques and addresses factors in counseling HIV/AIDS client. (3 credits)

*Prerequisite(s): Must have permission of adviser to register for this course. 861.502 Counseling Theory and Practice.*

### **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)

*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. 861.507 Introduction to Counseling as a Helping Profession. 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. 861.507 Introduction to Counseling as a Helping Profession.*

### **863.528 Counselors' Evaluation and Treatment of Sexual Problems**

Participants explore current research and theories about sexual dysfunction and treatment modalities. Students develop and practice skills in understanding countertransference and value judgments in relationship to counseling couples with sexual dysfunction. The course considers contemporary issues and special populations. (3 credits)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

### **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. 861.507 Introduction to Counseling as a Helping Profession.*

### **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): 861.507 Introduction to Counseling as a Helping Profession. 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.*

### **863.602 Developmental Counseling: An Innovative Approach to Individual and Family Intervention**

This course offers a theoretical and practical overview of Developmental Counseling and Therapy (DCT) and Systemic Cognitive-Developmental Therapy (SCDT). Both are approaches that provide specific assessment and treatment strategies for developmentally oriented therapeutic practice. Through the use of readings, didactics, videotapes, and role plays, participants learn and practice DCT and SCDT and the classification matrices they can use to construct their own personal, integrative counseling frameworks. (3 credits)

*Prerequisite(s): 861.502 Counseling Theory and Practice.*



**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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. 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**863.654 Special Topics in Play Therapy**

The major goal of this course is to facilitate students' knowledge, skills, and dispositions to effectively and ethically conduct group play therapy, filial (parent/family) therapy, and different applications of play therapy with special populations. Special populations could include, but are not limited to: (a) children who are affected by a natural or man-made disaster, (b) children who have emotional, physical, and/or learning disabilities, (c) children affected by physical or sexual abuse, (d) children of diversity, (e) bereaved children, (f) children affected by divorce and (g) children diagnosed with a DSM-IV disorder. Teaching strategies will include didactic presentations, active learning, role-playing, and experiential assignments. Specific discussions will focus on how counseling and play therapy influence 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. (3 credits)

*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.*

**863.662 Multicultural Family Therapy**

Participants explore aspects of working with families from diverse ethnic, racial, and socioeconomic backgrounds. Through both didactic and experiential learning, students consider the cultural context for family development, the transmission of values, beliefs and customs, and the importance of cultural relativity and sensitivity for effectively intervening with families. (3 credits)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 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.*

**863.730 Crisis Intervention in the Schools**

Students learn to deal with a wide variety of crises such as suicide, suicidal ideation, death in the family, loss of a home, divorce, sexual and physical abuse. Participants examine 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. (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): 861.503 Group Counseling and Group Experience. A minimum of 18 credits of required coursework. 861.507 Introduction to Counseling as a Helping Profession.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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 a field placement meeting 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. Attendance at the August field placement meeting is required for students who want to begin or continue their placement beginning the spring semester of the proceeding calendar 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. 861.507 Introduction to Counseling as a Helping Profession.871.501 Introduction to Children and Youth with Exceptionalities.882.511 Human Growth and Development: A Lifespan Perspective.861.503 Group Counseling and Group Experience.863.681 Research and Evaluation for Counselors.861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.*

**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 a field placement meeting 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. Attendance at the August field placement meeting is required for students who want to begin or continue their placement beginning the spring semester of the succeeding 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.861.602 The Changing Role of the School Counselor: Collaboration, Program Development, and Evaluation.861.609 Diagnosis in Counseling.861.612 Appraisal and Testing for Counselors.861.712 Advanced Techniques in Counseling.*

**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. 861.507 Introduction to Counseling as a Helping Profession. 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 students' 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. 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.*

**Counseling Minicourses****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.*

**860.506 Cognitive and Behavioral Counseling**

This seminar will include an overview of the theories and strategies of cognitive and behavioral counseling. Role-plays and experiential exercises will enable students to improve their skills in these two important treatment approaches, especially as applied to people coping with depression or anxiety. (1 credit) (1 credit)

**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 Syndrome**

This course provides an overview of the etiology of and issues critical to the diagnosis and treatment of Post-Traumatic Stress Syndrome (PTSD). An emphasis is placed on the understanding of historical trends and contemporary theoretical and clinical models. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.543 Social Skills Training for Children and Adolescents**

Students examine content, research, and methods for teaching elementary and secondary students critical social skills for social success. Participants become actively involved in a structured learning process focusing on a variety of pro-social skills, including classroom survival, alternatives to aggression, and friendship-making. (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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession.*

**860.556 Adlerian Approaches to Counseling**

Adlerian principles and practice in counseling and therapy are examined, with an emphasis on practical application. Important Adlerian ideas are covered, such as family constellation and birth order, lifestyle, goals, striving for significance, community feeling, social interest, teleological behavior, early memories, and the concept of the self. Many Adlerian techniques are covered. Including, paradox, acting as-if, use of metaphor, humor, push-button, catching oneself, and spitting in the client's soup. The use of Adlerian counseling in the context of school, group, and families is also studied. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.557 Building an Active Engagement Counseling Culture**

This experiential course is designed as an overview of some of the key principles of active engagement. These principles include an emphasis on imagination, creativity, and flexibility embedded within a more active communications approach. The active engagement approach extends client-centered and cognitive behavioral theory and methods. Traditional conventions are challenged along with some of the dynamics underlying the helping relationship. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**860.558 Integrating Values in Counseling**

This course examines the application of values to the counseling process, underscoring the developmental nature of values as motivation, psychological growth, and behavior. This course shows counselors how to identify client value systems in the process of initiating therapeutic intervention and personal growth plans. The course introduces a new approach to values clarification for the new millennium, with implications for counseling and educational settings. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**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.*

**860.563 Etiology and Treatment of Internet Related Problems**

The types and complexities of Internet-related problems are expanding rapidly. Internet-related problems include compulsions to engage in activities related to spending money (gaming, day trading, online auctions, shopping, etc.), cyber-infidelity, information gathering and hoarding, information overload, and cyber-crimes, including cyber-stalking. This workshop examines the etiology, assessment, and treatment of these Internet-related problems and discusses the basic functionality of the Internet in terms of technologies, demographics, and definitions. It includes highly interactive lecture, videotapes, and hands-on, in-class internet assignments for participants. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**860.567 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)

*Prerequisite(s): Must have permission of adviser to register for this course. 861.712 Advanced Techniques in Counseling.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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)

**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)

**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)

**860.587 Practicing Counseling and Psychotherapy Online**

This course gives the participant a clear model to follow to begin offering remote services using the Internet. It examines legal and ethical precedents established for behavioral and mental health care delivery through telecommunications technology and offers practical suggestions for managing risk and expanding services online. (1 credit)

**860.589 The Self as Counselor**

Students analyze self as a counselor through an examination of temperament characteristics, world view, and personality variables. This course involves self-administration, scoring, and interpretation of a variety of standardized instruments and informal inventories, including the Millon Clinical, MMPI-2, Meyers-Briggs, NEO Personality Inventory, Rotter Internal-External Locus of Control, Sternberg-Wagner Cognitive Styles, Holmes & Rahe Stress Scale, Holland Occupational Inventory or Strong Campbell Interest Inventory, and the Edwards Value Inventory. Implications for the impact of self variables in interactions with clients are emphasized. (1 credit)

**860.590 Ericksonian Approaches to Counseling**

Advanced counseling students and practitioners explore the basic premises and techniques of Ericksonian counseling, including rapport building, problem assessment, resistance management, and behavior change. Applications of Ericksonian techniques, including abuse and trauma work are considered. Participants take part in experiential exercise and supervised practice. (1 credit)

*Note: Open only to advanced counseling majors with permission of their adviser.*

**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, Mitchel 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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.602 Relationship Enhancement Therapy with Children and Families**

This course provides a review of an educational model for enhancing relationships between parents and their children and among families. The relationship enhancement therapy (RET) model is emphasized as a theoretical framework. Students learn the constructs underlying this approach as well as the counseling skills necessary for applying a RET model for working with children and families. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.603 Empowerment Strategies for Working with Addictions**

This course covers innovative, evidence-based approaches for working with addictions. Cutting-edge approaches to addiction counseling have moved away from confrontation and direction and toward empowerment and facilitation. Students will have opportunities to view examples of best practices carried out by experts in the field of addiction and also to practice the skills of empowerment-based counseling. The course is appropriate for students who expect to practice in school or community settings and focuses on the competencies needed by counselors who do not view themselves as specialists in addiction. (1 credit)

**860.604 Counseling Multiracial Individuals, Couples, and Families**

This course examines the lives of contemporary interracial couples, multiracial individuals, and multiracial families, including cross-racial adoptive families. A multicultural counseling competency framework is applied to the discussion and recommendations of counseling intervention with this population. (1 credit)

*Prerequisite(s): 861.502 Counseling Theory and Practice. 861.507 Introduction to Counseling as a Helping Profession.*

**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.

### **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)

### **860.612 Counseling Adolescent Girls: Identifying Resiliency**

This course examines developmental, systemic, cultural, and community dimensions of counseling adolescent girls. Students develop skills and effective strategies for promoting mental health in adolescent girls using solution-focused techniques that emphasize strengths and resiliency. Sociocultural, demographic, and lifestyle diversity relevant to counseling adolescent girls is addressed. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

### **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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 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)

### **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.*

### **860.619 Brief Family Therapy**

This course provides an overview of contemporary approaches for brief intervention with couples and families. The emphasis is placed on understanding and being able to apply solution-focused, narrative, and other post-modern approaches for brief family therapy. The course is intended to blend both didactic and experiential learning. (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): 861.507 Introduction to Counseling as a Helping Profession.*

**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): 861.507 Introduction to Counseling as a Helping Profession. 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): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**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.*

**860.634 Enhancing School-Based Prevention through School Mental Health Services**

Students are introduced to a conceptual model for the organization and delivery of school-based mental health services. Students examine the school as a context for mental health prevention and explore issues that promote and impede (a) the integration of mental health interventions within the broader school program and (b) collaborations with families and community-based agencies. Students also review evidence-based practices for both schoolwide interventions and those that focus on students with specific social-emotional and behavioral needs. This course is jointly offered with the Department of Mental Health in the Bloomberg School of Public Health. The course is appropriate for all educational, and health and mental health professionals-in-training and those who either provide services in schools or are interested in developing a better understanding of the organizational issues that affect the delivery of school mental health services. (1 credit)

**860.635 Creating Multicultural Competent Organizations**

Organizational development strategies must attend to demographic trends and a range of socio-cultural and health-related concerns that affect constituencies seeking mental health care. This seminar will provide a rationale and blueprint for multicultural organizational development based on the presenter's extensive work as an organizational consultant. Participants will leave with strategies and practices to facilitate organizational change processes. (1 credit)

**860.636 Spiritual Issues in Counseling**

Issues of religion and spirituality are receiving increasing attention in the counseling literature. This course examines these issues in the context of the practice of counseling and therapy. A few of the topics covered are transcendence, meditative techniques, consciousness, higher levels of development, belief systems, and relevant aspects of psychopathology. The course utilizes transpersonal, phenomenological, and existential perspectives. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.638 Treating the Oppositional Adolescent**

Students learn counseling approaches for working with oppositional-defiant and conduct disordered youth. Emphasis is placed on practical techniques for treatment. Individual, group, family, and school-based interventions are presented. Issues concerning self-control, interpersonal relationships, self-esteem, and empathic capacity are addressed. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.639 Cognitive Behavioral Therapy with Depressed Clients**

Advanced counseling students and professionals review the theory and practice of Cognitive and Cognitive Behavioral Therapy in treating depression. Various forms of affective illness are discussed in the context of counseling and therapy. Recent advances in theory and strategies are presented with particular emphasis on narrative and constructivist approaches. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.502 Counseling Theory and Practice.*

**860.641 Loss and Grief Work with Children: Normal and Complicated Grief**

Participants develop an understanding of children's loss and grief issues by learning practical concepts and tools to use with young to pre-adolescent children. The course focuses on myths of loss and grief, tasks of grief, techniques for grief work, and special considerations for complicated grief such as suicide, homicide, AIDS, violence, and abuse. (1 credit)

*Prerequisite(s): 861.502 Counseling Theory and Practice.*

**860.642 Cognitive-Behavioral Interventions for Counselors Working with Chronic Illness**

This course provides training in working with individuals who are challenged by a chronic illness. Taught in conjunction with the Department of Oncology of the School of Medicine, students learn about cognitive-behavioral interventions for the management of anxiety, depression, and pain. This hands-on course includes didactic and case-based, interactive, experiential learning. (1 credit)

*Prerequisite(s): 861.502 Counseling Theory and Practice.*

**860.643 Counseling Aggressive and Violent Youth**

Students review the literature on working with aggressive and violent youth. Participants discuss juvenile offender behavior. Family-of-origin, issues, chemical dependency and substance abuse, peer relationships, and school-based issues. Students consider clinical interventions such as self-control and self-monitoring strategies, anger management, and other relevant applied models. (1 credit)

**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.*

**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. 861.507 Introduction to Counseling as a Helping Profession.*

**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)

**860.648 New Perspectives on Masculinity: Critical Issues in Counseling Men**

The role of men is evolving in the 21st century. Men are continually grappling with issues of masculinity as they reassess their roles with women and each other. This workshop will provide participants with the awareness, knowledge and skills for effective counseling with male clients. In addition, the seminar will provide new directions for counseling men from culturally diverse backgrounds. (1 credit)

**860.649 Indigenous Models of Helping: Implications for Counseling Practice**

This course examines indigenous models of helping in non-Western cultures. Philosophical and practical comparisons between indigenous helping and Western counseling are explored. Implications of non-Western indigenous models of helping for counseling practice with culturally diverse client populations are offered. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession.*

**860.651 The Many Facets of Grief**

This seminar provides participants with information that is pertinent to counseling clients who are adjusting to transitions and losses. Topics such as the stages of grief and loss, the four tasks of mourning, the difference between normal and dysfunctional responses to transitions and loss, blocks to successful grieving, helpful responses to bereaved clients, signs of recovery and guidelines for facilitating loss support groups are discussed, illustrated, or demonstrated. Students should expect to participate in a number of small group experiences as concepts are presented and illustrated. (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)

**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.*

**860.656 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.*



**860.657 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.*

**860.658 The Therapeutic Uses of Myth in Counseling**

This course offers an introduction and overview of the therapeutic use of mythology in counseling and psychotherapy. It examines the role of mythology in both ancient and modern day healing practices with an emphasis on its use in psychotherapeutic settings. Seminal myths from various cultures worldwide are studied. The contributions of Bastian, Jung, and Campbell to our current understanding and application of mythology are discussed. The course includes lecture, group discussion and guided experiential exercises that utilize mythology as a tool in counseling as well as for self-discovery and personal growth. (1 credit)

*Prerequisite(s): 861.502 Counseling Theory and Practice.*

**860.659 Intelligent Career Theory and Practice**

This course covers recent theory and practice grounded in the concept of intelligent careers those that are conceived to engage with the contemporary knowledge-driven economy. It offers a new approach to career counseling, coaching and leadership development. It builds on clear evidence that intelligent career behavior leads people to report substantially higher levels of career success. The course will take an experiential approach to introduce participants to intelligent career concepts, and to demonstrate how participants can apply these concepts in their professional counseling or coaching practice. These applications cover working with individuals groups, managers who influence employees' career path, and two career couples. (1 credit)

*Prerequisite(s): 861.507 Introduction to Counseling as a Helping Profession. 861.511 Career/Life Development and Planning.*

**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): 861.507 Introduction to Counseling as a Helping Profession.*

**860.661 Using Data to Support Student Success: Skills for School Counselors**

It is critical for today's school counselors to be leaders and advocates in their schools and provide data that show how they contribute to helping all students reach proficiency. This 1 credit seminar will teach participants how to create a data-driven school counseling program that is aligned with the school's academic goals and reflects the ASCA National Model for School Counseling Programs. This seminar requires students to bring specific school information and materials to class. Students should contact the instructor, Peggy Hines, at phines@edtrust.org for instructions well in advance of the course. (1 credit)

**860.665 Special Topics in Skills for Transforming School Counseling**

This course includes the same five-day series as 861.655. Participants who enroll for 1 credit choose two days of the five-day offering. (1 credit)

**860.691 Sex, Intimacy, and Illness**

Chronic and life-threatening illness, like cancer, places tremendous strain on the patient's ability to cope physically and emotionally as well as the couple's ability to communicate and achieve intimacy. Students explore the differences in how men and women respond to illness, and the challenges that illness presents to sexual functioning and intimacy. Participants learn assessment and intervention techniques to enhance their ability to address these areas with their clients. (1 credit)

*Prerequisite(s): 861.502 Counseling Theory and Practice.*

**860.692 Counseling Gay and Lesbian Youth**

This course is designed to help professionals become aware of the societal issues and developmental needs of gay, lesbian, bisexual, and questioning youth. School-based interventions are presented, including interventions related to staff development and individual and group counseling. (1 credit)

*Prerequisite(s): 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.*

**860.694 Counseling for Prejudice Prevention and Reduction**

This course focuses on the psychodynamics that contribute to stereotyping, discrimination, and prejudice between genders and various cultural groups. Students learn how to detect prejudices, biases in language, and discriminatory behaviors. Students also learn counseling strategies and techniques based on critical thinking and tolerance to help their clients lessen the pains of bigotry, discrimination, and racial hatred. (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)

**860.505 The Be HAT-titudes: Tools to Enhance Communication Skills**

Individuals adapt their communication to a variety of settings based on an assumed role. This seminar promises to be interactive, utilizing "hat therapy" (a Marie-ism) as a creative, visual communication tool. We will explore learning styles, generational values, and the influences of internal/external factors that impact our personal message. What hat are you wearing today? (1 credit) (3 credits)

**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 meet clinical goals in diverse mental health settings. (1 credit)

**Special Education*****Applied 1 Credit Elective Offerings*****870.601 General Education Curriculum and Differentiation of Instruction**

Participants examine general education curriculum and apply methods for differentiating expectations and instruction for students who have diverse learning needs. (1 credit)

**870.602 Content Enhancement Routines**

Content enhancement routines are instructional methods that meet both group and individual needs while maintaining the integrity of challenging academic content. In this course, students examine a number of content enhancement routines and use these techniques to adapt instruction for learners of differing abilities. (1 credit)

**870.603 Learning Strategies**

Learning strategies are data-validated techniques for providing academic support for students with diverse learning needs. In this course, participants are made aware of the range of learning strategies available for academic support and develop plans for the implementation and evaluation of a specific strategy. (1 credit)

**870.604 Models of School Reform**

Efforts aimed at school improvement have resulted in the development of several nationally known school reform models (e.g., Success for All; Achievement First; Coalition of Essential Schools). In this course, several of the more prominent school reform initiatives are presented and critiqued. Particular attention is given to how the identified models address the education of students with diverse learning needs. (1 credit)

**870.605 Co-Teaching in Action**

Co-teaching is a powerful collaborative method for addressing the learning needs of students with diverse abilities. In this course, varied models of co-teaching and processes for implementing effective co-teaching arrangements are described and strategies for implementation are highlighted. (1 credit)

**870.606 Cooperative Learning Applications for Diverse Learners**

Participants are presented with the basic elements of cooperative learning and learn to apply these techniques in varied classroom settings. (1 credit)

**870.607 Teaching Self-Determination Skills**

Participants review the importance of self-determination skills for students with learning differences. Specific instructional techniques that promote independence and proficiency with self-determination and self-advocacy skills are highlighted. (1 credit)

**870.608 Professional Seminar**

Students in the Mild to Moderate Disabilities program acquire a broader schema for the roles and responsibilities required of master teachers in the field of special education. Topics include job searches and interviews, professional standards, and strategies for reducing occupational stress and burnout. (1 credit)

**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*

**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)

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

**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)

*Prerequisite(s): 874.521 Strategies Instructional Model: Learning Strategies I.*

**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)

*Prerequisite(s): 871.511 Instructional Planning and Management in Special Education. 874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle.*

**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)

*Prerequisite(s): 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**

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)

*Prerequisite(s): 871.511 Instructional Planning and Management in Special Education. 874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult.*

**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)

*Prerequisite(s): 871.511 Instructional Planning and Management in Special Education. 874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult.*

**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)

*Prerequisite(s): 884.500 Introductory Processes and Acquisition of Reading. 884.502 Diagnosis/Assessment for Reading Instruction. 871.511 Instructional Planning and Management in Special Education. 874.513 Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle.*

**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)

*Prerequisite(s): 884.500 Introductory Processes and Acquisition of Reading. 884.502 Diagnosis/Assessment for Reading Instruction. 871.511 Instructional Planning and Management in Special Education. 874.514 Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult.*



**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. Applications are available at the Homewood or Montgomery County campus. Applications for fall must be received by March 1; for spring by October 1.*

**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)

*Note: Applications are available at the Homewood or Montgomery County Campus. Applications for fall must be received by March 1; for spring by October 1.*

*Prerequisite(s): A minimum of 12 credits of required coursework in this degree program.*

**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)

*Note: Applications are available at the Montgomery County Campus. Applications for fall and summer must be received by March 1; for spring by October 1. Students must receive a grade of B or higher to receive credit for this course.*

*Prerequisite(s): Admission to graduate program in mild to moderate disabilities. A minimum of 12 credits of required coursework in this degree program and Submission of passing score on Praxis I exam.*

**874.861 Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle**

Designed for students seeking Maryland generic special education certification at the elementary/middle level, this internship scheduled near the completion of a student's program, provides supervised experiences in the education of children and youth in grades one through eight who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge, skills, and dispositions gained in subsequent course work with a focus on evaluating, selecting, and using reading materials and instructional methods appropriate for the learning characteristics of elementary and middle school age students with disabilities. This course incorporates goals and objectives that correspond to the MSDE required course, Materials for Teaching Reading. (3 credits)

*Note: Applications are available at the Montgomery County campus. Application for fall and summer must be received by March 1; for spring by October 1.*

*Prerequisite(s): A minimum of 24 credits in this degree program. 874.541 Reading: Methods for Students with Mild to Moderate Disabilities. 874.860 Mild to Moderate Disabilities Internship: Induction - Elementary/Middle. 874.524 Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities.*

**874.870 Mild to Moderate Disabilities Internship: Induction - Secondary/Adult**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled approximately midpoint in a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant implements foundational knowledge, skills, and dispositions gained in course work in the areas of assessment, instruction, classroom management, and individual behavior intervention appropriate for the learning characteristics of middle and high school age students with disabilities. (3 credits)

*Note: Applications are available at the Montgomery County Campus. Applications for fall and summer must be received by March 1; for spring by October 1. Students must receive a grade of B or higher to receive credit for this course.*

*Prerequisite(s): Admission to graduate program in mild to moderate disabilities. A minimum of 12 credits of required coursework in this degree program and Submission of passing score on Praxis I exam.*

**874.871 Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult**

Designed for students seeking Maryland generic special education certification at the secondary/adult level, this internship, scheduled near the completion of a student's program, provides supervised experiences in the education of adolescents and young adults in grades six through 12 who require special education services. The internship sites and activities are assigned according to each student's interest and training needs. The participant continues professional development begun during the induction internship by implementing content specific knowledge. This course incorporates goals and objectives that correspond to the MSDE required course, Teaching Reading in Secondary Content Areas - Part II. (3 credits)

*Note: Applications are available at the Montgomery County campus. Applications for fall and summer must be received by March 1; for spring by October 1.*

*Prerequisite(s): A minimum of 24 credits in this degree program. 874.870 Mild to Moderate Disabilities Internship: Induction - Secondary/Adult. 874.542 Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities. 874.528 Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities.*

**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)

**878.502 Curriculum Design and Adaptations for Strategic Interventions I**

Participants analyze and adapt curricula from general education and design lessons to implement goals and objectives from learners' individualized education programs into their general education settings. Topics include frameworks for curriculum design, assistive technology, effective teaching methods for heterogeneous instruction, and instructional planning techniques that address the needs of students. (3 credits)

**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)

**878.504 Communication and Counseling Interventions for Students with Troubling Behavior**

Individuals in this class focus on interventions that enhance opportunities for students with troubling behaviors to be included in general education schools and classrooms. Topics include suicidal behaviors, aggressiveness, crisis intervention, psychosis, lack of motivation and resistance, difficulties with authority, and peer relations through group work. (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 for Strategic Interventions II**

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)

*Prerequisite(s): 878.502 Curriculum Design and Adaptations for Strategic Interventions I.*

**878.518 Assistive Technology for Inclusive Education**

Participants examine assistive technologies (equipment and software applications and adaptations) that are appropriate for students with disabilities in inclusive school settings. The course emphasizes the use of technology to improve learning, increase independence, and enhance participation in the educational program. Participants review research on current practices and strategies for implementing technology solutions and explore resources for acquiring information on assistive technology devices. (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.*

**878.601 Theoretical Foundations and Practical Applications of Algebra and Geometry: Design and Instructional Implications for Students with Disabilities and Diverse Learning Needs**

The theoretical foundations and practical applications of algebra and geometry are examined in this course, with emphasis on identifying the underlying facts, concepts, rules, principles, and explanatory frameworks that represent the core understandings and representations for algebra and geometry. Characteristics of students are described and related to how instruction in these content areas needs to be designed in ways that are responsive to students' learning needs. (3 credits)

**878.602 Pedagogy for Geometry Measurement and Reasoning for Secondary Students with Disabilities and Diverse Learning Needs**

This course focuses on the use of universal design for learning, technology, and differentiation in teaching geometry, measurement, and reasoning to secondary students with disabilities and diverse learning needs. Characteristics of students are described and related to designing responsive instruction for students' needs. Methods for measuring students' beginning skill levels, presenting content, and monitoring student progress are provided. (3 credits)

**878.603 Pedagogy for Data Analysis and Probability for Secondary Students with Disabilities and Diverse Learning Needs**

This course focuses on the use of universal design for learning, technology, and differentiation in teaching data analysis and probability to secondary students with disabilities and diverse learning needs. Characteristics of students are described and related to designing responsive instruction for students' needs. Methods for measuring students' beginning skill levels, presenting content, and monitoring student progress are provided. (3 credits)

**878.604 Pedagogy for Functions and Algebra for Secondary Students with Disabilities and Diverse Learning Needs**

This course focuses on the use of universal design for learning, technology, and differentiation in teaching functions and algebra to secondary students with disabilities and diverse learning needs. Characteristics of students are described and related to designing responsive instruction for students' needs. Methods for measuring students' beginning skill levels, presenting content, and monitoring student progress are provided. (3 credits)

**878.605 Content Enhancement Routines and Co-Teaching for Secondary Educators of Students with Disabilities and Diverse Learning Needs**

Participants receive training on several Content Enhancement Routines that are designed as planning and teaching methods responsive to the needs of diverse learners. Methods for co-teaching are described, and critical planning areas when preparing to co-teach are provided. (3 credits)

*Severe Disabilities*

**877.512 Education of Students with Severe Disabilities: Language and Cognition**

This course reviews the theoretical foundations of cognitive and language assessment and intervention. Participants examine the instructional adaptations needed to promote the development of cognitive and communicative skills in students with severe disabilities and review the relevant empirical literature. Topics include developmental cognition, information processing theory, and the development of non-symbolic and symbolic communication. (3 credits)

**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)

**877.525 Seminar: Curriculum and Methods in Severe, Profound, and Multiple Disabilities**

In this course the participants examine the ecological model of curriculum development for students with severe disabilities and review various applications of the model. Using the framework of The Syracuse Curriculum, students design, implement and evaluate instructional plans, methods, and materials. (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)

**877.554 Teaching Language and Social Skills to Students with Pervasive Developmental Disorders**

This course examines the assessment and instructional strategies that have been shown to be effective in promoting the development of language and the acquisition of social skills by students who have been diagnosed with autism, Asperger's syndrome, or other pervasive developmental disorder. (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.*

**877.820 Professional Seminar in the Education of Students with Autism**

Usually taken during the final semester of the student's training, each candidate for the Graduate Certificate in Autism presents, orally and in writing, the results of three projects that he/she has designed and implemented for the general purpose of improving educational services and outcomes for students with autism. Projects that are directed toward teaching new skills or concepts or toward reducing or eliminating maladaptive behavior are encouraged. However, other types of projects, such as informational materials for parents, orientation and in-service training materials for instructional assistants, workshops for parents and/or professional colleagues, are also acceptable. Given that it is extremely difficult to initiate and complete three projects in a single semester, the student should plan to have his/her projects well under way prior to registering for the Professional Seminar. The program coordinator assists the student in project design and evaluation, and in preparing for his/her seminar presentations. (3 credits)

**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.).*

**Vision**

**879.610 Advanced Braille**

This course emphasizes advanced proficiency in reading and writing in Braille at the secondary level, as well as teaching math to Braille readers, and teaching Braille reading and writing as a secondary learning medium. Participants (a) acquire the competencies necessary to master the Nemeth Code for Braille mathematics transcription, (b) review principles and methods of teaching Braille reading and writing at the secondary level, (c) review Braille translation software and Braille formatting, and (d) acquire basic knowledge of additional Braille codes. (3 credits)

***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.).*

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# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

ETS® Educational Testing Service		HEA - Title II 2003-2004 Academic Year						
Institution Name		JOHNS HOPKINS UNIV GRAD SCHOOL						
Institution Code		5332						
State		Maryland						
Number of Program Completers Submitted		250						
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		249						
		February 16, 2005						
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide			
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	
Professional Knowledge								
ELEM ED CONTENT AREA EXERCISES		012	103	103	100%	1061	1035	98%
ENG LANG LIT COMP PEDAGOGY		043	24	24	100%	120	115	96%
MATHEMATICS PEDAGOGY		065	11	11	100%	73	68	93%
SOCIAL STUDIES: PEDAGOGY		084	28	28	100%	169	161	95%
PHYSICAL ED VIDEO EVALUATION		093				79	76	96%
SPANISH: PEDAGOGY		194	9			20	18	90%
LIFE SCIENCE: PEDAGOGY		234	12	12	100%	56	56	100%
PHYSICAL SCIENCE PEDAGOGY		483	5			18	17	94%
PROFESSIONAL KNOWLEDGE		520	4			14	12	86%
PRINCIPLES LEARNING & TEACHING 7-12		524	1			14	14	100%
Academic Content Areas								
EDUCATION IN THE ELEMENTARY SCHOOL		010	2			2		
ELEMENTARY ED CONTENT KNOWLEDGE		014	106	106	100%	1187	1183	100%
EARLY CHILDHOOD EDUCATION		020	8			241	238	99%
BIOLOGY AND GENERAL SCIENCE		030				1		
ENGLISH LANGUAGE AND LITERATURE		040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE		041	24	24	100%	124	120	97%
MATHEMATICS: CONTENT KNOWLEDGE		061	11	11	100%	75	72	96%
SOCIAL STUDIES		080	1			2		
SOCIAL STUDIES: CONTENT KNOWLEDGE		081	28	28	100%	170	163	96%

February 16, 2005

<sup>1</sup> 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.


# Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

		HEA - Title II 2003-2004 Academic Year								
Institution Name		JOHNS HOPKINS UNIV GRAD SCHOOL								
Institution Code		5332								
State		Maryland								
Number of Program Completers Submitted		250								
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		249								
		Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Number Taking Assessment	Statewide Number Passing Assessment	Statewide Pass Rate
<i>Type of Assessment</i>										
PHYSICAL ED: CONTENT KNOWLEDGE		091						79	75	95%
BUSINESS EDUCATION		100						2		
MUSIC ANALYSIS		112						23	23	100%
MUSIC CONTENT KNOWLEDGE		113						23	23	100%
ART CONTENT TRAD CRITIC AESTHETICS		132						66	66	100%
ART CONTENT KNOWLEDGE		133						66	66	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS		171	1					12	12	100%
FRENCH CONTENT KNOWLEDGE		173	1					12	12	100%
SPANISH CONTENT KNOWLEDGE		191	9					20	17	85%
SPANISH PRODUCTIVE LANGUAGE SKILLS		192	9					20	17	85%
BIOLOGY CONTENT KNOWLEDGE PART 1		231	12	12	100%			59	58	98%
BIOLOGY CONTENT KNOWLEDGE PART 2		232	12	12	100%			59	58	98%
CHEMISTRY CONTENT KNOWLEDGE		245	3					9		
PHYSICS CONTENT KNOWLEDGE		265						4		
EARTH SCIENCE CONTENT KNOWLEDGE		571	1					4		
<b>Teaching Special Populations</b>										
SPECIAL EDUCATION		350						3		
SE KNOWLEDGE-BASED CORE PRINCIPLES		351	39	39	100%			168	164	98%
SE APPLIC OF CORE PRINCIPLES ACROSS		352	39	39	100%			168	164	98%

February 16, 2005

<sup>1</sup> 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 2003-2004 Academic Year					
Institution Name	JOHNS HOPKINS UNIV GRAD SCHOOL					
Institution Code	5332					
State	Maryland					
Number of Program Completers Submitted	250					
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	249					
February 16, 2005						
Statewide						
Type of Assessment <sup>2</sup>	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Institutional Pass Rate	Number Taking Assessment <sup>3</sup>	Number Passing Assessment <sup>4</sup>	Statewide Pass Rate
Aggregate - Basic Skills	237	236	100%	2190	2170	99%
Aggregate - Professional Knowledge	197	197	100%	1624	1572	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	205	205	100%	1891	1862	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	39	39	100%	171	167	98%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates <sup>5</sup>	249	248	100%	2303	2210	96%

<sup>1</sup> 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.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> 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 passrate.

## **DIVISION OF PUBLIC SAFETY LEADERSHIP**

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## THE DIVISION OF PUBLIC SAFETY LEADERSHIP

The Division of Public Safety Leadership (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, 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 planning, 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% of alumni have been promoted. Of those graduated, more than 30 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, as well as public safety research organizations.

## **PUBLIC SAFETY EXECUTIVE LEADERSHIP PROGRAM – PELP**

The Public Safety 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 12th year, the program remains the flagship program for the division and serves as the model for all division programs. See a list of agencies participating in the PELP program.

### **PELP – 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 local and national 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 degree in Management may be eligible for the 11-month accelerated Master's 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 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 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 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

### **Location of Classes**

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

## 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 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
- For admission each student must submit a formal application, essay, resume, letter of endorsement and official transcripts from all post-secondary institutions. Begin the application processes or contact our offices (410-312-4400) 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 2006-2007 in an undergraduate program of study is \$430 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

## 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 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 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

## Location of Classes

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.



## 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. See a schedule of cohorts forming.

### 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
- For admission each student must submit a formal application, essay, resume, letter of endorsement, and official transcripts from all post-secondary institutions. Begin the application processes or contact our offices (410-312-4400) 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 2006-2007 in a graduate program of study is \$575 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

## 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 Public Safety 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
- 705.820 — 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.

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 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

## Location of Classes

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

## Admission

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Public

Safety Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

If you qualify and would like to apply, you may begin the application processes or contact our offices (410-312-4400) 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**

Annual tuition for the academic year 2006-2007 in an accelerated graduate program of study is \$650 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

## **PUBLIC SAFETY ASPIRING LEADERS PROGRAM – PALP**

Built on the foundation of the Public Safety 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 a list of agencies participating in the PELP program.

The undergraduate program is 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 Master of Science in Management program consists of 15 three-credit courses and is completed in less than two years. Graduates of the two-year undergraduate program are eligible to participate in a one-year accelerated Master of Science in Management 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 local and national 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), the program required students to 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 degree in Management 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 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 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 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

### Location of Classes

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

### 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. See a schedule of cohorts forming.

### 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

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 processes or contact our offices (410-312-4400) 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 2006-2007 in an undergraduate program of study is \$430 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

## 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 graduate program is two years in length. The Public Safety Aspiring Leaders Program (PALP) meets two Tuesdays and Thursdays monthly, from 8:30 a.m. until 5 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

### Location of Classes

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

### 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. See a schedule of cohorts forming.

### Requirements for Admission

Applicants to the Graduate 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 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 processes or contact our offices (410-312-4400) 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 2006-2007 in a graduate program of study is \$575 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

## 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 Public Safety 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
- 705.820 — 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.

This is an 11-month graduate program. The Public Safety Aspiring Leaders Program (PALP) meets two Tuesdays and Thursdays monthly, from 8:30 a.m. until 5 p.m.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

**Location Of Classes**

Most courses are held at 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

**Admission**

This intensive 11-month program is open only to individuals who have received a Bachelor of Science degree from the Johns Hopkins University Public Safety Executive Leadership (PELP) or Public Safety Aspiring Leaders (PALP) Programs.

If you qualify and would like to apply, you may begin the application processes or contact our offices (410-312-4400) 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**

Annual tuition for the academic year 2006-2007 in an accelerated graduate program of study is \$650 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*

# FIRE/EMS EXECUTIVE LEADERSHIP PROGRAM - FELP

## FELP – Master of Science in Management

The role and mission of Fire and Emergency Medical Services agencies call 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 of Science 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 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.

The program places a strong emphasis on the learning and interaction with peers that occurs in the classroom. Attendance at each class is essential.

### Location of Classes

Most courses are held at Columbia Center, 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 JHU campuses in the region including the Downtown Center (Baltimore) and the Homewood Campus.

### 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 processes or contact our offices (410-312-4400) 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 2006-2007 in a graduate program of study is \$575 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.

*\*Books are provided at no cost to students enrolled in Division of Public Safety Leadership programs.*



# INTELLIGENCE ANALYSIS – MASTER OF SCIENCE IN MANAGEMENT

The Division of Public Safety Leadership of the Johns Hopkins University School of Professional Studies in Business and 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 Johns Hopkins 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 Johns Hopkins 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 analysts' 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 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 all source intelligence analysts, to include federal, state, and local criminal intelligence 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.

## Curriculum

Ethics and Society  
 Ethics of Belief  
 Leadership and Organizational Behavior  
 Managing Differences  
 Information and Telecommunications Systems

Analysis, Data Mining, and Discovery  
 Informatics  
 Strategic Thinking: Concept, Policy, Plan, and  
 Practice  
 Analytical Writing  
 Art, Creativity, and the Practice of Intelligence  
 Terrorism: Concepts, Threat, Delivery  
 Leadership through the Classics  
 Special Issues in Intelligence Analysis:  
 Colloquia  
 Case Studies  
 Current Issues (Capstone)

### ***Year One Curriculum***

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  
 705.588 — Ethics and Society  
 705.713 — Managing Differences  
 705.724 — Building Quality Organizations

### ***Year Two Curriculum***

705.719 — Crisis Communication Management  
 705.747 — Managing Information Systems and  
 Networks  
 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 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 are held at the Montgomery County  
 Campus, located near Rockville, Maryland. The  
 Montgomery County Campus is easily accessed from  
 Interstate 495 and Route 270, as well as other major  
 arteries. Some classes may be held at other Johns  
 Hopkins campuses in the region including Columbia  
 and Baltimore.

### **Admission**

Applications to the program are reviewed on an  
 ongoing basis.

### ***Requirements for Admission***

Applicants to the Master of Science in Intelligence  
 Analysis 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 (410-312-4400) to speak with a representative  
 and receive support.

All applicants participate in an interview prior to  
 admission.

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## COHORT CALENDAR

Below are the next dates cohorts will begin their course of study. Applications for programs should be submitted as soon as possible. A representative will contact all prospective students about cohort placement after applications are received.

### **Police Executive Leadership Program**

Undergraduate	April 28, 2006
Graduate	September 8, 2006
Accelerated Graduate	June 16, 2006

### **Aspiring Leaders Program**

Undergraduate	
Graduate	
Accelerated Graduate	Coming 2007

### **Fire/EMS Executive Leadership Program**

April 28, 2006
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## PSL DIVISION COURSE DESCRIPTIONS

### Police Executive Leadership Program

#### 700.301 The Economics of Social Issues

This course examines several current economic issues within their broader philosophical, political, and social contexts. Topics for discussion include the causes and consequences of economic progress, the relationship between economic institutions and community well-being, the market process, and the role of new information technologies in reshaping the contemporary economic system. (3 credits)

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

#### 700.302 Theories of Personality

In order to answer the question, "How do we become who we are?" students compare predictive aspects of various theories (e.g., humanistic, psychoanalytic, and trait theories) of personality development. Readings and discussion focus on areas such as parenting, temperament, education, gender issues in the workplace, and addiction. (3 credits)

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

#### 700.303 Communication Skills for Leaders

This course develops essential communication skills, both oral and written. Students practice techniques for writing clear, effective memos, letters, and reports; structuring and delivering information and persuasive oral presentations; and holding useful group meetings. (3 credits)

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

#### 700.304 Values and Ethics

Readings, case studies, and discussion reveal the ethical dilemmas encountered by police executives in their daily and long-range decision making. Students learn ways in which executives establish values and ethical standards as a foundation for organizational behavior. (3 credits)

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

#### 700.305 The Ethics of Dissent

What is the impact and relevance of dissent in the context of the community? How does dissent identify problems and bring change? How does the individual reconcile his or her motives with social and political realities? By using case studies, students become familiar with traditional philosophical theories as a framework for understanding, analyzing, and responding to dissent and change in organizations and the community. (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

Students explore the theories and conceptual frameworks surrounding the role of a leader in encouraging and supporting teams and teamwork. Focusing on the roles of a leader in an organization, students examine the differences in people and the impact on team behavior and interpersonal group and organizational settings. (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 government, business, education, and other leaders abound. Among them are use and abuse of technology, the new service industry, changes in the traditional middle class, the disappearance of suburbia, a controlled media, and new family structures. Through case studies, reading, discussion and debate, this course considers these and other issues and how they influence individuals, organizations, and communities. (3 credits)

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

**700.312 Management: Power and Influence**

The role of the manager in today's modern organization is changing. With the breakdown of functional hierarchies, traditional bases of power within organizations have shifted. Today's managers are leaders whose power and influence are determined more by their ability to adapt to change, collaborate, network, and work in teams. Students examine and learn through case studies and readings why the ability to negotiate, bargain, and sell ideas across functional boundaries is more important than ever. (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**

Effective leaders are often required to interpret research results for application to policy or to manage research in the interest of problem solving. This course will prepare the manager to examine research processes and results to determine validity, reliability, and applicability to current environments. The course begins with a review of the genesis of current social research methodologies and continues through evaluation of actual research. (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**

Students learn higher-order thinking skills in this course, with particular emphasis on development of the right side of the brain, the creative portion. Once students learn to tap their creativity through a variety of exercises, they utilize the creative processes to solve business problems. (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. Students are introduced to the process of change as they examine methods of anticipating it and ways of building organizational and personal adaptability. Topics include environmental scanning, organizational design, communications, and strategic planning. (3 credits)

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

**700.352 Quality Management**

Students gain a working knowledge of the theoretical and practical aspects of total quality. This course includes the latest developments and real world applications in a variety of organizational and work settings. Guest speakers and student team projects augment classroom lectures. (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 work force requires managers to create a multicultural climate in which all organizational members are supported, valued, and allowed to reach full potential. Topics covered in class include understanding the benefits of diversity across race, gender, age, and origin, and the impact of diversity on today's managers. Students will explore the behaviors that block individual effectiveness in a diverse workplace. Through case studies, readings, and other activities, students find effective strategies for problem solving. (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**

Whether it involves use of crime analysis reports or gaining rapid access to demographic information on a specific neighborhood, today's public service environment requires an in-depth understanding of how to access information. Through individual and group research and hands-on activities, students learn how to use networks, local and national databases, web pages, the Internet, and more to gather, analyze, and share information. (3 credits)

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

**700.470 Community Development**

Residents are assuming more control over the destiny of their neighborhood, the nature of suburbia is changing, the boundaries between jurisdictions in the metropolitan region are disappearing, and there is movement toward community-oriented government. Students learn the basics of community development, participate in community problem-solving activities, and gain practical insight into the steps involved in establishing and maintaining the economic viability of communities. (3 credits)

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

**700.502 Developmental Psychology**

This course takes a "life span" approach to the study of human growth and development by examining contributions from psychology, anthropology, biology, and sociology. Students explore topics such as prenatal learning, sex typing, parent-infant attachments, the affect of divorce, child abuse, anorexia nervosa, adolescent suicide, the midlife years, and Alzheimer's disease. (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**

Despite the influence of the Constitution and the foundation it sets forth for society, few leaders know it well. This course benefits current and future leaders by providing a deeper understanding of the Constitution and its history, its effects in shaping communities and its influence on leaders. Students examine the concepts of law, justice and the Constitution from a leader's perspective. For each of these three topics, students examine the history of the idea, contemporary views, and implications for the future. Students discuss the strengths and weaknesses of contemporary opinion and apply classroom learning to case studies. Cases focus on issues facing organizations, people, and more. (3 credits)

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

**700.530 Special Topics in Leadership**

From threats of urban terrorism within the United States to the Americans With Disabilities Act, leaders must address complex issues affecting how employees work and how organizations function. Through lecture, readings, class participation, and individual and group projects, students will become involved in current and important issues facing today's leaders. (3 credits)

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

**705.588 Ethics and Society**

Since the release of the President's Commission Report on the Police in 1970, police agencies throughout the United States have experimented with innovative programs to reduce crime and improve public safety. Many good ideas -- team policing, repeat offender programs, first-offender programs -- have faded. This course will explore why innovative programs and good ideas don't work. Through readings, case studies, and class discussions, students will consider social problems and ethics that may obstruct even the best efforts by the police to provide quality service to the community. As part of this course, students will develop a project and implement it within their police department. (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, we often make critical decisions based on our beliefs. It is important to examine and understand the foundation of our values and ethics. This course examines historical and contemporary events as they relate to the values and ethical standards -- morals, law, dissent, and codes of conduct -- that influence a just society. Readings, case studies, and discussion reveal the ethical dilemmas encountered by police executives in their daily and long-range decision making. Students learn ways in which executives establish 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 quality service to all people -- influences the public's opinion of its local police. (3 credits)

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

**705.606 Advanced Leadership Studies**

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

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

**705.608 Management of Human Resources**

This course is designed to develop the competencies of applying and analyzing the fundamentals of human resource management in contemporary organizations. The course covers the roles and functions of human resource management, including organization development and change, workforce diversity, labor relations, compensation and rewards systems, design and structure of organizations, recruitment, selection, retention, and separation, legal, ethical and regulatory compliance, and performance assessment. In addition, students will understand the strategic management of human resource assets in order to build and sustain an advantage in a globally competitive and changing environment. (3 credits)

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

**705.615 Seminar in Change Management**

Change is constant in both individuals and organizations. Knowing how to manage this change and use it to the benefit of employees and consumers is an essential skill for executives. This course covers selected topics dealing with planned change within groups and organizations. Students examine change within their own police agencies including its effect on use of resources and employee job satisfaction. Through readings and discussion, the course examines the role of leaders as change agents and covers techniques for introducing, managing, and evaluating change. (3 credits)

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

**705.618 Leadership and the Classics**

Can leadership skills be taught or are they innate? What are the timeless characteristics and styles of an effective leader? How do historical circumstances, culture, and psychology impact a leader's ability to lead. What can the classics teach us about being a successful leader today? Through a combination of classic literature, history, film, and contemporary leadership theory, this seminar explores these questions, among others, to provide a foundation and perspective for better understanding the challenges and realities faced by leaders and the organizations they lead today. Readings include works by Sophocles, Shakespeare, Macchiavelli, Miller, Melville, and Martin Luther King. (3 credits)

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

**705.635 Leadership and Organizational Behavior**

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

*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**

Police are society's first line of response when the differences among people erupt into behavior that threatens communities and individuals. This course examines some of the characteristics that make people different -- goals, values, beliefs, race, gender, personality, and others -- and the conflict that often results from intolerance of differences. Students learn about behaviors that block community as well as organizational effectiveness in diverse settings. Through readings, case studies, and group activities, students compare various strategies for providing quality police 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 Crisis Communication Management**

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

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

**705.724 Building Quality Organizations**

The concept of total quality management (TQM) has been applied by many businesses, industries, and government agencies to improve productivity and the quality of service provided to consumers. This course examines the influence of TQM in private and public organizations and provides students with an opportunity to design practical approaches to implementing TQM in police and public safety agencies. Students venture into the works of W. Edwards Deming, Joseph M. Juran, and others. (3 credits)

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

**705.730 Management: A New Paradigm**

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

*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 informal appraisals to highly structured evaluations. In this course, students explore various strategies for evaluating and analyzing programs. They apply problem-solving models, develop competence in using computer-based statistical and data-base software, and demonstrate their skills in an evaluation project based on programs within their own agency. (3 credits)

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

**705.745 Information and Telecommunication Systems**

Technology and computers are seen as a primary answer to the challenge of improving today's business environment. Consequently, new technology itself can be a challenge. This course examines the links between information and telecommunication systems, society, and businesses of today and tomorrow. How do we manage the ever-changing technological world in which we live? Through exposure to a variety of 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.*

**705.747 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**

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

*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 Police Executive Leadership Program and the creative solutions they developed to deal with these issues. Students present their local and regional projects, as well as their responses, to a panel of distinguished current and former chiefs of police. Through open dialogue, students receive feedback from the independent panel on ways in which they may apply their findings to better police service within the region. (3 credits)

*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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## UNDERGRADUATE STUDIES

The Division of Undergraduate Studies is dedicated to the development and achievement of adult students seeking professional advancement and personal growth through the pursuit of undergraduate degrees. In support of this mission, the division provides majors that combine rigorous theoretical backgrounds with effective current practices. The division offers bachelor's degrees in business and management, information systems, and interdisciplinary studies.

Undergraduate degree programs integrate the knowledge and competencies of specific disciplines with the strengths of a liberal arts foundation. This broad base prepares students to adapt to the changing demands of the modern workplace; to pursue further studies at the graduate level; and/or to advance their careers, whether in corporate, government, nonprofit, human services, or educational organizations.

Courses are taught by faculty who combine strong academic credentials with expert professional experience. Classes are small, allowing interaction between faculty and students and providing stimulating, positive learning experiences. In this environment, students have the opportunity to expand their knowledge, acquire new skills, and foster professional and leadership capacities.

All undergraduate programs build student competencies in 10 key areas: (1) oral and written communications, (2) critical thinking, analytical reasoning, and problem solving, (3) technology proficiency, (4) information literacy and research methods, (5) human relations, especially in networking and teambuilding, (6) historical and global perspectives, (7) value-based decision making, (8) leadership and change, (9) aesthetic appreciation, and (10) a sense of lifelong personal and professional development. These competencies, combined with specific, standards-based program objectives, ensure an integrated, relevant academic experience. Students in the Division of Undergraduate Studies may earn a bachelor of science degree in the following academic programs:

### **Bachelor of Science in Interdisciplinary Studies**

Through an interdisciplinary approach to learning, this program offers students a grounding in humanities, natural and social sciences,

mathematics, and communications, providing the liberal arts foundation necessary to write clearly, think critically, interact effectively, and make ethically sound judgments. Students may choose a primary concentration in interdisciplinary studies (general), communications, or social science. They may also choose a minor concentration in business, information technology, communications, or social science. Courses are offered in the evenings and on weekends.

### **Bachelor of Science in Business and Management**

The Bachelor of Science in Business and Management prepares students for careers in business by emphasizing modern business practices and strategies, combining theory and real-world experience with a strong liberal arts core. In addition to the general business concentration, students may also develop an area of specialization in health care management or security management. Students engage in classroom instruction and in team projects that simulate today's fast-paced business environment. They may pursue their degree in one of two formats: a traditional part-time program or an accelerated program that enables qualified students to earn the last 60 credits in two and one-half years (ABP). In the accelerated format, students attend four sessions, each with 10 class meetings.

### **Bachelor of Science in Information Systems**

The Bachelor of Science in Information Systems provides students with the latest theoretical and hands-on preparation required for advancement in this dynamic industry. This accelerated program prepares students for careers in areas such as enterprise systems development, health care information systems, security, and Web-based systems. In addition, through the General Systems Studies program, a student can prepare for a broad-based career in the technology field. Classes are offered in a cohort format, and students may choose either an evening or weekend schedule. Students also have the option of including a business minor in their degree. Finally, a student may opt to continue his/her education in the Master's in Information and Telecommunication Systems program, through the joint agreement currently in effect with the Graduate Division of Business. (The division reserves the right to modify or terminate this agreement, as the graduate degree program changes.)

## Degree Requirements

Candidates for the bachelor's degree must complete their last 60 credits in the School of Professional Studies in Business and Education. They must also complete at least 54 credits of upper-division course work. A maximum of six upper-level credits may be transferred into degree majors and concentrations. Students must earn a grade of C- or better in courses in the major.

Once admitted, students are expected to complete their course work at Johns Hopkins University. Students may obtain written approval from their academic adviser to take courses at another institution and transfer the credits to satisfy degree requirements.

Bachelor's degree candidates in the School of Professional Studies in Business and Education should complete the 45-credit core curriculum (see next column) prior to beginning upper-division courses. Students are required to meet with their program director or academic adviser prior to beginning their studies.

To qualify for a second bachelor's degree, Johns Hopkins graduates must complete a minimum of 30 additional upper-division credits in the School of Professional Studies in Business and Education. Each program, however, has specific requirements that may require taking more than 30 additional credits. Contact the program director for degree requirements.

## Core Curriculum for Bachelor's Degrees (45 credits)

The 45-credit core curriculum is designed to provide undergraduate students with a strong liberal arts foundation as well as skills required for academic success. Each course (.100- and .200-level) in the core curriculum must be completed with a C- or better before students take courses in their majors.

Undergraduates are encouraged to complete the core as soon as possible, and must do so prior to taking any upper-division (.300- or .400-level) courses. Course offerings vary each year.

*Note: Core requirements for the Bachelor of Science in Information Systems differ (see p. 308).*

## Communication, Analytical, and Computer Skills (18 credits)

### I. Written Communication (6 credits)

457.105 Expository Writing  
457.106 Writing and Research Methods

### II. Oral Communication (3 credits)

457.153 Introduction to Public Speaking

### III. Analytical Reasoning (6 credits)

456.100 Logic and Critical Reasoning (may apply as Humanities credit)  
473.101 Ideas in Mathematics  
473.103 Finite Mathematics (required for business major and minor concentrations)  
768.307 Business Statistics (required for all major and minor concentrations in business and information systems)  
473.300 Statistics and Applications for the Social Sciences (required for social science major and minor concentrations)

### IV. Computer Technology (3 credits)

769.104 Introduction to Computer Use

## Liberal Arts (27 credits)

### I. Humanities (9 credits)

Three courses, one each from three of the following areas: history, history of art, architecture; music, literature, creative writing; and drama, philosophy, and religion

### II. Social Sciences (12 credits)

Four courses, one each from at least three of the following areas: anthropology, economics, geography, government and politics, psychology, sociology (768.101 Macroeconomics and 768.102 Microeconomics required for major and minor concentrations in business and information systems)

### III. Natural Sciences (6 credits)

- a. One course from earth and planetary sciences
- b. One course from life sciences

## BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES

The Johns Hopkins Bachelor of Science in Interdisciplinary Studies is the smart choice for students who want a flexible, broad-based curriculum that allows them to choose tracks of study that fit their interests.

Through an interdisciplinary approach to learning, students in the liberal arts degree program receive the foundation necessary to communicate clearly and effectively, think critically, and make ethically sound judgments. The 120-credit program offers a grounding in humanities, natural and social sciences, mathematics, and communications. Designed with the working adult in mind, the degree program's multifaceted curriculum also allows participants to choose courses that fit their career needs and schedules.

Students may select a primary concentration in social sciences, communications, or general studies. Minor concentrations are also available in business and management, information technology, communications, or social science. A maximum of 60 credits may be transferred for credit toward this liberal arts degree.

### *Core Curriculum*

The Interdisciplinary Studies 45-credit core curriculum provides SPSBE undergraduate students with a strong liberal arts foundation and builds strong skills in writing, critical thinking, and information literacy, as well as the seven other core competencies. Students are required to take the following lower-level courses in communications and analytical and computer skills, or to transfer in equivalent courses from another institution:

#### **Two writing courses**

457.105 Expository Writing

457.106 Writing and Research Methods

#### **Two courses in mathematics or analytical reasoning**

Note: 473.100 Basic Math is a prerequisite, not a credit-bearing course. This course may be waived by exam. 473.101 Ideas in Mathematics is a required course for all students. 456.100 Logic and Critical Reasoning is an option for students pursuing the Communications and General Studies major concentrations only.

473.100 Basic Mathematics

473.101 Ideas in Mathematics

473.103 Finite Mathematics

456.100 Logic and Critical Reasoning

#### **One course in public speaking**

457.153 Introduction to Public Speaking

#### **One course in computer technology**

769.104 Introduction to Computer Use

As part of their distribution requirements, students are required to take or transfer in an additional 27 credits in the following areas:

- Three humanities courses (art history, history, literature, music history, philosophy and religion, as well as designated courses in film and media studies, creative writing, and interdisciplinary studies);
- Four social science courses (anthropology, economics, geography, government and politics, psychology, sociology, and social-science-based interdisciplinary studies courses);
- Two natural science courses (earth and planetary sciences, life sciences)

### **LOWER-LEVEL COURSES BEING OFFERED IN 2006/2007**

#### **Communication, Analytical, and Computer Skills**

456.100 Logic and Critical Reasoning

457.105 Expository Writing

457.106 Writing and Research Methods

457.153 Introduction to Public Speaking

473.100 Basic Mathematics

473.101 Ideas in Mathematics

473.103 Finite Mathematics

#### **Humanities**

451.106 Art History: Multicultural Perspectives

454.204 The Short Story: Modern Women's Voices

456.100 Logic and Critical Reasoning

456.103 Introduction to Philosophy

458.202 Arthurian Legends

464.105 Religion and Society in the United States:  
From the Puritans to the Progressives

464.108 History of Technology (formerly 464.104)

465.103 U.S. Government and Constitution

### **Social Sciences**

461.103 Introduction to Cultural Anthropology

461.104 Archaeology and the Fossil Trail:

Introduction to Physical Anthropology

463.102 World Geography

463.200 The Chesapeake: Geography & Ecology

465.103 U.S. Government and Constitution

466.103 Introduction to Psychology

768.101 Macroeconomics

768.102 Microeconomics

### **Natural Sciences**

461.104 Archaeology and the Fossil Trail:

Introduction to Physical Anthropology

463.200 The Chesapeake: Geography & Ecology

464.108 History of Technology (formerly 464.104)

471.112 Exploring the Living World: Introduction to Biology

471.226 Biological Aspects of Aging

472.119 Introduction to Astronomy

472.255 Exploring Our Atmosphere: Introduction to Meteorology

472.265 Exploring Our Blue Planet: Introduction to Oceanography

Note: Eligible students may use upper-level courses in the humanities, social sciences, and natural sciences to satisfy the core requirements. These courses are listed in the appropriate category in the Primary Concentration section.

## ***Primary Concentration***

Once students complete their lower-level core requirements, they select a primary concentration in communications, social sciences, or general studies. A concentration consists of 10 courses (30 credits) and a senior project (3 credits), completed in the student's final year under the supervision of the program director and a faculty sponsor.

### **Social Sciences**

This concentration examines how humans develop, think, and interact, and how they adapt to and change their environment. Courses explore social, economic, and political systems around the world. Disciplines include anthropology, economics, geography, political science, psychology, and sociology, as well as some interdisciplinary communications and social science courses. Students selecting this concentration must take 473.300 Statistics and Social Science Applications. The course 473.301 Research Methods is also strongly recommended.

### **Communications**

Students pursuing the communications concentration develop the ability to write and speak effectively, and to communicate through a variety of media. Participants address pressing social and political issues and the contexts in which personal and mass communications take place.

Courses from the following areas may be applied to this concentration: Communications and Media Studies, Writing, and selected courses in Business and Management (e.g., Marketing Communications and Promotion), Information Systems, and Social Sciences (e.g., Organizational Behavior).

Students are required to take 473.301 Research Methods and five additional courses from the list below:

457.322 Communicating On Line: Language and Web Design

457.353 Media and Society

457.357 Media and Politics

457.358 Cross-Cultural Communications

457.359 Multimedia Presentations

457.360 Public and Media Relations

457.361 Persuasive Speech

457.366 Professional Communications

457.363 The Interview

**General Studies**

With the help of the program director and an academic adviser, students pursuing the general studies concentration develop an academic program designed to further their own personal and professional goals. They may select upper-level courses from the humanities and natural sciences, as well as from communications and social sciences.

**UPPER LEVEL COURSES OFFERED IN 2006/2007, BY CONCENTRATION****Communications**

- 457.303 Writing Fiction
- 457.311 Making and Editing Films with Desktop Video
- 457.320 America on Film
- 457.322 Communicating On Line: Language and Web Design
- 457.353 Media and Society
- 457.356 Grantwriting
- 457.358 Cross-Cultural Communications
- 457.359 Multimedia Presentations
- 457.360 Public and Media Relations
- 457.363 The Interview
- 457.367 Photoshop I (MacIntosh)
- 457.368 On-Line Research
- 457.369 Documentary Photography
- 457.370 Professional Research and Writing
- 457.372 Interpersonal Communications in the Workplace
- 457.373 Visual Communication
- 457.400 Disney's World: Family Values and Corporate Culture
- 458.450 Paris and Berlin in the 1920s
- 473.301 Research Methods

**Social Sciences**

- 454.434 The Family in Contemporary World Literature
- 457.320 America on Film
- 457.353 Media and Society
- 457.358 Cross-Cultural Communications
- 457.363 The Interview
- 457.400 Disney's World: Family Values and Corporate Culture

- 458.322 Our Oceans: Science, Policy and Society
- 458.408 The Primitive: An Evolving Concept
- 461.306 The Anthropology of Religion: Magic, Myth and Ritual
- 461.400 Ethnic Conflict and Conflict Management
- 465.312 State and Local Government
- 465.316 Terrorism and U.S. Policy at Home and Abroad
- 466.344 Psychology and Literature
- 466.411 Counseling Psychology
- 466.412 Sports Psychology
- 466.465 Child and Adolescent Development and the Family
- 467.403 Sociology of Youth
- 468.306 Social Issues and Constitutional Rights
- 473.300 Statistics and Applications for the Social Sciences
- 473.301 Research Methods
- 466.313 Psychology of Aging
- 466.343 Psychology of Sex and Gender: Men and Women in Today's World

**General Studies**

Students may choose from the above courses in communications and the social sciences, and may also apply courses in the humanities and natural sciences. Humanities and science courses scheduled for 2006/2007:

- 454.323 Emerson, Thoreau, and the American Renaissance
- 454.326 African-American Literature (formerly 454.527)
- 454.434 The Family in Contemporary World Literature
- 457.320 America on Film
- 456.450 Ethics and the Professions
- 457.369 Documentary Photography
- 457.400 Disney's World: Family Values and Corporate Culture
- 458.307 Florence: Cradle of the Renaissance
- 458.318 Leadership and the Classics
- 458.322 Our Oceans: Science, Policy and Society
- 458.408 The Primitive: An Evolving Concept
- 461.306 The Anthropology of Religion: Magic, Myth and Ritual



464.316 The Vietnam War Revisited (formerly 464.534)

464.438 Baltimore and the Bay: Colonial Times to the Present (formerly 464.503)

466.344 Psychology and Literature

### ***Electives and Minor Concentration***

Up to 13 courses for 39 credits may be counted toward the Interdisciplinary Studies program's degree requirements for elective credit. Courses in business and management, information technology, social sciences, and communications may be taken as electives.

Bachelor of Science in Interdisciplinary Studies students may also use elective credits to pursue a minor area of concentration in business and management, information technology, social sciences, or communications. A minor concentration consists of at least seven courses for 21 credits in the minor area.

#### **Social Sciences**

Students pursuing the Interdisciplinary Studies program's social sciences minor concentration must take seven courses for 21 credits, and must meet with an adviser to select courses that complement their primary concentration and fit their needs and goals.

Students are required to take 473.300 Statistics and Applications for the Social Sciences. It is recommended that students take 473.301 Research Methods.

473.300 Statistics and Applications for the Social Sciences

473.301 Research Methods

#### **Communications**

Students pursuing the Interdisciplinary Studies program's communications minor concentration must take seven courses for 21 credits, and must meet with an adviser to select courses that complement their primary concentration and fit their needs and goals.

Among communications courses, students are required to take:

473.301 Research Methods

### **Information Technology**

Students pursuing the Interdisciplinary Studies program's information technology minor concentration must take seven courses for 21 credits, and must meet with an adviser to select courses that complement their primary concentration and fit their needs and goals.

The first three courses in the list below are required. Also, students must choose four additional from the remaining courses listed below:

769.307 Hardware, Software and O.S. Basics

769.311 Networking and Telecommunications

769.411 Web Principles and Web Page Design

769.303 Technology and Society

769.415 Multimedia on the Web

769.495 Technology Strategic Planning

457.322 Communicating On Line: Language and Web Design

457.359 Multimedia Presentations

457.367 Photoshop I (MacIntosh)

### **Business and Management**

Students pursuing the Interdisciplinary Studies program's business and management minor concentration must take six courses for 18 credits, and must meet with an adviser to select courses that complement their primary concentration and fit their needs and goals.

The first four courses on the list below are required as part of the Interdisciplinary Studies core requirements, as well as one course in business ethics or applied ethics. The next six classes are required as part of the business and management minor concentration:

768.101 Macroeconomics

768.102 Microeconomics

473.103 Finite Mathematics

768.307 Business Statistics

768.203 Accounting I

768.204 Accounting II

768.205 Legal Environment of Business

768.302 Corporate Finance

768.306 Marketing

768.308 Process and Operations Management

## ***Senior Project***

The final component of the Interdisciplinary Studies degree is to complete a senior project for 3 credits.

Under the supervision of the program director and a faculty sponsor, students in their final year plan, research, and write an extensive interdisciplinary paper that combines theories and ideas from several different courses of study.

## ***Admission***

The undergraduate degree programs are designed as transfer programs for adult working students who have already completed some college credits. The following are required for consideration for all undergraduate degree programs:

- official transcripts from all previously attended colleges and universities
- program admissions application
- 500-word essay
- \$60 application fee
- résumé (for those seeking the accelerated Business or Information Systems programs)
- personal interview

Specific program requirements:

Prior to admission, students must complete at least 15 transferable credits from a regionally accredited college or university with a cumulative GPA of 2.5.

You can learn more by contacting the program director at 410-516-0775, or use our contact us feature to send email.

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## **BACHELOR OF SCIENCE IN BUSINESS AND MANAGEMENT (BS)**

Academic advisers: Stacey Brown, 410-312-2886, [sjbrown@jhu.edu](mailto:sjbrown@jhu.edu)

Irene Edmond-Rosenberg, 410-516-6053, [ie@jhu.edu](mailto:ie@jhu.edu)

The Johns Hopkins Bachelor of Science in Business and Management is the right choice for students who want to succeed in the modern commercial marketplace.

Business today is defined by global competition and an infusion of information driven by a boom in sophisticated technology. Success in this dynamic environment requires an in-depth understanding of the key factors that drive business, as well as outstanding analytical, problem-solving, and communication skills.

Our Bachelor of Science in Business and Management provides students with a broad-based perspective on business, knowledge in specialized business functions, and integrated applications of core concepts in finance, marketing, management, and technology. The program's curriculum draws from a rich variety of liberal arts and business offerings to address complex problems and pursue effective solutions, resulting in a part-time degree that is well-respected in the business community.

Students in this 120-credit program may pursue either a general business curriculum or a curriculum with a concentration in health care management. Students must complete at least 54 credits of upper-level (.300-level and higher) course work with the School of Professional Studies in Business and Education.

### ***General Core Curriculum***

The Business and Management 45-credit general core curriculum should be completed prior to taking any other courses in the degree. Required core courses include six communication, math, and computer skills courses for 18 credits, and nine liberal arts courses for 27 credits:

#### **Communication, Math, and Computer Skills**

To fulfill the communication, math, and computer skills requirement, students must complete the following courses:

Note: 473.100 Basic Math is a prerequisite, not a credit-bearing course.

473.100 Basic Mathematics

457.105 Expository Writing  
 457.106 Writing and Research Methods  
 457.153 Introduction to Public Speaking  
 473.101 Ideas in Mathematics  
 473.103 Finite Mathematics  
 769.104 Introduction to Computer Use

### **Liberal Arts**

Business and Management students are required to take the following courses (6 credits):

768.101 Macroeconomics  
 768.102 Microeconomics

Students should complete three courses to fulfill the humanities requirement from the following areas, for a total of 9 credits: history, art history, literature and drama, and philosophy and religion.

Students should complete two courses to fulfill the social sciences requirement from the following areas, for a total of 6 credits: anthropology, economics, geography, government and politics, and psychology.

Students should complete two courses to fulfill the natural sciences requirement from the following areas, for a total of 6 credits: one course from Earth and planetary sciences and one course from life sciences.

### **Electives**

Students are required to take 15 credits of general electives courses. The electives listed below are strongly recommended. Other electives may include any undergraduate courses offered by the undergraduate division, as long as course-specific prerequisites are satisfied. These courses may be offered as Special Topic Courses; please view the online schedule for course offerings.

457.370 Professional Research and Writing  
 458.318 Leadership and the Classics  
 456.450 Ethics and the Professions

### ***Business and Management Core Curriculum***

The Business and Management program's required courses are designed to provide an understanding of basic business practices. All students must complete the following core business curriculum for a total of 24 credits:

768.203 Accounting I

768.204 Accounting II  
 768.205 Legal Environment of Business  
 768.302 Corporate Finance  
 768.306 Marketing  
 768.307 Business Statistics  
 768.308 Process and Operations Management  
 769.304 Managing Information Systems for Business

### ***Business and Management Foundation***

The following foundation courses are required for a total of 30 credits:

768.310 Business Communication  
 768.468 Organizational Behavior: Why and How We Work Together  
 768.311 International Economics  
 768.402 Market Research  
 768.454 Financial Statement Analysis  
 768.315 Strategic Management  
 768.469 Employment Law  
 769.418 Principles of E-Commerce  
 768.470 Security Management  
 768.370 Negotiation and Mediation

### ***Capstone***

At the conclusion of their study, students in the Business and Management program are required to complete a business development seminar and the senior project. The senior project, which incorporates prior coursework in the curriculum, should be taken in the last semester.

All students must complete the following two courses for a total of 6 credits:

768.495 Business Development Seminar  
 768.498 Senior Project

## ***Admission***

The undergraduate degree programs are designed as transfer programs for adult working students who have already completed some college credits. The following are required for consideration for all undergraduate degree programs:

- official transcripts from all previously attended colleges and universities
- program admissions application
- 500-word essay
- \$60 application fee
- résumé (for those seeking the accelerated Business or Information Systems programs)
- personal interview

Specific program requirements:

Prior to admission, students must complete at least 15 transferable credits from a regionally accredited college or university with a cumulative GPA of 2.5.

You can learn more by contacting the program director at 410-312-2886, or use our contact us feature to send email.

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## **ADVANCING BUSINESS PROFESSIONALS (ABP) ACCELERATED FORMAT**

The Johns Hopkins Advancing Business Professionals (ABP) program is the sound choice for students who want to accelerate their study.

The ABP program is a 60-credit accelerated cohort program that allows business professionals to earn a Bachelor of Science in Business and Management in two and one-half years. This unique program is specifically designed for individuals who work in a business or professional environment, and who have completed at least 54 credits of transferable undergraduate course work.

Tailored for the high-achieving business person, every course in the ABP curriculum incorporates the elements of communication, collaboration and teamwork, value-based decision making, critical thinking and problem solving, and response to change. Students proceed through the program in small groups, completing two classes per week on evenings or Saturdays during a 10-week session.

You can learn more by contacting the program director at 410-312-2886, or use our contact us feature to send email.

### ***Program Characteristics***

Some of the distinctive characteristics of the ABP program are:

- Accelerated schedule with predetermined days, times, and program length to better plan and anticipate work and life events; schedule accommodates holidays and provides session and summer breaks;
- Cohort group of aspiring adults with significant experience in a business or professional work environment;
- Curriculum structure designed to provide a broad but focused business perspective stressing cross-functional, contemporary management, and functional decision-making and problem-solving skills;
- Strong alumni network of ABP graduates.

## ***Program Concentrations***

Within the ABP format, students may pursue a general business and management curriculum that provides them with a solid base of knowledge in the core concepts of finance, marketing, management, and technology.

Students have the choice to pursue either the Business and Management Foundation or one of the following concentrations:

### **Security Management**

Now more than ever, businesses recognize the need to initiate and maintain policies and procedures to protect their assets, including personnel, property, and information, and to ensure continuity of business under adverse circumstances. The asset protection management concentration consists of a series of interrelated courses designed to address how businesses can counter specific threats to the people, property, and profitability of their organizations.

768.470 Security Management

768.471 Asset Protection

768.472 Assessment, Management and Mitigations of Risks

768.473 Private Security Investigations

768.474 Terrorism: Impact and Implications

768.475 Workplace Violence: Preparation, Prevention, and Response

768.476 Crisis Management

769.407 Information Assurance Principles (formerly System Security)

768.477 Counterespionage for American Business

768.478 Legal Environment of Asset Protection

### **Health Care Management**

As health care services continue to expand and diversify, it is expected that the demand for health care managers with strong business and management skills will increase in the coming years. The health care management concentration prepares students for administrative and managerial positions in the provision, financing, regulation, and insuring of health care. Students receive a strong foundation in general business principles and then learn to apply those principles in the health care field.

768.440 Introduction to Health Services

768.441 Managerial Accounting for Health Care

768.442 Economics of Health Care Administration

768.443 Health Care Data Analysis

768.444 Financial Management for Health Care Organizations

768.445 Quantitative Methods

768.446 Introduction to Epidemiology

768.447 Case Studies in Health Care Management

768.448 Policy Issues in Health Care

768.449 Legal Issues in Health Care

## ***Capstone***

At the conclusion of their study, students in the Advancing Business Professionals program are required to complete a business development seminar and the senior project. The senior project, which incorporates course work taken in the curriculum, should be taken in the last semester.

All students must complete the following two courses for a total of 6 credits:

768.495 Business Development Seminar

768.498 Senior Project

## ***Schedule***

Four 10-week sessions are held per year, with two courses scheduled during each session. Courses meet in two formats: evenings or Saturdays. For more information and a schedule of courses and dates, please contact the undergraduate business program office at 410-312-2886.

## ***Transfer of Credits***

Undergraduate degree applicants are allowed to 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.

Students may also receive credit for extra-institutional learning by achieving a minimum score, as determined by the School of Professional Studies in Business and 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 for credit. An adviser will review prior courses to determine which credits may be applicable, and whether you may be able to earn college credit by taking the College Level Examination Program (CLEP). Call Irene Edmond-Rosenberg at 410-516-6053 for more information.

### **Community College Transfer Students**

The Division of Undergraduate Studies has special agreements for the transfer of degree programs with several area community colleges. Students transferring from community colleges should contact an adviser at their community college or Irene Edmond-Rosenberg in the undergraduate admissions and advising office at 410-516-6053.

## ***Admission***

Applicants should have earned at least 54 transferable college-level credits from a regionally accredited institution with a 3.0 cumulative grade point average. Credit will be granted for courses that are relevant to the degree program, and applicants must have completed specific required courses including 768.101 Macroeconomics, 768.102 Microeconomics, 768.203 Accounting I, and 768.204 Accounting II, and 768.205 Legal Environment of Business prior to starting the accelerated program. Applicants must also show evidence of adequate communications, analytical and computer skills, and several years of work experience in a business or professional environment.

If you have further questions about the ABP, BS in Business/Information Systems major, or BS in Interdisciplinary Studies, contact Undergraduate Studies at 410-516-0775 or email [ugspbsbe@jhu.edu](mailto:ugspbsbe@jhu.edu).

## BACHELOR OF SCIENCE IN INFORMATION SYSTEMS (BS)

Academic advisers: Paul Hutchinson, 410-312-2880, prh@jhu.edu  
Irene Edmond-Rosenberg, 410-516-6053, ie@jhu.edu

The Johns Hopkins Bachelor of Science in Information Systems is the best choice for students who want to gain an edge in the quick-moving field of IT.

The pace of today's technology development and implementation demands professionals who are educated in the theory of good systems development and the best practices of system implementation. The Bachelor of Science in Information Systems is designed to provide students with the theoretical grounding needed to understand the history, development, and technological underpinnings of information technology. Simultaneously, it is intended to provide the practical exposure to real system development and the issues faced by modern professionals.

Through the program, highly motivated individuals learn to analyze requirements, design and develop systems, acquire components, configure applications, and install a system. The concepts and practical issues required to accommodate these approaches are viewed from both a stand-alone perspective and a networked approach. In addition, the program provides students with a broad general education through its interdisciplinary component, along with a conceptual and practical education in business. Components include required courses in the core curriculum, business, information technology foundation, specific concentration areas, program completion areas, and electives.

The major technology components of the curriculum are divided into three parts: information technology foundation, concentration areas, and program completion. The foundation courses provide the student with a core set of knowledge needed to function in any aspect of the technology arena. These courses cover the broad issues of understanding the effective use of technology from the organizational perspective, addressing timely issues, such as understanding hardware and other components, and examining and understanding the process of designing and creating a system. The concentration courses allow the student to explore a specific area of information systems in greater depth, including

enterprise (traditional) systems development, Web-based applications, security, digital forensics, health care information systems, or general systems studies. Finally, the program completion courses provide the student with a higher-level approach to technology, incorporating management issues and the senior project.

In developing the program, strong consideration was given to the needs of technology professionals and their organizations. These include both the technical and nontechnical aspects of the program. In addition, the program includes recommendations of national educational standards for undergraduate information systems programs indicated by groups such as the Association for Computing Machinery (ACM), the Association for Information Systems (AIS), and the Association of Information Technology Professionals (AITP).

The Bachelor of Science in Information Systems is an accelerated degree completion program designed for professionals seeking a career change or advancement in the rapidly expanding information systems field. It offers students the opportunity to complete the upper-level 60 credits of work required at the university within two and a half years. Students progress through the 51 credits of technology courses and senior project, and 6 credits of advanced communications, as a small, group cohort. The format maximizes the degree completion opportunity and also provides continuous support network and extensive peer interaction.

To be most effective and provide an in-depth learning experience, several educational approaches are utilized, including lectures, case studies, presentations, practice assignments, in-class discussions, group work, and hands-on exercises or other methods deemed appropriate for the course. In addition, skills necessary for today's technology professional are emphasized in the program, including communication, information research and analysis, interpersonal skills, presentations, teamwork, and writing.

### ***Core Curriculum***

The core curriculum should be completed prior to taking any other courses in the degree. Students should have evidence of the following course work:

#### **Communication, Math, and Computer Skills (15 credits)**

457.105 Expository Writing

457.153 Introduction to Public Speaking

473.101 Ideas in Mathematics

473.103 Finite Mathematics

769.104 Introduction to Computer Use

### **Liberal Arts (18 credits)**

Students should complete one course in literature and five other courses, with at least one from each of the following groups: social sciences, philosophy, natural sciences, or humanities.

### ***Electives***

#### General Electives

Each student must choose 18 credits of courses as electives. These may include any undergraduate courses offered by the Undergraduate Division, as long as course-specific prerequisites are satisfied.

#### **Business Minor**

Students may choose to complete 18 credits of specific business courses, plus 6 more credits of electives, for a business minor. The following business courses will satisfy the business minor requirement:

768.101 Macroeconomics

768.102 Microeconomics

768.203 Accounting I

768.204 Accounting II

768.302 Corporate Finance

768.306 Marketing

### ***Required Business***

The required business courses are designed to provide an understanding of basic business practices.

All students must complete the following three business courses for a total of 9 credits:

768.468 Organizational Behavior: Why and How We Work Together

768.307 Business Statistics

768.308 Process and Operations Management

### ***Advanced Communications***

The advanced communication courses are intended to provide students with the skills and education to do effective research, writing, and communicating at the upper-level of an undergraduate program. The following courses are required:

457.370 Professional Research and Writing

768.310 Business Communication

### ***Information Technology Foundation***

All students must complete the following information technology foundation:

769.303 Technology and Society

769.307 Hardware, Software and O.S. Basics

769.311 Networking and Telecommunications

769.315 Database Theory and Data Management

769.320 System Analysis and Design

769.325 Program Design

769.330 Information Assurance Principles

### ***Concentrations***

Please note that concentrations are rotated among campuses and are not available every year. Students should see the course schedule to determine the location of concentration courses.

Program concentrations include:

#### **Digital Forensics**

Digital forensics is the study of computer security breaches and their consequences. Businesses need to know how the breaches occur and how to properly investigate them so they can implement better security controls in the future. In addition, they will need to understand the consequences of a digital forensics investigation and its potential legal impact.

This program is intended to provide both the technical and legal overview of investigating a security breach and how to work with law enforcement to effectively handle the problem. All students in this concentration must complete the following eight courses:

769.424 Encryption and Cryptography

769.440 Operating Systems and File Structures

769.441 Legal and Ethical Issues in Digital Forensics

769.442 Introduction to Forensic Computing

769.444 Computer Media Forensics

769.445 Network Forensics

769.447 Intrusion Forensics

769.448 Digital Forensics and the Courtroom



**Enterprise Systems Development**

The enterprise systems development concentration is designed to provide students with the educational foundation and skills needed to understand contemporary systems development, design, and implementation. Course work approaches the systems process from an organizational perspective.

All students in this concentration must complete the following eight courses:

- 769.402 Enterprise Design and Integration
- 769.404 Client-Server Systems
- 769.411 Web Principles and Web Page Design
- 769.498 Selected Topics in Information Technology
- 769.501 Object-Oriented Design
- 769.503 Applications Programming
- 769.504 Intermediate Applications Programming
- 769.505 Advanced Applications Programming

**General Systems Studies**

The general systems studies concentration is intended to provide students with a broad-based education in the information systems field. The program goal is to introduce an intense immersion into several fields of systems study, rather than a particular specialty area. This concentration includes a series of eight courses selected from a number of other undergraduate technology program offerings. Specific courses for a program offering may be obtained by contacting the Undergraduate Information Technology Program Office.

**Health Care Information Systems**

With the nation's critical focus on health care, the use of technology to support the many facets of the health care industry has become equally important. This program is intended to provide students with a strong background in systems development, databases, and networking. In addition, it will provide a thorough grounding in the health care industry, its unique technology environment, and how technology can be best utilized to satisfy the demanding needs of health care system's support.

All students in this concentration must complete the following eight courses:

- 769.430 Introduction to the Health Care Industry
- 769.431 Overview of Health Care Technology
- 769.433 Regulatory Issues in Health Care Technology (formerly Legal Issues in Health Care & Technology)
- 769.434 Integrating the Web into Health Care Systems

769.435 Issues in Emerging Health Care Technology

769.501 Object-Oriented Design

769.503 Applications Programming

769.504 Intermediate Applications Programming

**Security**

The role of security is increasingly central to the effective and reliable operation of information systems in our networked environment. This program is designed to provide security operations professionals with the knowledge of security operations and the skills to develop and implement a security plan.

All students in this concentration must complete the following eight courses:

- 769.411 Web Principles and Web Page Design
- 769.416 Web/E-Commerce Security
- 769.421 Software and O.S. Security
- 769.422 Securing Networks and Telecommunications
- 769.424 Encryption and Cryptography
- 769.425 Non-technical Security Issues
- 769.427 Concepts of Security Testing and Auditing
- 769.428 Designing and Operating a Security Program

**Web Systems Development**

The Web systems concentration is designed to provide students with the educational foundation and skills needed to design, develop, and implement Web-based applications. It focuses on the World Wide Web as the major systems development project.

All students in this concentration must complete the following eight courses:

- 769.402 Enterprise Design and Integration
- 769.411 Web Principles and Web Page Design
- 769.412 Advanced Web Page Development
- 769.413 Server Operations
- 769.414 Web Standards and Protocols
- 769.415 Multimedia on the Web
- 769.416 Web/E-Commerce Security
- 769.418 Principles of E-Commerce

## ***Program Completion***

To complete their program, students are required to complete two technology-centered management courses and the senior project. These requirements are intended to help students demonstrate their understanding of the application of information technology. The senior project, designed to incorporate prior course work in the curriculum, should be taken in the last semester.

769.492 Project Management

769.494 Technology Management

769.497 Information Technology Senior Project

## ***Admission***

Admission to the BS in Information Systems is selective. Applicants must have a cumulative grade point average of 3.0. Upon review, transfer credit may be granted for courses that are comparable to those required for the program, and were earned at regionally accredited college or university. Applicants also must demonstrate adequate analytical, communication and computer skills. Several years of work experience are also helpful. Interested applicants are encouraged to contact the admissions office as soon as possible to receive additional information.

For more information regarding admissions please call 410-312-2880, or visit the Admission page at [www.undergraduate.jhu.edu/prospective/apply.cfm](http://www.undergraduate.jhu.edu/prospective/apply.cfm).

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## UNDERGRADUATE DIVISION COURSE DESCRIPTIONS

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### Interdisciplinary Studies

#### *Anthropology*

##### **461.103 Introduction to Cultural Anthropology**

How do different societies regard kinship ties? religion? the arts? language? politics? What can we learn from their similarities and differences? This course explores the nature and development of culture by examining different groups of people around the world and over time. Class sessions address economic and political systems, family structure and gender roles, ethnicity, religion and magic, art and language, and social change in a variety of cultures in Asia, Africa, Europe, and the Americas. (3 credits)

##### **461.104 Archaeology and the Fossil Trail: Introduction to Physical Anthropology**

From what period of time do physical anthropologists date the beginning of humankind? When humans began to speak and make stone tools? Or when they drew cave paintings and began practicing magic rituals? Why did the Neanderthals become extinct about the time of the Ice Age? This course debates these and other questions regarding human evolution. Students examine models of prehuman and early-human fossils; study contemporary research on prehuman species (e.g., Jane Goodall's work with chimpanzees and Dian Fossey's with gorillas); and experience hands-on techniques for making early stone tools like arrowheads. In addition to regular class work, there will be an opportunity to participate in an ongoing archaeological excavation. This will be optional; the details will be discussed in class. (3 credits)

##### **461.306 The Anthropology of Religion: Magic, Myth, and Ritual**

Do religion, magic, myth, and ritual serve common functions in different cultures? How do they structure our experiences of daily life, as well as our understanding of the most profound aspects of existence? This course surveys the great diversity of religious beliefs and practices displayed around the world from the tribal cultures of New Guinea to the industrialized societies of the United States and Japan. Students study religious nationalism, spirituality and healing, and new religious movements. (3 credits)

##### **461.400 Ethnic Conflict and Conflict Management**

This course examines a number of ethnic conflicts that currently exist around the world, from the Middle East to the Balkans to the United States. Class sessions explore ethnicity, ethnic identity, xenophobia, ethnocentrism, and related concepts, in the context of social and socio-psychological theory. Students then consider the origins of a variety of ethnic conflicts, from both the developed and developing world, and ways that their impact might be lessened. Readings and discussion focus on a comparative analysis of ethnic and racial groups that have been victims of oppression in the past century and on events that lead to the cultural and physical extermination of members of minority groups. (3 credits)

##### **454.434 The Family in Contemporary World Literature**

Literature offers a window into both private and public life. As such it provides an excellent means for studying the family as both “institution and experience”—as Adrienne Rich puts it—informing but differing from the approaches taken by social science. In this course, students read and discuss such novels as Pa Chin's *Family*, Chinua Achebe's *Things Fall Apart*, as well as poems and short stories by Anne Sexton, Robert Frost, Tillie Olsen, James Baldwin, and others. One focus is the variety of family structures that these texts reveal (extended, nuclear, tribal, multiple wives, single mothers, etc.); another is the impact on family life exerted by historical events and forces (e.g., colonialism, wars, poverty, and immigration). (3 credits)

##### **457.320 America on Film**

From *Rebel Without a Cause* to *Gidget*, from the Western to film noir, our movies reflect American culture. But, it can be argued, they also help shape it. How does one “read” a film? What do our films say about us as a nation? What impact do movies have on real life? Students address these questions through reading, discussion, and the screening of several films. The course focuses on Hollywood films produced during the 1950s and the interaction of three elements: the consciousness of the creator, the text (film), and the audience. Some attention is also paid to film as a commercial enterprise. Among the films to be viewed are *Singin' in the Rain* (1953), *Blackboard Jungle* (1956), and *Ben Hur* (1959). (3 credits)

**457.358 Cross-Cultural Communications**

In an age of globalization, we live, work, and study in increasingly diverse environments. Our daily interactions present us with the benefits—but also with the challenges—of communicating with people who are different from us. Building on the concepts of culture and subculture, this course explores how communication styles and rules are affected by such variables as national origin, gender, age, and ethnicity. Students gain familiarity with recent research in the area of linguistics and social theory, as for example in the works of Deborah Tannen. Through assignments and class discussion, students are also encouraged to discover how their own cultural background contributes to their communication strategies. (3 credits)

**457.363 The Interview**

How does a reporter probe an eyewitness for details of a newsworthy event? How does an employer tell whether a job applicant is well suited for a position? When an anthropologist sets out to study the customs of a particular social group, how does she collect data? In each case, the interview is an important part of gathering information. Indeed, interviewing skills are valuable in many walks of life, from marketing to social work. Students learn to research and prepare questions; analyze information sources; listen effectively; conduct in-person and telephone interviews; and follow up the interview in preparation for action or publication. Finally, they practice what they have learned by preparing, conducting, and writing up interviews in a variety of settings. Some consideration is given to such topics as bias, disclosure, and context. (3 credits)

**457.400 Disney's World: Family Values and Corporate Culture**

For more than 60 years, Walt Disney—both the man and the company he left behind—has played a key role in shaping American and world culture. Indeed, Disney's world has become a symbol for family values. Recent boycotts and protests against the corporation, however, reflect a growing mistrust both of the symbol and of what it represents. Beginning with Walt Disney's life, this course traces the origins of the films, TV shows, theme parks, and icons that are now so familiar to us, analyzing their tremendous popularity. Participants then turn to critiques of "Disneyfication" by groups as diverse as feminists, Christian fundamentalists, and the Japanese, in the process highlighting broader issues related to entertainment, values, and culture in America and to exporting American cultural values abroad. (3 credits)

**458.408 The Primitive: An Evolving Concept**

The age of discovery launched new ways of thinking about history and human origins. Fueled by reports from explorers, traders, and authors about encounters with cultures different from—and in many cases viewed as inferior to—their own, European thinkers began to ask what their own prehistoric ancestors were like. Were they noble savages, as Rousseau maintained, or something less benign? This course traces the evolution of the concept of the primitive, from classical depictions of barbarians and cannibals to more recent notions of the primitive, savage, uncivilized, and other. Readings include Shakespeare's *Tempest*, Swift's *Gulliver's Travels*, and Shelley's *Frankenstein*, as well as the notebooks of Christopher Columbus and modern anthropological texts. In this way, students gain familiarity with an ethical issue central to social science. (3 credits)

**473.300 Statistics and Applications for the Social Sciences**

Anyone engaged in advanced research or analysis of data—whether in business, social science, or communications—needs to be conversant with the basic tools of statistics and probability. This course introduces students to descriptive and inferential statistics, that is, the collection, presentation, and characterization of information in order to assist in both data analysis and decision making. Topics include the measurement of central tendency and dispersion, correlation, sampling distribution, analysis of variance, statistical inference and probability, and linear regression. Lab sessions give students an opportunity to apply these methods to their particular research interests, and to gain hands-on experience using a statistics software package. Includes lab. (4 credits)

*Prerequisite(s): 473.103 Finite Mathematics or Must have permission of adviser to register for this course.*

**473.301 Research Methods**

This course introduces students to the fundamentals of research design and the application of research methodologies to the study of behavior. Class sessions cover such topics as the scientific understanding of behavior; the uses and validity of quantitative and qualitative methods; interviewing; surveys, questionnaires, and techniques of sampling; research ethics; and how to design and conduct experiments. Students engage in original research through a final project. (3 credits)

**Art History**

**451.106 Art History: Multicultural Perspectives**

This course examines art and architecture within a global, multicultural context. Students analyze representative art forms from the Paleolithic and Neolithic eras, the ancient Near East, classical India and China, sub-Saharan Africa, and the indigenous cultures of North and South America, as well as Western art from the medieval period to the present. (3 credits)

**457.369 Documentary Photography**

Documentary photographs inform, entertain, and enlighten us on subjects as diverse as Civil War battlefields, Alabama sharecroppers, and outer space. This course explores different genres of documentary photography, including the fine art document, photo-journalism, the social documentary, the photo essay, and the photography of propaganda. Participants examine the relationship of image and text in *Let Us Now Praise Famous Men* by Walker Evans and James Agee. Students work on a semester-long photo-documentary project and may use a 35 mm, point-and-shoot, or digital camera. (3 credits)

***Communications and Media Studies*****457.105 Expository Writing**

Expository writing—writing that explains—is the primary tool of scholar and engineer, lawyer and student alike. This introductory workshop guides participants through the writing process, from paragraph to essay, outline to final draft, with an emphasis on patterns of exposition (definition, classification, deduction, induction, causal analysis). Students learn to define a subject, assemble appropriate data, orient materials to a particular audience, and present information clearly, concisely, and coherently. A review of grammar and usage is incorporated into each class session. (3 credits)

**457.106 Writing and Research Methods**

Building on the skills learned in 457.105 Expository Writing, students work toward completion of a full-length research paper. Using both traditional and electronic library tools, students become proficient in accessing, evaluating, incorporating, and documenting information from a variety of sources (e.g., books, periodicals, newspapers, microfilm, the Internet, and other non-print media) for their research. Class sessions include pointers on how to match tone and organizational structure to audience and purpose. (3 credits)

*Prerequisite(s): 457.105 Expository Writing.*

**457.153 Introduction to Public Speaking**

Teachers, managers, lawyers, politicians, scientists, community activists—most of us must at some point address an audience. What techniques of organization and delivery make for a good speech or presentation? This course prepares students to speak more effectively and confidently in a variety of situations at work, in the community, or in the classroom. Participants plan, organize, and deliver both informative and persuasive speeches, receiving constructive feedback from classmates and instructor. (3 credits)

**457.311 Making and Editing Films with Desktop Video**

Desktop video hardware and software have made filmmaking and editing accessible to nearly everyone, yet effective filmmaking relies, as it always has, on storytelling and good communication. This course introduces students to filmmaking through the editing process using desktop software. Students will review scenes from classic films such as *Battleship Potemkin*, *M*, *The Third Man* and *The Godfather*, as well as from documentary films and corporate videos. They are introduced to principles of filmmaking and to iMovie editing software; they then have an opportunity to produce their own short videos with supplied scenes or their own video footage. The class meets in a computer lab. (3 credits)

*Note: Students must have a video camera and disk; a lab fee will be assessed for use of the computer lab and licensing of editing software.*

**457.320 America on Film**

From *Rebel Without a Cause* to *Gidget*, from the Western to film noir, our movies reflect American culture. But, it can be argued, they also help shape it. How does one “read” a film? What do our films say about us as a nation? What impact do movies have on real life? Students address these questions through reading, discussion, and the screening of several films. The course focuses on Hollywood films produced during the 1950s and the interaction of three elements: the consciousness of the creator, the text (film), and the audience. Some attention is also paid to film as a commercial enterprise. Among the films to be viewed are *Singin' in the Rain* (1953), *Blackboard Jungle* (1956), and *Ben Hur* (1959). (3 credits)

**457.322 Communicating Online: Language and Web Design**

Email and the World Wide Web have revolutionized the way in which we communicate with one another. Communication at a distance presents a number of problems—whether we are at work, in the classroom, or at home—for it changes the dynamic between speaker and listener. How does the brain process information? What are the principles of effective communication at a distance? How do we design Web pages that eliminate confusion and save time? This course examines the interaction of computers and users and principles of effective communication, with an emphasis on Web design for instructional purposes. (3 credits)

**457.353 Media and Society**

It is generally agreed that the mass media have a great impact on society, but what is the nature of this impact? Do the news and entertainment media merely reflect social attitudes or do they help shape them? This course introduces students to the media theories of such well-known critics as Marshall McLuhan, Camille Paglia, and Neil Postman. Participants examine a number of key issues such as First Amendment rights and corporate influence, as well as how the media portray women and minorities, crime and the justice system, politics and politicians. (3 credits)

**457.356 Grant Writing**

This comprehensive course covers the basics of grantsmanship: where to find grants, how to develop program plans, and how to write effective proposals. Utilizing online and print resources, students learn about the variety of grant opportunities available through private foundations, corporations, and state and federal government. Class members work together to research local and national funding sources, develop quality program designs, and write a proposal to a particular funder. Emphasis is placed on the needs of nonprofit organizations. (3 credits)

**457.358 Cross-Cultural Communications**

In an age of globalization, we live, work, and study in increasingly diverse environments. Our daily interactions present us with the benefits—but also with the challenges—of communicating with people who are different from us. Building on the concepts of culture and subculture, this course explores how communication styles and rules are affected by such variables as national origin, gender, age, and ethnicity. Students gain familiarity with recent research in the area of linguistics and social theory, as for example in the works of Deborah Tannen. Through assignments and class discussion, students are also encouraged to discover how their own cultural background contributes to their communication strategies. (3 credits)

**457.359 Multimedia Presentations**

Computer graphics, the World Wide Web, video conferencing; these and other technologies have changed the ways in which we communicate and present information. Effective presentations can build on these tools, but sometimes more traditional media are needed. This course focuses on matching medium and message. Participants learn basic principles relating to layout and design. Class sessions investigate the uses of computer graphics, video clips, cartoons, traditional and electronic photography, audio recordings, and other media. Building on these lessons, students try their hand at creating their own multimedia presentations. (3 credits)

**457.360 Public and Media Relations**

This case-based course introduces students to the role of—and ethical issues associated with—public relations as practiced by corporations, community activists, academicians, nonprofit organizations, governments, and politicians. Students learn how to communicate messages effectively within an organization as well as between the organization and the outside world. They learn to plan strategically and to align their messages with the mission of their institution, as well as how to manage organizational crises. Class sessions include visits by public and media-relations professionals as well as members of the media, who share their experiences and recount pertinent cases. (3 credits)

**457.363 The Interview**

How does a reporter probe an eyewitness for details of a newsworthy event? How does an employer tell whether a job applicant is well suited for a position? When an anthropologist sets out to study the customs of a particular social group, how does she collect data? In each case, the interview is an important part of gathering information. Indeed, interviewing skills are valuable in many walks of life, from marketing to social work. Students learn to research and prepare questions; analyze information sources; listen effectively; conduct in-person and telephone interviews; and follow up the interview in preparation for action or publication. Finally, they practice what they have learned by preparing, conducting, and writing up interviews in a variety of settings. Some consideration is given to such topics as bias, disclosure, and context. (3 credits)

**457.367 Photoshop I (MacIntosh)**

This course introduces students to the creation and manipulation of digital images through Photoshop, a retouching and image-editing program. The course first introduces basic principles of photographic composition and design, with an eye to the capabilities of digital photography. Participants then explore Photoshop's extensive toolbox and learn the fundamentals of image scanning, transformation and conversion; how to apply filters and make color corrections; and how to prepare files for export and printing. With the addition of text, students may construct simple ad layouts or product label designs. Frequent critiques reinforce principles of effective design and foster creativity. During the second half of the courses, students propose and execute a project of their choice. The course is taught in a computer lab equipped with Photoshop 6.0. Experience with the MacIntosh Computer and computer graphics is helpful though not essential. (3 credits)

**457.368 Online Research**

Online, one can find government data, articles, magazines, even books. For the researcher, the welter of information literally at one's fingertips creates several challenges: How can one find the best information on a particular topic without spending hours searching? Which Web sites provide reliable information and which ones don't? How does one go about presenting and documenting one's sources? This course provides a strategy for achieving information literacy by teaching students how to access information quickly, evaluate its validity, and present it. Students gain familiarity with search engines and strategies; databases on CD ROMs and online; professional guidelines, such as MLA and APA; and more. Some attention is also given to emerging trends in online research and the impact of new technologies on libraries, newspapers, and other institutions. (3 credits)

**457.369 Documentary Photography**

Documentary photographs inform, entertain, and enlighten us on subjects as diverse as Civil War battlefields, Alabama sharecroppers, and outer space. This course explores different genres of documentary photography, including the fine art document, photo-journalism, the social documentary, the photo essay, and the photography of propaganda. Participants examine the relationship of image and text in *Let Us Now Praise Famous Men* by Walker Evans and James Agee. Students work on a semester-long photo-documentary project and may use a 35 mm, point-and-shoot, or digital camera. (3 credits)

**457.370 Professional Research and Writing**

Research is not the private domain of scholars. Business and information technology professionals who know how to conduct advanced research and to present their findings in clear, readable prose bring indispensable skills to their workplace. These skills require mastery of the information process: (1) locating and accessing information (at the library, online, or in the field); (2) evaluating this information through a critical examination of its sources (author, publisher, etc.); and (3) synthesizing and presenting information in a sophisticated argument that conforms to professional guidelines for documentation (e.g., MLA, APA). Students in this course work with several research tools—including periodical indices, government documents, electronic databases, online search engines, interviews, and surveys—to create a well-documented and written research paper. Particular attention is given to evaluating arguments, methods, and information sources. (3 credits)

**457.372 Interpersonal Communications in the Workplace**

When two individuals communicate, more is involved than words alone. Every speech event involves a complex of social customs and personal feelings, of verbal and nonverbal, visual and oral clues and cues. In speaking, we are generally unaware of these factors. However, a better understanding of what happens when we speak with one another is invaluable to effective communication, which is in turn essential to personal and professional success. This course explores verbal and nonverbal communications in the development of interpersonal relationships. Students consider the role of perception, self-concept, gender, culture, and institutional structure on how we engage with—and understand—others. Exercises and group projects help students to hone their interview skills, listen actively, manage conflict, and influence others. (3 credits)

**457.373 Visual Communication**

Learning how to express ideas without words requires an awareness of the distinction between the visually decorative and the visually informative. This course is designed for those who would like to communicate more effectively through graphics and digital media. Students are introduced to cognitively based principles of design and to theoretical and methodological tools. Through a number of hands-on projects, they develop the ability to select, organize, and present information in a visual model capable of expressing its meaning to a particular audience. These models range from diagrams, flowcharts, maps, and charts to animation, multimedia, and digital storytelling. The course also addresses culture-specific elements and rules that influence visual communication. (3 credits)

**457.400 Disney's World: Family Values and Corporate Culture**

For more than 60 years, Walt Disney—both the man and the company he left behind—has played a key role in shaping American and world culture. Indeed, Disney's world has become a symbol for family values. Recent boycotts and protests against the corporation, however, reflect a growing mistrust both of the symbol and of what it represents. Beginning with Walt Disney's life, this course traces the origins of the films, TV shows, theme parks, and icons that are now so familiar to us, analyzing their tremendous popularity. Participants then turn to critiques of "Disneyfication" by groups as diverse as feminists, Christian fundamentalists, and the Japanese, in the process highlighting broader issues related to entertainment, values, and culture in America and to exporting American cultural values abroad. (3 credits)

**473.300 Statistics and Applications for the Social Sciences**

Anyone engaged in advanced research or analysis of data—whether in business, social science, or communications—needs to be conversant with the basic tools of statistics and probability. This course introduces students to descriptive and inferential statistics, that is, the collection, presentation, and characterization of information in order to assist in both data analysis and decision making. Topics include the measurement of central tendency and dispersion, correlation, sampling distribution, analysis of variance, statistical inference and probability, and linear regression. Lab sessions give students an opportunity to apply these methods to their particular research interests, and to gain hands-on experience using a statistics software package. Includes lab. (4 credits)

*Prerequisite(s): 473.103 Finite Mathematics or Must have permission of adviser to register for this course.*

**473.301 Research Methods**

This course introduces students to the fundamentals of research design and the application of research methodologies to the study of behavior. Class sessions cover such topics as the scientific understanding of behavior; the uses and validity of quantitative and qualitative methods; interviewing; surveys, questionnaires, and techniques of sampling; research ethics; and how to design and conduct experiments. Students engage in original research through a final project. (3 credits)

**457.521 Professional Writing for Non-Native Speakers of English**

Are strong writing skills essential for conducting business in the real world? What style of writing is appropriate for American academic and business cultures? Upon completing this course, students will be able to construct paragraphs that effectively convey their intended meaning; create multi-paragraph documents with clear theses and appropriate style; plan, produce, and review documents; grasp Standard American English syntax and vocabulary; and write within the constraints of American academic and business cultures. (3 credits)



**457.522 Professional Speaking & Pronunciation for Non-Native Speakers of English**

How does pronunciation impact successful performance in academic and business settings? How can you monitor your own pronunciation? How do you know if you are communicating effectively? Students will learn how to identify and apply strategies for speaking, how to pronounce English using appropriate rhythm and emphasis, and how to use appropriate intonation patterns for spoken English. Upon completing this course, participants will be able to use oral communication, collaborate and communicate effectively in groups, and develop and deliver formal presentations. (3 credits)

***Earth and Planetary Science*****472.119 Introduction to Astronomy**

This course is designed to explain to the non-scientist what astronomers know about the universe and how they know it. It provides an overview of the origin of the universe, the life history of stars, and the physical evolution and environments of the planets. Class sessions also consider the latest findings from current frontiers in astronomy, including black holes, controversy over the age of the universe, and the search for extraterrestrial life, as well as space missions such as the Hubble Space Telescope and the Mars Pathfinder. (3 credits)

**472.255 Exploring Our Atmosphere: Introduction to Meteorology**

This course introduces students to important aspects of weather and climate. Students learn about weather prediction as well as atmospheric processes such as air masses, fronts, cyclones, the jet stream, thunderstorms, and tornados. The class examines the latest information regarding global climate change, the greenhouse effect, global warming, sea-level rise, and the depletion of the ozone layer. (3 credits)

**472.265 Exploring Our Blue Planet: Introduction to Oceanography**

The ocean is of fundamental importance, covering as it does more than 70 percent of the Earth's surface to an average depth of 10,000 feet. This course introduces students to the geology and biology needed to understand the vast unknown ocean frontier. Topics for exploration include continental drift and sea-floor spreading, sea life, waves, tides, and currents. Students also discuss the ocean's effect on weather, climate, and ocean pollution, as well as the numerous practical applications of ocean science. (3 credits)

**463.200 The Chesapeake: Geography & Ecology**

The Chesapeake Bay is more than just a body of water: It is a natural system, with its own characteristic flora and fauna. It is also a major trade route, a source of food, a destination for tourists, a region with its own unique traditions and culture. This course explores the geology, geography, ecology, and natural history of the Chesapeake Bay region in the context of society's use of a natural system. Class sessions examine how the bay was formed and its ecology. Students then trace the settlement of the region -- how the bay affected the society which developed along its shores, and how these settlers in turn changed the Bay. Readings in the geography, ecology, history, sociology, and economy of the region help explain the interplay between society and environment. Students apply what they have learned on field excursions to the Chesapeake. (3 credits)

**458.322 Our Oceans: Science, Policy, and Society**

The Earth's oceans are so vast that only recently have we begun to recognize the human impact on their health. This course begins with an examination of the effects of pollution, oil spills, overfishing, and ocean mining, and a consideration of the evidence that coral and fish die-offs, global and ocean warming, and shifts in ocean currents are a result of human activity. The course goes on to explore ways in which governments and organizations, building on the research of oceanographers, are adopting policies and strategies designed to manage and conserve the invaluable resources of the oceans. (3 credits)

***Geography*****463.102 World Geography**

Students learn about major geographic regions and the physical and cultural factors that contribute to and produce the variable character of the earth. The primary objective of this course is to explore what cultural traits such as religion, language, and livelihood systems have done to the landscape in selected regions of the planet, tracing the effects of settlement patterns, population growth, political organization, and other factors. Some attention is paid to reading of maps and atlases for information about population, transportation, agriculture, national boundaries, and physical features such as drainage systems, mountain ranges, forests, etc. (3 credits)

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***Government and Politics*****465.103 U.S. Government and Constitution**

This class examines key characteristics of the American political system—and the degree to which it is still responsive to the complexities of the modern world. Students discuss the constitutional framework, civil liberties and the struggle for equal rights, the three branches of national government, the federal bureaucracy, the increasing significance of state governments, public opinion and interest groups, and new challenges for political parties. (3 credits)

**465.312 State and Local Government**

All politics is local, according to Tip O'Neill, former speaker of the House. He might have added that those functions of government that affect us most—education, prosecution of criminals, issuance of permits and licenses--operate primarily at the local level. And yet, can you explain the key branches of your town or city government? name a county council member? detail an important bill before your state assembly? This course takes a hard, in-depth look at government and politics in the city of Baltimore and the state of Maryland, within the context of American federalism. Lectures focus on the interdependence of the state-county system and local governments in cities, towns, and special districts. Some attention is also paid to upcoming elections and to the international character of a growing number of problems facing our region (e.g., pollution, crime, terrorism, and national security). (3 credits)

**465.316 Terrorism and U.S. Policy at Home and Abroad**

The events of September 11, 2001, precipitated a 'war on terrorism' in this country. What precisely is 'terrorism' and what does it mean to declare war on it? How has U.S. foreign and domestic policy responded to the perceived threat to U.S. interests at home and abroad? How has the role of U.S. military and intelligence agencies changed? What kind of cooperation have we received from our allies? This course traces the modern history of terrorism as a background to current events. Readings address the uses of violence by the PLO, Hamas, Al Qaeda, anti-abortion activists, and other groups, as well as state-sponsored terrorism, in the context of political struggles around the world. The course ends with a look at how security concerns are shaping our future. (3 credits)

**468.306 Social Issues and Constitutional Rights**

What rights does the U.S. Constitution guarantee its citizens? Why is it that, although we only have one constitution, we cannot seem to agree on what those rights are? This course explores the ongoing reinterpretation of the constitution by the courts, the legislature, and the general electorate, with an eye to whether our constitution is responsive to the complexities and demands of the modern world. Participants discuss and debate social, economic, and political factors which influence the evolution of the law in this area. Topics for discussion include abortion, gun control, the separation of church and state, the right to vote, the death penalty, privacy issues, pornography, and hate speech. (3 credits)

**History****464.105 Religion and Society in the United States: From the Puritans to the Progressives**

The appropriate place of religion in American society has remained controversial since colonial times. Tracing the history of this contentious issue, students gain a valuable perspective about not only current politics, but also more general social and cultural changes in the United States from the late 17th to the early 20th centuries. Readings include excerpts from Supreme Court cases (e.g., the legality of polygamy in the Mormon church) and works of major religious figures from Henry David Thoreau to African-American female evangelists. (3 credits)

**464.108 History of Technology (formerly 464.104)**

This course provides a historical context for understanding the place and meaning of technology in the Western tradition. Students explore the historical roots of our technological civilization, paying particular attention to the evolution of engineering and its social implications. Students discuss books such as *The Soul of the New Machine* and *Guns, Sails, and Empires*. (3 credits)

**464.316 The Vietnam War Revisited (formerly 464.534)**

This course examines the causes of the Vietnam War, its major battles, reactions to the war back home, and its impact on contemporary American politics and society. Participants consider a wide range of materials, from historical accounts to novels, films, and popular songs to the views of politicians and the Vietnam people themselves. Finally students consider recent memoirs and popular/critical response to them as well as revisionist works based on newly declassified materials. (3 credits)

**464.438 Baltimore and the Bay: Colonial Times to the Present (formerly 464.503)**

How is the history of Baltimore involved in the story of the Chesapeake Bay? What influence has Baltimore's presence exerted on the bay's watershed? To explore these and other questions, students focus on those aspects of Baltimore and the bay that have profoundly affected the development of each- for better or for worse. Readings include Sherry Olson's *Baltimore*, Tony Hiss's *The Experience of Place*, and documents from the Maryland State Archives. (3 credits)

**457.320 America on Film**

From *Rebel Without a Cause* to *Gidget*, from the Western to film noir, our movies reflect American culture. But, it can be argued, they also help shape it. How does one "read" a film? What do our films say about us as a nation? What impact do movies have on real life? Students address these questions through reading, discussion, and the screening of several films. The course focuses on Hollywood films produced during the 1950s and the interaction of three elements: the consciousness of the creator, the text (film), and the audience. Some attention is also paid to film as a commercial enterprise. Among the films to be viewed are *Singin' in the Rain* (1953), *Blackboard Jungle* (1956), and *Ben Hur* (1959). (3 credits)

**458.307 Florence: Cradle of the Renaissance**

To say that Florence was the cradle of the Renaissance is to suggest that there, somehow, ancient Rome was reborn. And yet, arriving in Florence from Rome, one finds a city at once more human in scale and darker, more mysterious. What brought about the remarkable explosion of art and culture that occurred in Florence between 1400 and 1600--its great rise in economic and political influence? This interdisciplinary course explores the politics, history, art, and culture of Renaissance Florence. Students read and discuss such key works as Petrarch's sonnets and Machiavelli's *The Prince*. Slide lectures present masterworks of architecture, painting, and sculpture by such luminaries as Brunelleschi, Michelangelo, and DaVinci in their religious and historical context. Students also consider the role of the Medici family in shaping the city's political and artistic life and the enduring legacy of Florence in subsequent ages. (3 credits)

**458.318 Leadership and the Classics**

What are the qualities of an effective leader? How do historical circumstances, culture, and psychology impact a leader's ability to lead. Are particular leadership styles best suited to particular situations? This course explores these and related questions through a selection of readings that range from ancient Greek philosophy to 20th-century fiction, including works by Plato, Sophocles, Shakespeare, Machiavelli, Mill, Hemingway, and Martin Luther King. Through directed reading and discussion, students gain valuable insights into ethical decision making, critical thinking, and teambuilding. (3 credits)

***Interdisciplinary Studies*****451.106 Art History: Multicultural Perspectives**

This course examines art and architecture within a global, multicultural context. Students analyze representative art forms from the Paleolithic and Neolithic eras, the ancient Near East, classical India and China, sub-Saharan Africa, and the indigenous cultures of North and South America, as well as Western art from the medieval period to the present. (3 credits)

**463.200 The Chesapeake: Geography & Ecology**

The Chesapeake Bay is more than just a body of water: It is a natural system, with its own characteristic flora and fauna. It is also a major trade route, a source of food, a destination for tourists, a region with its own unique traditions and culture. This course explores the geology, geography, ecology, and natural history of the Chesapeake Bay region in the context of society's use of a natural system. Class sessions examine how the bay was formed and its ecology. Students then trace the settlement of the region -- how the bay affected the society which developed along its shores, and how these settlers in turn changed the Bay. Readings in the geography, ecology, history, sociology, and economy of the region help explain the interplay between society and environment. Students apply what they have learned on field excursions to the Chesapeake. (3 credits)

**458.202 Arthurian Legends**

Next to the Bible and Greek myths, Arthurian legends have had perhaps the greatest influence on English literature. Was there a historical Arthur? a real Merlin? What are the sources of these narratives? Who are their major characters and what are their key events, symbols, and themes? Through history, anthropology, and literature, this course explores the legends surrounding King Arthur. Students follow the adventures of Lancelot, Tristan, Bors, Percival, Galahad, Gawain, and other knights through film adaptations and such seminal texts as the *lais* of Marie de France; *Sir Gawain and the Green Knight*; medieval romances by Chrétien de Troyes and Wolfram von Eschenbach; and Thomas Malory's *Morte D'Arthur*. Students then explore the influence of Arthurian legends on such subsequent artists as Wagner, Tennyson, Joyce, and Tolkien. (3 credits)

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The Earth's oceans are so vast that only recently have we begun to recognize the human impact on their health. This course begins with an examination of the effects of pollution, oil spills, overfishing, and ocean mining, and a consideration of the evidence that coral and fish die-offs, global and ocean warming, and shifts in ocean currents are a result of human activity. The course goes on to explore ways in which governments and organizations, building on the research of oceanographers, are adopting policies and strategies designed to manage and conserve the invaluable resources of the oceans. (3 credits)

**458.408 The Primitive: An Evolving Concept**

The age of discovery launched new ways of thinking about history and human origins. Fueled by reports from explorers, traders, and authors about encounters with cultures different from—and in many cases viewed as inferior to—their own, European thinkers began to ask what their own prehistoric ancestors were like. Were they noble savages, as Rousseau maintained, or something less benign? This course traces the evolution of the concept of the primitive, from classical depictions of barbarians and cannibals to more recent notions of the primitive, savage, uncivilized, and other. Readings include Shakespeare's *Tempest*, Swift's *Gulliver's Travels*, and Shelley's *Frankenstein*, as well as the notebooks of Christopher Columbus and modern anthropological texts. In this way, students gain familiarity with an ethical issue central to social science. (3 credits)

**458.498 BSIS Senior Project**

All BSIS students are expected to complete a senior project in their final year. The project is designed to pull together competencies and concepts that run through a student's course work in a paper demonstrating familiarity with and mastery of research methods. In the fall term, students meet as a group to identify and refine a research question, review research methodology and resources, and conduct primary research. They then submit a proposal, annotated bibliography, progress report, rough draft, and a final draft in accordance with deadlines spread across the year. Finally, in the spring, they present a summary of their research to faculty and fellow students. Students approaching completion of their course work should speak with their adviser or program director about enrolling for the senior project. (6 credits)

**457.358 Cross-Cultural Communications**

In an age of globalization, we live, work, and study in increasingly diverse environments. Our daily interactions present us with the benefits—but also with the challenges—of communicating with people who are different from us. Building on the concepts of culture and subculture, this course explores how communication styles and rules are affected by such variables as national origin, gender, age, and ethnicity. Students gain familiarity with recent research in the area of linguistics and social theory, as for example in the works of Deborah Tannen. Through assignments and class discussion, students are also encouraged to discover how their own cultural background contributes to their communication strategies. (3 credits)

**457.359 Multimedia Presentations**

Computer graphics, the World Wide Web, video conferencing; these and other technologies have changed the ways in which we communicate and present information. Effective presentations can build on these tools, but sometimes more traditional media are needed. This course focuses on matching medium and message. Participants learn basic principles relating to layout and design. Class sessions investigate the uses of computer graphics, video clips, cartoons, traditional and electronic photography, audio recordings, and other media. Building on these lessons, students try their hand at creating their own multimedia presentations. (3 credits)

**464.438 Baltimore and the Bay: Colonial Times to the Present (formerly 464.503)**

How is the history of Baltimore involved in the story of the Chesapeake Bay? What influence has Baltimore's presence exerted on the bay's watershed? To explore these and other questions, students focus on those aspects of Baltimore and the bay that have profoundly affected the development of each— for better or for worse. Readings include Sherry Olson's *Baltimore*, Tony Hiss's *The Experience of Place*, and documents from the Maryland State Archives. (3 credits)

***Life Science***

**471.112 Exploring the Living World: Introduction to Biology**

We are surrounded by an amazing diversity of life, from the bacteria that sour our milk to our next-door neighbors (often, an equally strange life form). How did this diversity arise? What features do all living things have in common? How do they survive, grow, and reproduce? Interact with other living things? This course, designed for the non-science major, addresses these and other questions by focusing on the basic concepts underlying modern biology. The living world is approached at three main levels: those of the cell, the organism, and the population. Topics include cell structure and function, genetics, the origin and diversity of life, plant and animal physiology, evolution, and ecology. (3 credits)

**471.226 Biological Aspects of Aging**

We all age but not at the same rate. What happens to us physically as we age? What role do life style and genetics play? This course is designed to explain to the non-medical person what happens as the human body ages. Beginning with scientific models of the aging process itself, participants learn the key concept of chronologic versus physiologic age, with particular attention to biomarkers such as body fat percentage, aerobic capacity, bone density, etc. Participants then consider the effects of anti-aging interventions such as exercise, nutrition, antioxidants, and genetic engineering. (3 credits)

**461.104 Archaeology and the Fossil Trail: Introduction to Physical Anthropology**

From what period of time do physical anthropologists date the beginning of humankind? When humans began to speak and make stone tools? Or when they drew cave paintings and began practicing magic rituals? Why did the Neanderthals become extinct about the time of the Ice Age? This course debates these and other questions regarding human evolution. Students examine models of prehuman and early-human fossils; study contemporary research on prehuman species (e.g., Jane Goodall's work with chimpanzees and Dian Fossey's with gorillas); and experience hands-on techniques for making early stone tools like arrowheads. In addition to regular class work, there will be an opportunity to participate in an ongoing archaeological excavation. This will be optional; the details will be discussed in class. (3 credits)

**463.200 The Chesapeake: Geography & Ecology**

The Chesapeake Bay is more than just a body of water: It is a natural system, with its own characteristic flora and fauna. It is also a major trade route, a source of food, a destination for tourists, a region with its own unique traditions and culture. This course explores the geology, geography, ecology, and natural history of the Chesapeake Bay region in the context of society's use of a natural system. Class sessions examine how the bay was formed and its ecology. Students then trace the settlement of the region -- how the bay affected the society which developed along its shores, and how these settlers in turn changed the Bay. Readings in the geography, ecology, history, sociology, and economy of the region help explain the interplay between society and environment. Students apply what they have learned on field excursions to the Chesapeake. (3 credits)

**472.265 Exploring Our Blue Planet: Introduction to Oceanography**

The ocean is of fundamental importance, covering as it does more than 70 percent of the Earth's surface to an average depth of 10,000 feet. This course introduces students to the geology and biology needed to understand the vast unknown ocean frontier. Topics for exploration include continental drift and sea-floor spreading, sea life, waves, tides, and currents. Students also discuss the ocean's effect on weather, climate, and ocean pollution, as well as the numerous practical applications of ocean science. (3 credits)

**458.322 Our Oceans: Science, Policy, and Society**

The Earth's oceans are so vast that only recently have we begun to recognize the human impact on their health. This course begins with an examination of the effects of pollution, oil spills, overfishing, and ocean mining, and a consideration of the evidence that coral and fish die-offs, global and ocean warming, and shifts in ocean currents are a result of human activity. The course goes on to explore ways in which governments and organizations, building on the research of oceanographers, are adopting policies and strategies designed to manage and conserve the invaluable resources of the oceans. (3 credits)

***Literature and Drama***

**454.204 The Short Story: Modern Women's Voices**

From the late 19th through the early 20th century, the United States witnessed rapid industrial, economic, and social change. The voices of those disenfranchised from the political process--among them, women--helped to compel this change, as people sought to improve their quality of life. In this course, students study the short story and how its form was adapted to the purposes of modern women writers. Through the study of short fiction by Kate Chopin, Willa Cather, Edith Wharton, Zora Neale Hurston, and Flannery O'Connor, students consider how each author portrayed the complex social fabric of the period and helped redefine modern notions of domesticity, sexuality, race, and authorship. (3 credits)

**458.202 Arthurian Legends**

Next to the Bible and Greek myths, Arthurian legends have had perhaps the greatest influence on English literature. Was there a historical Arthur? a real Merlin? What are the sources of these narratives? Who are their major characters and what are their key events, symbols, and themes? Through history, anthropology, and literature, this course explores the legends surrounding King Arthur. Students follow the adventures of Lancelot, Tristan, Bors, Percival, Galahad, Gawain, and other knights through film adaptations and such seminal texts as the *lais* of Marie de France; *Sir Gawain and the Green Knight*; medieval romances by Chr tien de Troyes and Wolfram von Eschenbach; and Thomas Malory's *Morte D'Arthur*. Students then explore the influence of Arthurian legends on such subsequent artists as Wagner, Tennyson, Joyce, and Tolkien. (3 credits)

**454.323 Emerson, Thoreau, and the American Renaissance**

Between 1820 and 1860 many historians argue that the United States came of age--as a nation and as a culture. What forces led to the remarkable flowering of literature and thought during these years, particularly in Boston and its environs? Within a historical context, this course explores what has come to be known as the American Renaissance. Students read and discuss works by Emerson, Thoreau, Hawthorne, Douglass, Fuller, Whitman, and others. Class sessions also consider the philosophical and social movements of the times (e.g., transcendentalism, Brook Farm), and how its key figures helped define who and what we are as Americans today. (3 credits)

**454.326 African-American Literature (formerly 454.527)**

This course explores the main literary, intellectual, cultural, and social currents in African-American literature from early folk and religious songs to the authors of the Civil Rights Era in the 1960s and 1970s. Students examine the development of African-American literature within the larger contexts of both American literature and the literature of the African Diaspora. Among the authors to be considered are Dunbar, Chesnutt, Hughes, Toomer, Hurston, Wright, Ellison, Baldwin, Baraka, Morrison, and Walker. (3 credits)

**454.434 The Family in Contemporary World Literature**

Literature offers a window into both private and public life. As such it provides an excellent means for studying the family as both "institution and experience"--as Adrienne Rich puts it--informing but differing from the approaches taken by social science. In this course, students read and discuss such novels as *Pa Chin's Family*, Chinua Achebe's *Things Fall Apart*, as well as poems and short stories by Anne Sexton, Robert Frost, Tillie Olsen, James Baldwin, and others. One focus is the variety of family structures that these texts reveal (extended, nuclear, tribal, multiple wives, single mothers, etc.); another is the impact on family life exerted by historical events and forces (e.g., colonialism, wars, poverty, and immigration). (3 credits)

**458.318 Leadership and the Classics**

What are the qualities of an effective leader? How do historical circumstances, culture, and psychology impact a leader's ability to lead. Are particular leadership styles best suited to particular situations? This course explores these and related questions through a selection of readings that range from ancient Greek philosophy to 20th-century fiction, including works by Plato, Sophocles, Shakespeare, Machiavelli, Mill, Hemingway, and Martin Luther King. Through directed reading and discussion, students gain valuable insights into ethical decision making, critical thinking, and teambuilding. (3 credits)

**458.408 The Primitive: An Evolving Concept**

The age of discovery launched new ways of thinking about history and human origins. Fueled by reports from explorers, traders, and authors about encounters with cultures different from—and in many cases viewed as inferior to—their own, European thinkers began to ask what their own prehistoric ancestors were like. Were they noble savages, as Rousseau maintained, or something less benign? This course traces the evolution of the concept of the primitive, from classical depictions of barbarians and cannibals to more recent notions of the primitive, savage, uncivilized, and other. Readings include Shakespeare's *Tempest*, Swift's *Gulliver's Travels*, and Shelley's *Frankenstein*, as well as the notebooks of Christopher Columbus and modern anthropological texts. In this way, students gain familiarity with an ethical issue central to social science. (3 credits)

**466.344 Psychology and Literature**

Freud's familiarity with the plays of Sophocles and Euripedes—particularly with such characters as Oedipus, Elektra, and Orestes—led him to profound insights about parent/child relationships. The narrative structure of Willa Cather's story *Paul's Case* mirrors that of the psychological case study. These are but two examples of the complex interrelationship between psychology and literature. This course uses plays, short stories, and novels as a way to illustrate psychological theories about personality, human development, and abnormal behavior. Through close reading and the application of these theories, students gain a deeper working understanding of human behavior while at the same time discovering valuable tools for the analysis of literary works. (3 credits)

***Mathematics and Analytical Reasoning*****473.100 Basic Mathematics**

Many adults find themselves anxious about their math skills. This course is designed to review basic mathematical skills and to build confidence. Students gain experience in solving problems involving whole numbers, decimals, fractions, ratios and proportions, prime factoring, algebraic operations, linear equations, scientific notation, geometry, and other areas. Classroom sessions are supplemented with practice sets, computer software, and videotapes.

*Note: This course cannot be taken for credit; it is designed to prepare students for 473.101 Ideas in Mathematics.*

**473.101 Ideas in Mathematics**

This course helps students to develop a working familiarity with the world of numbers. Topics include the nature of patterns and inductive reasoning, sets and deductive reasoning, daily arithmetic, and algebra and geometry. Participants learn to use calculators and computers as mathematical tools and are introduced to the fundamentals of probability and statistics. (3 credits)

*Note: Students must successfully pass SPSBE's undergraduate placement tests in arithmetic and basic algebra, or the course 473.100 Basic Mathematics in order to enroll in this course. Please check with the Division of Undergraduate Studies for placement test dates.*

**473.103 Finite Mathematics**

Since mathematics helps to solve problems that originate in everyday life, students learn to apply matrices, linear programming, probability, and graph theory to a wide variety of situations in business and other professions. Algebra and computer use will be reviewed, as necessary. (3 credits)

*Note: In order to enroll in this course, students must successfully complete 473.101 Ideas in Mathematics or its equivalent.*

*Prerequisite(s): 473.101 Ideas in Mathematics or Must have permission of adviser to register for this course.*

**456.100 Logic and Critical Reasoning**

Students evaluate examples of analytical reasoning within a variety of contexts, including advertising, newspaper editorials, and philosophical essays. They learn how to identify the structure of an argument, an author's real assertion, the justification for premises and conclusions, and common fallacies. As a result, they understand better how to reason with greater clarity and validity. (3 credits)



**473.300 Statistics and Applications for the Social Sciences**

Anyone engaged in advanced research or analysis of data—whether in business, social science, or communications—needs to be conversant with the basic tools of statistics and probability. This course introduces students to descriptive and inferential statistics, that is, the collection, presentation, and characterization of information in order to assist in both data analysis and decision making. Topics include the measurement of central tendency and dispersion, correlation, sampling distribution, analysis of variance, statistical inference and probability, and linear regression. Lab sessions give students an opportunity to apply these methods to their particular research interests, and to gain hands-on experience using a statistics software package. Includes lab. (4 credits)

*Prerequisite(s): 473.103 Finite Mathematics or Must have permission of adviser to register for this course.*

**473.301 Research Methods**

This course introduces students to the fundamentals of research design and the application of research methodologies to the study of behavior. Class sessions cover such topics as the scientific understanding of behavior; the uses and validity of quantitative and qualitative methods; interviewing; surveys, questionnaires, and techniques of sampling; research ethics; and how to design and conduct experiments. Students engage in original research through a final project. (3 credits)

***Philosophy and Religion*****456.100 Logic and Critical Reasoning**

Students evaluate examples of analytical reasoning within a variety of contexts, including advertising, newspaper editorials, and philosophical essays. They learn how to identify the structure of an argument, an author's real assertion, the justification for premises and conclusions, and common fallacies. As a result, they understand better how to reason with greater clarity and validity. (3 credits)

**456.103 Introduction to Philosophy**

The purpose of this introductory course is to engage students in a discussion of some of the most compelling philosophical issues about ethics, metaphysics, and the nature of knowledge from ancient Greece to contemporary America. Readings include Plato's *Apology*, Descartes' *Discourse on Method*, and excerpts from Nietzsche's *Untimely Meditations* and *The Genealogy of Morals*. (3 credits)

**464.105 Religion and Society in the United States: From the Puritans to the Progressives**

The appropriate place of religion in American society has remained controversial since colonial times. Tracing the history of this contentious issue, students gain a valuable perspective about not only current politics, but also more general social and cultural changes in the United States from the late 17th to the early 20th centuries. Readings include excerpts from Supreme Court cases (e.g., the legality of polygamy in the Mormon church) and works of major religious figures from Henry David Thoreau to African-American female evangelists. (3 credits)

**456.450 Ethics and the Professions**

Is lying to be condemned in all situations? Does a doctor have the right to conceal the truth from a patient in order to spare the patient's feelings? When does a politician's "spin" become falsehood? Beginning with a careful consideration of lies and deception, this course applies ethical analysis to a variety of professional situations. Students read short passages from religious and philosophical works ranging from the Bible to the writings of philosophers such as Kant, Mill, Nietzsche, and Kohlberg. These are then applied to specific situations and problems. Students learn how to identify, evaluate, and resolve ethical problems related to confidentiality, sexual harassment, advocacy, hiring practices, whistle blowing, expense accounts, and other areas. Students consider what it means to provide ethical leadership and to demonstrate social responsibility. (3 credits)

**458.318 Leadership and the Classics**

What are the qualities of an effective leader? How do historical circumstances, culture, and psychology impact a leader's ability to lead. Are particular leadership styles best suited to particular situations? This course explores these and related questions through a selection of readings that range from ancient Greek philosophy to 20th-century fiction, including works by Plato, Sophocles, Shakespeare, Machiavelli, Mill, Hemingway, and Martin Luther King. Through directed reading and discussion, students gain valuable insights into ethical decision making, critical thinking, and teambuilding. (3 credits)

***Psychology***

**466.103 Introduction to Psychology**

Students learn to apply psychological theories about how human beings function to specific issues like emotional health and illness. In addition to topics such as the biological determinants of behavior, motivation, sensation, and perception, students discuss memory, language and development, social psychology, and personality theory. (3 credits)

**466.313 Psychology of Aging**

The elderly face numerous physical, financial, and societal challenges, as well as an uncertain future. Within the context of developmental psychology, this course examines the important psychological changes that occur within the last third of life. Students examine the physical and psychological process of normal aging and perceptual changes that occur as one ages. They then explore the social and interpersonal context within which we grow older considering topics such as sexuality, the empty nest syndrome, and social isolation. Finally, students consider lifestyle (nutrition, exercise, drug use and abuse) and conditions that affect older people (psychiatric conditions, issues of prolonged pain, terminal illness, and death.) (3 credits)

**466.343 Psychology of Sex and Gender: Men and Women in Today's World**

In what ways are our personality and behavior affected by both sex (biological categories) and gender (psychological categories which are socially assigned)? Students discuss these and other theoretical questions within the context of empirical studies. They also discuss similarities and differences between men and women in various areas, including mental health, nonverbal and verbal communication, conflict and professional success, and shifting social roles. (3 credits)

**466.344 Psychology and Literature**

Freud's familiarity with the plays of Sophocles and Euripides—particularly with such characters as Oedipus, Elektra, and Orestes—led him to profound insights about parent/child relationships. The narrative structure of Willa Cather's story Paul's Case mirrors that of the psychological case study. These are but two examples of the complex interrelationship between psychology and literature. This course uses plays, short stories, and novels as a way to illustrate psychological theories about personality, human development, and abnormal behavior. Through close reading and the application of these theories, students gain a deeper working understanding of human behavior while at the same time discovering valuable tools for the analysis of literary works. (3 credits)

**466.411 Counseling Psychology**

This course presents a comprehensive, research-based overview of the counseling process. It explores the 'how' of counseling and offers students in-depth coverage of the varied skills that are needed to form effective therapeutic relationships with those who come to them for assistance. In addition, students study several contemporary theories in psychotherapy to strengthen their understanding of the necessity for a guiding philosophy in the formulation of an effective plan for working with others. (3 credits)

**466.412 Sports Psychology**

In our sports-crazed country, athletes and their coaches have long recognized the importance of psychology. What motivates us? How can we maximize perception at critical moments. How do personality and emotions such as fear and rage relate physiologically to performance? How can we better understand the relationship between leaders and followers? What are effective cognitive control strategies for optimal sports performance? This course considers current topics and issues pertinent to psychological aspects of sports. Students focus on the necessary link between science and sport and are encouraged to build the bridge from concept to integrated application in a real-world sports setting. (3 credits)

**466.465 Child and Adolescent Development and the Family**

Participants discuss diverse theoretical contributions to understanding the child's and adolescent's development. Topics include socioemotional attachment, gender and sexual identity, sexuality, aggression, and physical and psychological health. A systems perspective will inform the class; thus we also will examine the effects of the media, culture, sex and gender, peers, the workplace, and the community on development. (3 credits)

**473.300 Statistics and Applications for the Social Sciences**

Anyone engaged in advanced research or analysis of data—whether in business, social science, or communications—needs to be conversant with the basic tools of statistics and probability. This course introduces students to descriptive and inferential statistics, that is, the collection, presentation, and characterization of information in order to assist in both data analysis and decision making. Topics include the measurement of central tendency and dispersion, correlation, sampling distribution, analysis of variance, statistical inference and probability, and linear regression. Lab sessions give students an opportunity to apply these methods to their particular research interests, and to gain hands-on experience using a statistics software package. Includes lab. (4 credits)

*Prerequisite(s): 473.103 Finite Mathematics or Must have permission of adviser to register for this course.*

**473.301 Research Methods**

This course introduces students to the fundamentals of research design and the application of research methodologies to the study of behavior. Class sessions cover such topics as the scientific understanding of behavior; the uses and validity of quantitative and qualitative methods; interviewing; surveys, questionnaires, and techniques of sampling; research ethics; and how to design and conduct experiments. Students engage in original research through a final project. (3 credits)

**Sociology****467.403 Sociology of Youth**

Students examine attitudes about adolescence, the role that family, religion, education, politics, and economics play in adolescent development, the experience of growing up within an ethnic or minority group, and ways that teenagers cope with social change. Finally the course studies how inadequate health care, violence, and poverty impact the lives of adolescents. Students discuss such works as *Teen Mothers: Citizens or Dependents*; *Wannabe: Gangs in Suburbs and Schools*; and *School Girls: Young Women, Self-Esteem, and the Confidence Gap*. (3 credits)

**454.434 The Family in Contemporary World Literature**

Literature offers a window into both private and public life. As such it provides an excellent means for studying the family as both “institution and experience”—as Adrienne Rich puts it—informing but differing from the approaches taken by social science. In this course, students read and discuss such novels as *Pa Chin’s Family*, Chinua Achebe’s *Things Fall Apart*, as well as poems and short stories by Anne Sexton, Robert Frost, Tillie Olsen, James Baldwin, and others. One focus is the variety of family structures that these texts reveal (extended, nuclear, tribal, multiple wives, single mothers, etc.); another is the impact on family life exerted by historical events and forces (e.g., colonialism, wars, poverty, and immigration). (3 credits)

**457.358 Cross-Cultural Communications**

In an age of globalization, we live, work, and study in increasingly diverse environments. Our daily interactions present us with the benefits—but also with the challenges—of communicating with people who are different from us. Building on the concepts of culture and subculture, this course explores how communication styles and rules are affected by such variables as national origin, gender, age, and ethnicity. Students gain familiarity with recent research in the area of linguistics and social theory, as for example in the works of Deborah Tannen. Through assignments and class discussion, students are also encouraged to discover how their own cultural background contributes to their communication strategies. (3 credits)

**457.320 America on Film**

From *Rebel Without a Cause* to *Gidget*, from the Western to film noir, our movies reflect American culture. But, it can be argued, they also help shape it. How does one “read” a film? What do our films say about us as a nation? What impact do movies have on real life? Students address these questions through reading, discussion, and the screening of several films. The course focuses on Hollywood films produced during the 1950s and the interaction of three elements: the consciousness of the creator, the text (film), and the audience. Some attention is also paid to film as a commercial enterprise. Among the films to be viewed are *Singin’ in the Rain* (1953), *Blackboard Jungle* (1956), and *Ben Hur* (1959). (3 credits)

**457.363 The Interview**

How does a reporter probe an eyewitness for details of a newsworthy event? How does an employer tell whether a job applicant is well suited for a position? When an anthropologist sets out to study the customs of a particular social group, how does she collect data? In each case, the interview is an important part of gathering information. Indeed, interviewing skills are valuable in many walks of life, from marketing to social work. Students learn to research and prepare questions; analyze information sources; listen effectively; conduct in-person and telephone interviews; and follow up the interview in preparation for action or publication. Finally, they practice what they have learned by preparing, conducting, and writing up interviews in a variety of settings. Some consideration is given to such topics as bias, disclosure, and context. (3 credits)

**473.300 Statistics and Applications for the Social Sciences**

Anyone engaged in advanced research or analysis of data—whether in business, social science, or communications—needs to be conversant with the basic tools of statistics and probability. This course introduces students to descriptive and inferential statistics, that is, the collection, presentation, and characterization of information in order to assist in both data analysis and decision making. Topics include the measurement of central tendency and dispersion, correlation, sampling distribution, analysis of variance, statistical inference and probability, and linear regression. Lab sessions give students an opportunity to apply these methods to their particular research interests, and to gain hands-on experience using a statistics software package. Includes lab. (4 credits)

*Prerequisite(s): 473.103 Finite Mathematics or Must have permission of adviser to register for this course.*

**473.301 Research Methods**

This course introduces students to the fundamentals of research design and the application of research methodologies to the study of behavior. Class sessions cover such topics as the scientific understanding of behavior; the uses and validity of quantitative and qualitative methods; interviewing; surveys, questionnaires, and techniques of sampling; research ethics; and how to design and conduct experiments. Students engage in original research through a final project. (3 credits)

**Writing****457.105 Expository Writing**

Expository writing—writing that explains—is the primary tool of scholar and engineer, lawyer and student alike. This introductory workshop guides participants through the writing process, from paragraph to essay, outline to final draft, with an emphasis on patterns of exposition (definition, classification, deduction, induction, causal analysis). Students learn to define a subject, assemble appropriate data, orient materials to a particular audience, and present information clearly, concisely, and coherently. A review of grammar and usage is incorporated into each class session. (3 credits)

**457.106 Writing and Research Methods**

Building on the skills learned in 457.105 Expository Writing, students work toward completion of a full-length research paper. Using both traditional and electronic library tools, students become proficient in accessing, evaluating, incorporating, and documenting information from a variety of sources (e.g., books, periodicals, newspapers, microfilm, the Internet, and other non-print media) for their research. Class sessions include pointers on how to match tone and organizational structure to audience and purpose. (3 credits)

*Prerequisite(s): 457.105 Expository Writing.*

**457.303 Writing Fiction**

Fine prose fiction requires technique as well as talent and drive. The writer must master the elements of plot, landscape, narrative voice, character, and style in order to be successful. This workshop is for students who wish to improve their fiction writing through structured study and constructive feedback. Students read and discuss one another's work in a supportive environment. Short stories and critical essays by accomplished authors are assigned to illustrate specific narrative techniques. A final objective is for each student to assemble a portfolio of his/her best work. (3 credits)

**457.322 Communicating Online: Language and Web Design**

Email and the World Wide Web have revolutionized the way in which we communicate with one another. Communication at a distance presents a number of problems—whether we are at work, in the classroom, or at home—for it changes the dynamic between speaker and listener. How does the brain process information? What are the principles of effective communication at a distance? How do we design Web pages that eliminate confusion and save time? This course examines the interaction of computers and users and principles of effective communication, with an emphasis on Web design for instructional purposes. (3 credits)

**457.356 Grant Writing**

This comprehensive course covers the basics of grantsmanship: where to find grants, how to develop program plans, and how to write effective proposals. Utilizing online and print resources, students learn about the variety of grant opportunities available through private foundations, corporations, and state and federal government. Class members work together to research local and national funding sources, develop quality program designs, and write a proposal to a particular funder. Emphasis is placed on the needs of nonprofit organizations. (3 credits)

**457.359 Multimedia Presentations**

Computer graphics, the World Wide Web, video conferencing: these and other technologies have changed the ways in which we communicate and present information. Effective presentations can build on these tools, but sometimes more traditional media are needed. This course focuses on matching medium and message. Participants learn basic principles relating to layout and design. Class sessions investigate the uses of computer graphics, video clips, cartoons, traditional and electronic photography, audio recordings, and other media. Building on these lessons, students try their hand at creating their own multimedia presentations. (3 credits)

**457.363 The Interview**

How does a reporter probe an eyewitness for details of a newsworthy event? How does an employer tell whether a job applicant is well suited for a position? When an anthropologist sets out to study the customs of a particular social group, how does she collect data? In each case, the interview is an important part of gathering information. Indeed, interviewing skills are valuable in many walks of life, from marketing to social work. Students learn to research and prepare questions; analyze information sources; listen effectively; conduct in-person and telephone interviews; and follow up the interview in preparation for action or publication. Finally, they practice what they have learned by preparing, conducting, and writing up interviews in a variety of settings. Some consideration is given to such topics as bias, disclosure, and context. (3 credits)

**457.368 Online Research**

Online, one can find government data, articles, magazines, even books. For the researcher, the welter of information literally at one's fingertips creates several challenges: How can one find the best information on a particular topic without spending hours searching? Which Web sites provide reliable information and which ones don't? How does one go about presenting and documenting one's sources? This course provides a strategy for achieving information literacy by teaching students how to access information quickly, evaluate its validity, and present it. Students gain familiarity with search engines and strategies; databases on CD ROMs and online; professional guidelines, such as MLA and APA; and more. Some attention is also given to emerging trends in online research and the impact of new technologies on libraries, newspapers, and other institutions. (3 credits)

**457.369 Documentary Photography**

Documentary photographs inform, entertain, and enlighten us on subjects as diverse as Civil War battlefields, Alabama sharecroppers, and outer space. This course explores different genres of documentary photography, including the fine art document, photo-journalism, the social documentary, the photo essay, and the photography of propaganda. Participants examine the relationship of image and text in *Let Us Now Praise Famous Men* by Walker Evans and James Agee. Students work on a semester-long photo-documentary project and may use a 35 mm, point-and-shoot, or digital camera. (3 credits)

**457.370 Professional Research and Writing**

Research is not the private domain of scholars. Business and information technology professionals who know how to conduct advanced research and to present their findings in clear, readable prose bring indispensable skills to their workplace. These skills require mastery of the information process: (1) locating and accessing information (at the library, online, or in the field); (2) evaluating this information through a critical examination of its sources (author, publisher, etc.); and (3) synthesizing and presenting information in a sophisticated argument that conforms to professional guidelines for documentation (e.g., MLA, APA). Students in this course work with several research tools—including periodical indices, government documents, electronic databases, online search engines, interviews, and surveys—to create a well-documented and written research paper. Particular attention is given to evaluating arguments, methods, and information sources. (3 credits)

**Business and Management*****General Business Curriculum*****768.101 Macroeconomics**

What is the relationship between government, business, and the overall economy? This course investigates current national and international economic problems through the study of employment theory, financial institutions, monetary and fiscal policy, and international economic systems. Students analyze case studies to explore the interrelationships between national income, unemployment, productivity, inflation, prices, money, and interest rates. (3 credits)

**768.102 Microeconomics**

Economic decisions regarding production, pricing, and personnel can determine the difference between a business's profit and loss. What methods do businesses use to weigh the costs of their products against the price consumers are willing to pay? What factors do businesses use to consider appropriate employee wages and costs of operations? This course equips students with an understanding of fundamental economic principles and tools used in making sound economic decisions. (3 credits)

**768.354 Managing Workforce Diversity**

The diversity of today's workforce brings both rich opportunities and real dilemmas. This course explores the sources, extent, and contributions of diversity in American business. Students explore the behaviors that block organizational and individual effectiveness in a diverse workplace including stereotyping, prejudices, and generalizations. Practical strategies such as organizational action plans, taskforces, and diversity programs are discussed to learn how managers can effectively attract and retain a diverse workforce. (3 credits)

**768.460 Human Resource Management**

What are the emerging challenges that managers face as they work with employees to implement organizational missions and goals? Students learn about the collaborative process between managers, and human resources departments; ways to effectively recruit, select, train, appraise, and terminate employees; and effective options for compensation, benefits, and retirement plans. (3 credits)

**768.481 Selected Topics in Finance and Economics: Corp. Fraud**

In today's business world, corporate fraud has become a major issue in user confidence in publicly-held businesses. Students will explore the corporate culture to learn why, when and how fraud occurs. The auditor's role in abetting or preventing fraud is covered in great detail. Techniques for fraud prevention are discussed from both management and investor's viewpoints. (3 credits)

*Prerequisite(s): 768.101 Macroeconomics. 768.203 Accounting I. 768.204 Accounting II.*

***Core Business Curriculum*****768.203 Accounting I**

This course addresses the key components of financial accounting. Students learn about the accounting cycle as well as accounting procedures for cash, receivables, payables, inventories, equipment, stocks, and bonds. Upon completion of the course, students should be fully capable of producing basic financial statements, including income statements and balance sheets, and conducting the basic account maintenance required to produce these statements. (3 credits)

**768.204 Accounting II**

What role does accounting play in decision making? This course explores methods for using accounting data in planning, controlling, and evaluating business initiatives. Students learn to make business decisions that integrate tools such as cash flow analysis, cost accounting, cost volume profit analysis, budgeting, and other quantitative methods. (3 credits)

*Prerequisite(s): 768.203 Accounting I.*

**768.205 Legal Environment of Business**

What impact does the legal system have on today's business and how does the legal system affect the ways businesses function? Students learn the overall goals and objectives of the law; principles of constitutional, criminal, and tort law; and methods for framing a case in court. (3 credits)

**768.302 Corporate Finance**

Students explore the role of the financial manager and develop concepts and tools for use in effective financial decision making and problem solving. The course covers forms of business organization, the federal income tax system, financial markets and institutions, capital budgeting, flow of funds and ratio analysis, operating and financial leverage, and working capital management. The course has key focus on time value of money, bond and stock valuation, and calculating the cost of capital. Practical exercises are used to illustrate and apply theories and concepts. (3 credits)

*Prerequisite(s): 768.101 Macroeconomics. 768.102 Microeconomics. 768.203 Accounting I. 768.204 Accounting II.*

**768.306 Marketing**

Why do some products fail in the marketplace while others succeed? The answer often lies in marketing—understanding and meeting the needs of the consumer. Students in this course examine strategies for successfully targeting markets and positioning products as they apply the four elements of marketing: developing product lines, determining pricing strategies, selecting appropriate distribution channels, and designing promotional strategies. Participants learn the steps in designing a marketing plan that incorporates these concepts. (3 credits)

**768.307 Business Statistics**

Business managers and decision-makers can be inundated with data, but how can these data be organized into useful information? Course participants use statistical concepts and techniques that help in the interpretation of data, including probability, measures of central tendency, hypothesis testing, sampling distribution, and linear regression. These concepts are described within the context of business decision making. Specifically, issues regarding risk quantification, probability distribution, and how these concepts are used in business to create and enhance profits will be addressed. (3 credits)

**768.308 Process and Operations Management**

How do organizations create value by turning resources into outputs? Management challenges require an analysis and examination of the processes and operations for performing work functions within the framework of time objectives, resource management, and organizational goals. Students examine the effect of communication on relationships between operations and other business functions, such as marketing, finance, accounting, human resources, and management. Students gain experience in applying tools that help maintain product quality and customer satisfaction. (3 credits)

**769.304 Managing Information Systems for Business**

In order to more effectively utilize technology in the business, managers need to understand technology, how it works and how it affects their operations. It will help them make better decisions on implementing and utilizing technology. This course will explore technology operations and how to make decisions concerning it. Topics include the role of technology in the organization; historical development of systems concepts of analysis; design, development, and implementation; networking and telecommunications; managing technology; data reliability, acquisition, security, and technology trends. (3 credits)

*Note: This course is for Business degree students and is not intended as a substitute for 769.494 Technology Management in the B.S.I.S. program.*

**Business Foundation**

**768.310 Business Communication**

Students will examine various principles, forms, and methods of business communication and will learn strategies for effective communication in the workplace. Course assignments will provide practical application of technical research and writing techniques and will address written communication formats based on the type of information to be shared as well as its purpose. Students will also develop the interpersonal communication skills necessary to succeed in the workplace. (3 credits)

**768.311 International Economics**

What impact do various political, economic, and cultural institutions have on the global economy? Students explore the role of governments and international agencies, including the International Monetary Fund and the World Bank, in supporting world trade and commerce. Issues surrounding trade, protectionism, tariffs, balance of trade, cultural differences, and specific trade agreements, such as GATT and NAFTA, are studied. (3 credits)

*Prerequisite(s): 768.101 Macroeconomics.768.102 Microeconomics.*

**768.315 Strategic Management**

Is there an art to strategic planning? Students in this course learn ways to analyze a business situation and think strategically. They study the steps in a comprehensive analysis of the company, the competition, and the customer. In addition, case studies assist students in identifying the roles of finance, marketing, human resources, and operations in the development and implementation of a strategic plan. Discussions regarding performance measures and evaluation criteria help students gain an understanding of ways to monitor the performance of both strategic and operational plans. (3 credits)

*Prerequisite(s): 768.302 Corporate Finance.768.306 Marketing.768.308 Process and Operations Management.*

**768.370 Negotiation and Mediation**

Students will study negotiation techniques and mediation as a means of contract development and dispute resolution. Students will role play in various scenarios in order to develop skills necessary to facilitate meaningful negotiation. These exercises will allow the students to analyze situations in order to come up with various options or approaches. The students will learn to prepare and communicate effectively, gain the capacity to think creatively and analyze critically, and develop the ability to recognize, differentiate, and organize relevant facts. Negotiation and mediation require careful listening, and strong personal interaction and conflict management skills. (3 credits)

**768.402 Market Research**

Students examine the concepts and techniques used in marketing research as a problem-solving aid in decision making in marketing and business. The problem definition analytical model, research design, types of information and measurement scales, and evaluation and use of primary and secondary data with an emphasis on electronic access are discussed. Students are trained in primary and secondary data collection methods including structured and unstructured interviews, observation techniques, focus groups, and surveys. Practical and intensive applications on sampling issues, questionnaire design, data analyses, and interpretation are emphasized. Students will use statistical software packages to analyze the data. (3 credits)

*Prerequisite(s): 768.306 Marketing and 768.307 Business Statistics.*

**768.454 Financial Statement Analysis**

Students examine real-life financial statements using an assortment of investigative tools. For example, why are a company's accounts receivables rising more quickly than sales growth rates? Is revenue being properly recognized? Why are profit margins contracting or expanding relative to other industry members? Numerous company examples and tools make in-depth explanations clear and accessible, even for those with little background in financial analysis. (3 credits)

*Prerequisite(s): 768.302 Corporate Finance.*



**768.468 Organizational Behavior: Why and How We Work Together**

This course addresses individual and group behavior within organizations, helping students better understand their own motivation and style of work so that they may interact with and better manage others effectively. Students consider how personality, motivation, communication, power, conflict, and organizational culture affect productivity and job satisfaction. Through interactive class discussions, case studies, and projects, the class examines research findings, real world situations, and the practical implications of the theories that manage individuals and groups. (3 credits)

**768.469 Employment Law**

What are the legal rights of employees? What are the legal obligations of employers? Students will examine the statutory, regulatory, and common law requirements that govern employment law. The legal issues underlying the selection, hiring, promotion, and termination of employees will be addressed along with equal opportunity, discrimination issues, affirmative action, contract negotiations, workers' compensation, occupational health and safety, immigration laws, and major acts such as the Family Medical Leave Act and the Americans with Disabilities Act. (3 credits)

**768.470 Security Management**

This course provides the students with an overview of the responsibilities of a security manager. The course includes recruiting, supervision, budgeting, outsourcing, quality, process and operations, selling, plans, policies and procedures. It also includes strategic planning for dealing with the threats of terrorism, workplace violence, computer attacks, drugs in the workplace, school violence, and related issues. The types of organizations studied include private companies, banks, shopping centers, military installations, college campuses, airports and seaports, and other types of entities. Students are required to analyze the security management practices of an organization and provide recommendations for enhancing the security management of the organization. (3 credits)

**769.418 Principles of E-Commerce**

Electronic business is becoming the heart of Internet systems. This course explores the development and applicability of Web-based businesses. Topics include the history of Web-based business development, effective electronic business principles, operational and legal concerns with operating online, organizational issues, ownership, data timeliness, marketing and sales concepts, and planning the online site. (3 credits)

**768.487 Special Topics in Public Administration: Business and Public Policy**

A review of selected topics related to business and the science of public management, politics of administration, formulation of public policy and the relationship between these entities. (\*This course description is currently being developed. Continue to check the online course schedule for a finalized description.) (3 credits)

**768.460 Human Resource Management**

What are the emerging challenges that managers face as they work with employees to implement organizational missions and goals? Students learn about the collaborative process between managers, and human resources departments; ways to effectively recruit, select, train, appraise, and terminate employees; and effective options for compensation, benefits, and retirement plans. (3 credits)

***Business Capstone*****768.495 Business Development Seminar**

Students complete this seminar as their final course in the Business and Management major. Students develop a comprehensive business proposal focusing on the development and creation of new products, markets, and business in an entrepreneurial or existing corporate environment. In addition to examining innovative approaches to developing new business in a new or existing enterprise, students develop a detailed proposal including environmental analysis, planning, research, forecasting, budgeting, and recommended implementation strategy. (3 credits)

**768.496 Independent Study**

The independent study course involves research in the field of business. Students with an interest in a particular area study under the direction of a Division of Business and Management faculty associate. Independent study applicants must submit a request, including an outline of the proposed project, to the program director and must receive written approval prior to registration. (3 credits)

**768.498 Senior Project**

The senior project is designed to provide an opportunity to synthesize critical thinking, writing, research, and presentation skills developed throughout the undergraduate program. The project allows students to study a business topic of interest at an advanced and in-depth level and produce a polished written document for their professional portfolio. Specifically, students will select a topic, frame a research question, conduct a thorough search of literature, both primary and secondary, using a wide range of resources, analyze and evaluate the information gathered, provide conclusions to the research question based on supporting evidence, write a paper that incorporates thoughtful analysis and is clearly communicated, well-organized, and appropriately referenced, and present their research findings to their colleagues, instructor, and others. (3 credits)

**Health Care Management****768.439 Marketing for Health Care Organizations**

This course addresses marketing applications in the delivery of health care. Students examine market research and marketing methods utilized in health care organizations. Students will develop plans for marketing health care payers and health care providers to various targeted groups such as patients, physicians and other health care workers, and the public. (3 credits)

*Prerequisite(s): 768.306 Marketing.*

**768.440 Introduction to Health Services**

This course provides an overview and understanding of the health care system in the United States including organizational structure, delivery system components, public policy, and issues related to cost, accessibility, availability and the quality of services. Alternative models of health care delivery are examined within this framework. (3 credits)

**768.441 Managerial Accounting for Health Care**

Managerial accounting principles are applied to the delivery of health care services. Students examine the accounting methods and techniques utilized in the health care field and learn to use financial data in planning and decision making. (3 credits)

*Prerequisite(s): 768.203 Accounting I and 768.204 Accounting II.*

**768.442 Economics of Health Care Administration**

Economic principles are applied to the delivery of health care services. Topics include supply and demand, competition, cost-effectiveness, cost minimization, cost utility, cost benefit, and regulatory issues. (3 credits)

*Prerequisite(s): 768.101 Macroeconomics. 768.102 Microeconomics.*

**768.443 Health Care Data Analysis**

Collection, analysis, display, interpretation and management of health care data. Definitions, sources, computation, reporting systems and methods of quality statistical process control are explored as they relate to the management of health information. (3 credits)

*Prerequisite(s): 768.307 Business Statistics.*

**768.444 Financial Management for Health Care Organizations**

Students address financial applications in the delivery of health care by examining sources of revenue, capital management, and the allocation and control of financial resources in health care organizations. Topics include cost analysis, third party reimbursement, budgeting, financial statement analysis, and strategic financial planning. (3 credits)

*Prerequisite(s): 768.302 Corporate Finance.*

**768.446 Introduction to Epidemiology**

This course addresses the acquisition and analysis of health-related data about individuals and populations. Sources of data are examined and evaluated. Topics include population-based measures, descriptive epidemiology, and managerial epidemiology. (3 credits)

**768.447 Case Studies in Health Care Management**

Strong leadership and analytical skills are crucial in today's health care environment. Students in this course learn ways to analyze health care administration situations and think strategically. This course studies the steps necessary for comprehensive analysis of systems, business plans, and problems. Case studies assist students in identifying the roles of governance, strategic development, leadership, finance, marketing, human resources, and operations in the decision-making process. Students learn to recognize essential elements for consideration and develop appropriate solutions to the problems presented. (3 credits)

**768.448 Policy Issues in Health Care**

This course addresses the policy issues that affect the health care planning and delivery of health care services in the 21st century. Students examine how such policies are created and recognize both national and state factors that influence their formation. This course studies health care organizations and the states that are leading innovative practices in health care such as the Henry Ford Health System in Michigan, Legacy Health in Oregon, the foundation of HMOs from Minnesota, and the new Medicare System in Hawaii. Topics include the roles of public and private sector policies, the procedures used to implement new health care policies, clinical improvements, and community-based research. (3 credits)

**768.449 Legal Issues in Health Care**

This course provides an overview of the legal environment of health care delivery. Students explore a variety of medical topics addressed by the legislature, the courts, and administrative agencies. Students look at the practical implications of legal developments and regulations as they pertain to the delivery of health care services. Topics include torts/malpractice, criminal issues, patient rights, information management, employment, contracts, disabilities, licensing, and business relationships. (3 credits)

**768.474 Terrorism: Impact and Implications**

Terrorism has been an international threat for many decades. Recent events such as the Oklahoma City and September 11 attacks in the U.S. have indicated an immediate need for all organizations to develop an understanding of the terrorist threat and how to deal with it. This course provides the students with a basic understanding of the history, philosophies, and beliefs of both international and domestic terrorist organizations. It also examines the tactics, tools, and methodologies of terrorists. In addition, it provides students with a basic understanding of the security strategies and safeguards needed to prevent and respond to acts of terrorism. (3 credits)

***Security Management*****768.470 Security Management**

This course provides the students with an overview of the responsibilities of a security manager. The course includes recruiting, supervision, budgeting, outsourcing, quality, process and operations, selling, plans, policies and procedures. It also includes strategic planning for dealing with the threats of terrorism, workplace violence, computer attacks, drugs in the workplace, school violence, and related issues. The types of organizations studied include private companies, banks, shopping centers, military installations, college campuses, airports and seaports, and other types of entities. Students are required to analyze the security management practices of an organization and provide recommendations for enhancing the security management of the organization. (3 credits)

**768.471 Asset Protection**

This course places a strong emphasis on understanding the principles and terminology of physical security, personnel security, communications security, computer security, and operational security. The course includes modules on threat assessment, vulnerability analysis, executive protection, crisis management, security surveys, risk management, and scenario planning. Students are required to conduct a security analysis and provide both a written report and executive briefing outlining their findings and recommendations for improving the security of the organization. (3 credits)

**768.472 Assessment, Management, and Mitigation of Risks**

This course provides a framework for dealing with the complexity and uncertainty of asset protection risk: exploring ways to identify, assess and weigh risks; how to track risks; how to predict when and to what extent risks might impact the business process; how to develop mitigation scenarios; and how to manage risk overall in a dynamic, imperfect world. Students learn concepts of systematic risk analysis, including how to identify, assess, and structure risks associated with asset protection, avoidance techniques, and how to develop a comprehensive risk mitigation program. Concepts include determination of business risks, personnel-related risks, property risks, pure or insurable risks, risk-sharing techniques, and development of a trackable risk management program that addresses the three essential categories of risk uncertainty: the knowns, the known unknowns, and the unknown unknowns. (3 credits)

**768.473 Private Security Investigations**

Private security investigations are a critical element of an organization's asset protection strategy. This course examines private sector investigative capabilities including background investigations, investigations of internal thefts, undercover drug investigations, securing of evidence to be used before investigative committees, boards, or in civil or criminal trials. The course also includes the basic methodologies and principles of private investigative activities. (3 credits)

**768.474 Terrorism: Impact and Implications**

Terrorism has been an international threat for many decades. Recent events such as the Oklahoma City and September 11 attacks in the U.S. have indicated an immediate need for all organizations to develop an understanding of the terrorist threat and how to deal with it. This course provides the students with a basic understanding of the history, philosophies, and beliefs of both international and domestic terrorist organizations. It also examines the tactics, tools, and methodologies of terrorists. In addition, it provides students with a basic understanding of the security strategies and safeguards needed to prevent and respond to acts of terrorism. (3 credits)

**768.475 Workplace Violence: Preparation, Prevention, and Response**

Workplace violence includes traditional criminal attacks and acts of violence directed against organizations by disgruntled employees, supervisors, and customers. It also includes the spillover of domestic violence into the workplace and acts of terrorism. This course provides students with an understanding of the holistic and systems approach toward preventing and responding to workplace violence. Students learn to design a multidisciplinary strategy involving senior management, union officials, human resources managers, legal counsel, employee assistance program professionals, and personnel from security, safety, public relations, and maintenance. Students also learn how to develop effective incident reporting systems and tailored plans, policies, and procedures. Simulations, case studies, and an examination of best practices are utilized in this course. (3 credits)

**768.476 Crisis Management**

This course incorporates case studies, research and simulation exercises in an effort to develop the student's basic understanding of crisis management. Scenarios include but are not limited to terrorism, strikes, product tampering, workplace violence, and natural disasters. The course analyzes and illustrates the anatomy of a crisis and details how managers can forecast their next crisis and develop contingency plans. Students are required to develop a crisis management plan for a client organization. (3 credits)

**768.477 Counterespionage for American Business**

Foreign governments, corporations, and other competitors are engaged in active espionage against American firms. This course is designed to educate students about these serious threats and how to develop countermeasures to protect corporate and government assets. (3 credits)

*Prerequisite(s): 768.470 Security Management and 768.471 Asset Protection.*

**768.478 Legal Environment of Asset Protection**

A good foundation in law is an essential part of a security/loss prevention program. This course provides students with a basic understanding of the law as it relates to torts, premises protection, civil liabilities and exposures, contract law, administrative and regulatory issues, arrest law, use of force, searches, questioning, and other criminal issues. Case studies, lectures, and scenarios are part of this course design. (3 credits)

**Information Systems****General Technology Courses****769.104 Introduction to Computer Use**

Computers have become a key part of our everyday work lives. Students examine several aspects of computer technology, including hardware, operating systems, office applications, using the Internet, and developing a basic Web page. They gain hands-on experience with popular office applications: spreadsheets, word processing, presentations, and database and Web page creation. (3 credits)

**769.495 Technology Strategic Planning**

Technology has become a strategic resource within every organization. To be effective, systems must be carefully planned and integrated. This course exposes the student to the approach, process, and issues revolving around proper technology planning. Topics covered include high-level technology planning needs, linkage to the business plan, strategies for effective planning, buy-in, developing a plan approach, effective planning processes, and management issues. (3 credits)

**769.496 Technology Independent Study**

This independent study course involves research into the field of technology. Students with an interest in a particular area, study under the direction of a Division of Information Technology faculty associate. Independent study applicants must submit a written request, including a description of the proposed project, an outline of the proposed final results, and a project plan timeline, to the program director and must receive written approval prior to registration. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.498 Selected Topics in Information Technology**

This course is intended to provide students with exposure to a variety of topics in information technology in a timely fashion. Specific topics will vary each semester. Please check the current course listing for the topic. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

***Advanced Communications*****457.370 Professional Research and Writing**

Research is not the private domain of scholars. Business and information technology professionals who know how to conduct advanced research and to present their findings in clear, readable prose bring indispensable skills to their workplace. These skills require mastery of the information process: (1) locating and accessing information (at the library, online, or in the field); (2) evaluating this information through a critical examination of its sources (author, publisher, etc.); and (3) synthesizing and presenting information in a sophisticated argument that conforms to professional guidelines for documentation (e.g., MLA, APA). Students in this course work with several research tools—including periodical indices, government documents, electronic databases, online search engines, interviews, and surveys—to create a well-documented and written research paper. Particular attention is given to evaluating arguments, methods, and information sources. (3 credits)

**768.310 Business Communication**

Students will examine various principles, forms, and methods of business communication and will learn strategies for effective communication in the workplace. Course assignments will provide practical application of technical research and writing techniques and will address written communication formats based on the type of information to be shared as well as its purpose. Students will also develop the interpersonal communication skills necessary to succeed in the workplace. (3 credits)

***Information Technology Foundation*****769.303 Technology and Society**

In order to create effective and functional systems for an organization, the information technology professional must understand the impact technology has on people. This course examines the effects and issues of technology from the personal perspective. Topics include interfaces and their effects ergonomics, legal issues, social impact, acceptance of systems, politics, ethical issues, and the user role in design, development, testing, and running of systems. (3 credits)

**769.307 Hardware, Software, and O.S. Basics**

Fundamental to the understanding of systems is the underlying technology and its theory, including the concepts of hardware design and use, software design and use, operating systems, and the integration of all of these. Topics include information systems architecture, the CPU, memory, registers, addressing concepts, instructions, single and multi-processor systems, peripheral devices and interconnects, software functions and processing, modules, and operating system theory and function. (3 credits)

**769.311 Networking and Telecommunications**

The ability to communicate is central to all contemporary systems, including people to people, people to systems, and systems to systems. This course examines technology and its role in effective communications. Topics include digital vs. analog communication, networking theory, telecommunications history and development, an overview of telecommunications legal issues, LAN, WAN, global networks, topologies, protocols, data encoding, and network management issues. (3 credits)

**769.315 Database Theory and Data Management**

Manipulating data and creating information is one of the primary concerns of any information system. To do this efficiently requires in-depth skills and knowledge about effective database structure and design. This course examines the theory and issues related to system databases. Topics include business data analysis, data modeling, data representation, file and database structures, data storage, dictionaries, repositories, warehouses, database design, normalization, keyed access, testing, installation, and object orientation database concepts. (3 credits)

*Prerequisite(s): 769.307 Hardware, Software, and O.S. Basics.*

**769.320 System Analysis and Design**

The most important skill needed by contemporary system designers is the ability to understand the organization's needs and translate them into effectively designed systems. This course covers the theory, concepts, and steps involved in analyzing business functions, determining their needs, and translating them into a coherent system design. Topics covered include understanding business needs, dealing with users, needs analysis, documenting and structuring technology requirements, the system development life cycle, group dynamics, logical design, structured walkthroughs, presentation skills, system acquisition, and effective communication. (3 credits)

*Prerequisite(s): 769.307 Hardware, Software, and O.S. Basics and 769.311 Networking and Telecommunications.*

**769.325 Program Design**

Once the overall design process is complete, the system developer must design and create the individual components (programs or modules.) This course examines the concepts of program design, construction, and testing. Topics covered include physical design, logic constructs, variables and variable typing, looping, pseudocode, program-database interfaces, testing, software configuration, programming efficiency, maintenance, documentation, and program revision. (3 credits)

*Prerequisite(s): 769.315 Database Theory and Data Management and 769.320 System Analysis and Design.*

**769.330 Information Assurance Principles**

Security has become one of the most important aspects of systems development. It impacts almost every part of the system and has technical, legal, and operational ramifications. This course is intended to introduce security concepts and provide an overview of the field. Topics include basic security concepts and information system assurance principles; security standards; identifying potential system threats; developing responses; potential personnel issues; an overview of hardware, software and network problems; and concepts in security planning. (3 credits)

*Prerequisite(s): 769.307 Hardware, Software, and O.S. Basics.*

**Digital Forensics****769.424 Encryption and Cryptography**

Understanding the inner detail of security processes can provide for better security systems design and operations. This course examines details of typical security protection measures. Topics include certificate authorities (CA), public key infrastructure, Rivest-Shamir-Adleman (RSA) architectures, data encryption standard, pretty good privacy, steganography, and security standards. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.440 Operating Systems and File Structures**

A detailed understanding of operating systems, how they manage systems and handle data is critical to information retrieval and recovery. Various operating systems will be covered in detail, including architectural structure and operations, design philosophies, file manipulation processes, processes and threads, security principles and operational issues. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.441 Legal and Ethical Issues in Digital Forensics**

This course will explore civil, criminal, and regulatory law and its impact on digital forensics. The course will include: the constitutional amendments that apply to digital forensic data recovery, an introduction to civil law torts, both civil and criminal procedure and the role of the expert at each stage of the process, and an overview of regulatory agencies and how they operate. Since digital data recovery requires a high degree of ethical standards, ethical issues will be highlighted throughout the course. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.442 Introduction to Forensic Computing**

This course will introduce the student to the principles and practices of computer forensics. Forensic science principles will be examined, including validation and verification of Standard Operating Procedures, competency and proficiency testing, note taking and report writing. The foundations of criminal and civil law and the judicial system will be reviewed. The student will learn how forensic computing plays an important role in national and information security. (3 credits)

*Prerequisite(s): 769.441 Legal and Ethical Issues in Digital Forensics.*

**769.444 Computer Media Forensics**

Understanding the details of how data is stored on magnetic and optical media is critical to its effective recovery. In this course, the student will gain an understanding how valuable information can be retrieved from storage devices. They will learn how operating systems, file systems, files and unallocated information can be acquired, examined, analyzed and documented. This will be done using both manual and automated tools. The student will learn to effectively document their findings. (3 credits)

*Prerequisite(s): 769.442 Introduction to Forensic Computing.*

**769.445 Network Forensics**

This course will introduce the student to the collection, examination, and analysis of data on networks. Topics covered are techniques for collecting, reconstructing and analyzing a network packets, spoofing, port scanning, worms and other network vulnerabilities; identification of forensic data locations on a network; deployment of open-source network tools to collect and analyze network traffic; and development of pre-incident network forensic collection plans, including the appropriate collection tools and their location on the network. (3 credits)

*Prerequisite(s): 769.444 Computer Media Forensics.*

**769.447 Intrusion Forensics**

This course brings together the technology components from the previous courses. Students will examine both intrusion and intrusion detection techniques. Case studies will be utilized to develop the student's understanding of what happens in the "real world" when computer systems are compromised. At the conclusion of this course, the student will be able to efficiently and effectively collect all of the available data in connection with a computer intrusion. They will develop and execute investigation and data collection plans, collect data from a variety of computer and network hardware, conduct appropriate analysis, and write forensic reports. (3 credits)

*Prerequisite(s): 769.444 Computer Media Forensics. 769.445 Network Forensics.*

**769.448 Digital Forensics and the Courtroom**

Forensics may require court and legal intervention. This course examines the entire legal and trial process in order to give the student insight into ways of properly collecting important data and assisting the parties and the court. Each class will focus on a different part of the process. Important components such as preparation, grasp of the legal concepts, and understanding the role in court will be the focus. (3 credits)

*Prerequisite(s): 769.445 Network Forensics. 769.447 Intrusion Forensics.*

***Enterprise Systems Development***

**769.402 Enterprise Design and Integration**

Many contemporary development projects, including Web-based systems, are enterprise-wide system solutions. Contemporary Web-based applications need to integrate effectively and efficiently with existing organizational applications. Development of these projects is both time consuming and costly. This course examines the development of integrated, enterprise-wide applications. Topics include Web-based and back-office system differences, integration approaches, developing and testing integration systems, real-time back-office interfacing and integrated system testing issues, the need for specific development tools, understanding their use and utility, and selecting the tool needed for a project. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.404 Client-Server Systems**

Many systems involve interaction between various components, at different locations within the systems architecture. This course looks at this design model from a client-server (C-S) perspective. It provides an overview of client-server systems design, and how they may be more effective in systems development and operation. Topics include C-S system technology and operations, designing in a C-S environment, and testing C-S systems. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.411 Web Principles and Web Page Design**

Developing a Web page is the first step in creating a Web-based information system. It is the major user interaction part of the Web application. This course examines the design and development of effective Web pages. Topics covered include World Wide Web basics, understanding the Internet, HTML, designing a Web page, graphic standards, developing basic web page graphics, effective Web page design issues, an introduction to JavaScript, examination of the future of HTML, and tools used for Web page development. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.498 Selected Topics in Information Technology**

This course is intended to provide students with exposure to a variety of topics in information technology in a timely fashion. Specific topics will vary each semester. Please check the current course listing for the topic. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.501 Object-Oriented Design**

The emphasis on systems design and development today is enterprise-wide applications. This often requires special design considerations, especially for organizations functioning in a geographically dispersed environment. In addition, systems are increasingly designed using an object-oriented approach. This course examines the system design needs of dispersed organizations, using the object-oriented methodology. Topics include distributed systems concepts, client-server basics, middleware, dispersed databases, interfacing desktop, legacy and centralized systems, developing networked applications, testing, documentation, training and support, rapid development processes, object-oriented (OO) constructs, OO analysis and design concepts, objects, messages, classes, inheritance, encapsulation, introduction to OO programming concepts, portability, and re-usability. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.503 Applications Programming**

Programming is part art and part science. This course covers both aspects. It exposes the student to the structured part of programming in addition to the creative side of it. Topics include object-oriented programming concepts, object creation and addressing, properties, messaging, data typing and manipulation, program interfaces, function calls, memory allocation, logic flow, module creation, system integration, application testing, and creating a typical organization application. A contemporary object-oriented programming language is used. (3 credits)

*Note: No credit given for both 776.700 Programming in JAVA and 769.503 Applications Programming.*

*Prerequisite(s): 773.707 Software Design Concepts. 769.501 Object-Oriented Design.*

**769.504 Intermediate Applications Programming**

This course builds on the beginnings introduced in 769.503 Applications Programming. The course examines more closely, the development, integration, and testing of contemporary applications. Topics include data and variable sharing between modules, system integration, integrated testing, and creating a typical organization application. (3 credits)

*Prerequisite(s): 769.503 Applications Programming.*



**769.505 Advanced Applications Programming**

Building on the principles developed in 769.504 Intermediate Applications Programming, this course examines advanced areas of enterprise, object-oriented programming. Topics include APIs, applets, program use across the network, and developing a complete enterprise application. (3 credits)

*Prerequisite(s): 769.504 Intermediate Applications Programming.*

**General Systems Studies****769.402 Enterprise Design and Integration**

Many contemporary development projects, including Web-based systems, are enterprise-wide system solutions. Contemporary Web-based applications need to integrate effectively and efficiently with existing organizational applications. Development of these projects is both time consuming and costly. This course examines the development of integrated, enterprise-wide applications. Topics include Web-based and back-office system differences, integration approaches, developing and testing integration systems, real-time back-office interfacing and integrated system testing issues, the need for specific development tools, understanding their use and utility, and selecting the tool needed for a project. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.404 Client-Server Systems**

Many systems involve interaction between various components, at different locations within the systems architecture. This course looks at this design model from a client-server (C-S) perspective. It provides an overview of client-server systems design, and how they may be more effective in systems development and operation. Topics include C-S system technology and operations, designing in a C-S environment, and testing C-S systems. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.411 Web Principles and Web Page Design**

Developing a Web page is the first step in creating a Web-based information system. It is the major user interaction part of the Web application. This course examines the design and development of effective Web pages. Topics covered include World Wide Web basics, understanding the Internet, HTML, designing a Web page, graphic standards, developing basic web page graphics, effective Web page design issues, an introduction to JavaScript, examination of the future of HTML, and tools used for Web page development. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.415 Multimedia on the Web**

Graphics are an integral part of any Web page. Designing, developing, and implementing effective and efficient Web graphics are critical to the utility of the Web page. This course examines all facets of graphics and multimedia on the Web with special emphasis on developing good Web images. The Internet architecture that supports multimedia (e.g., wireless, cable access points) also is examined. Topics covered include basic graphics concepts, multimedia concepts for the Web, developing GIF, JPG and other Web images, using imaging tools, issues in effective design and deployment of images, and tools to use for image creation, implementation, and evaluation. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.416 Web/E-Commerce Security**

Security permeates all facets of information systems today. Each area has some specialized security components and process important to it. This course examines the security principles and practices involved in Web or e-commerce security. Topics include SET, SSL, web server security operations, certificates, authentication, digital signatures, and others needed for developing a secure e-commerce operation. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.418 Principles of E-Commerce**

Electronic business is becoming the heart of Internet systems. This course explores the development and applicability of Web-based businesses. Topics include the history of Web-based business development, effective electronic business principles, operational and legal concerns with operating online, organizational issues, ownership, data timeliness, marketing and sales concepts, and planning the online site. (3 credits)

**769.421 Software and OS Security**

At the heart of a system's operations is the operating system (OS). This course examines OS security principles and practices. Topics include OS security architecture, account and password protection mechanisms, assessing OS vulnerabilities, application interaction, module control, memory security, operational logs, protecting the code, viruses and virus protection, and security applications. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.422 Securing Networks and Telecommunications**

In today's systems, connectivity is the norm. With the explosive growth of the Internet, all systems are used in connection with some networks. Consequently, network security has become an important area of security. This course will examine network security issues, including network security models and architectures, network device security, Web hacking, firewalls, network operating system's security capabilities, dial-in system security, preventing attacks, and detecting and fixing network vulnerabilities. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**Health Care Information Systems****769.430 Introduction to the Health Care Industry**

Understanding the health care industry and its unique operating environment is key to designing and developing effective systems. This course provides an overview of the health care industry, its history and development, the role of each participant, interactions between health care providers and the insurance industry, and organizational and operational structures within industry components. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.431 Overview of Health Care Technology**

Systems used within the industry are unique. They require careful design and development because of the interactions and dependencies each part of the system has on other parts. In addition, many components require time sensitive responses. The course examines the role and uses of technology in the health care environment. Topics include clinical, administrative, financial and MIS systems, hospital information systems, insurance system interaction, linked applications, computer-based medical records, system interfaces, and HL7. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.433 Regulatory Issues in Health Care Technology (formerly Legal Issues in Health Care & Technology)**

The health care industry is more tightly regulated and monitored than most other industries. As a consequence the use of technology and system interactions are greatly affected. This course will examine legal issues in health care, especially as they impact systems development and use. Topics covered include: HIPAA, privacy issues and standards, the legal and regulatory environment, data standards and retention. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.434 Integrating the Web into Health Care Systems**

Increasingly, the Internet and World Wide Web are playing an important role in health care, both in service and support. Understanding the operation of the Web and Web technologies is critical in the development of new systems. This course will provide the foundation for the student to understand Web systems development and to consider its use in health care systems. Topics include introduction to Web structure and operations, an overview of HTML and XML, use of authoring tools, Web site design, and developing a basic Web site. (3 credits)

*Prerequisite(s): 769.430 Introduction to the Health Care Industry. 769.431 Overview of Health Care Technology.*

**769.435 Issues in Emerging Health Care Technology**

The advancement of technology in health care has become critically important. However, this requires careful analysis of its capabilities and usefulness in the field. This course will examine various emerging technologies and their applicability to the health care field. Topics will vary from term to term, but may include: telemedicine, artificial intelligence (AI), decision support systems, expert systems (ES), national databases, graphics and imaging systems, wireless technologies, integration with legacy applications, and upgrading legacy systems. (3 credits)

*Prerequisite(s): 769.430 Introduction to the Health Care Industry. 769.431 Overview of Health Care Technology.*

**769.501 Object-Oriented Design**

The emphasis on systems design and development today is enterprise-wide applications. This often requires special design considerations, especially for organizations functioning in a geographically dispersed environment. In addition, systems are increasingly designed using an object-oriented approach. This course examines the system design needs of dispersed organizations, using the object-oriented methodology. Topics include distributed systems concepts, client-server basics, middleware, dispersed databases, interfacing desktop, legacy and centralized systems, developing networked applications, testing, documentation, training and support, rapid development processes, object-oriented (OO) constructs, OO analysis and design concepts, objects, messages, classes, inheritance, encapsulation, introduction to OO programming concepts, portability, and re-usability. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.503 Applications Programming**

Programming is part art and part science. This course covers both aspects. It exposes the student to the structured part of programming in addition to the creative side of it. Topics include object-oriented programming concepts, object creation and addressing, properties, messaging, data typing and manipulation, program interfaces, function calls, memory allocation, logic flow, module creation, system integration, application testing, and creating a typical organization application. A contemporary object-oriented programming language is used. (3 credits)

*Note: No credit given for both 776.700 Programming in JAVA and 769.503 Applications Programming.*

*Prerequisite(s): 773.707 Software Design Concepts. 769.501 Object-Oriented Design.*

**769.504 Intermediate Applications Programming**

This course builds on the beginnings introduced in 769.503 Applications Programming. The course examines more closely, the development, integration, and testing of contemporary applications. Topics include data and variable sharing between modules, system integration, integrated testing, and creating a typical organization application. (3 credits)

*Prerequisite(s): 769.503 Applications Programming.*

**Security****769.411 Web Principles and Web Page Design**

Developing a Web page is the first step in creating a Web-based information system. It is the major user interaction part of the Web application. This course examines the design and development of effective Web pages. Topics covered include World Wide Web basics, understanding the Internet, HTML, designing a Web page, graphic standards, developing basic web page graphics, effective Web page design issues, an introduction to JavaScript, examination of the future of HTML, and tools used for Web page development. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.416 Web/E-Commerce Security**

Security permeates all facets of information systems today. Each area has some specialized security components and process important to it. This course examines the security principles and practices involved in Web or e-commerce security. Topics include SET, SSL, web server security operations, certificates, authentication, digital signatures, and others needed for developing a secure e-commerce operation. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.421 Software and OS Security**

At the heart of a system's operations is the operating system (OS). This course examines OS security principles and practices. Topics include OS security architecture, account and password protection mechanisms, assessing OS vulnerabilities, application interaction, module control, memory security, operational logs, protecting the code, viruses and virus protection, and security applications. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.422 Securing Networks and Telecommunications**

In today's systems, connectivity is the norm. With the explosive growth of the Internet, all systems are used in connection with some networks. Consequently, network security has become an important area of security. This course will examine network security issues, including network security models and architectures, network device security, Web hacking, firewalls, network operating system's security capabilities, dial-in system security, preventing attacks, and detecting and fixing network vulnerabilities. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.424 Encryption and Cryptography**

Understanding the inner detail of security processes can provide for better security systems design and operations. This course examines details of typical security protection measures. Topics include certificate authorities (CA), public key infrastructure, Rivest-Shamir-Adleman (RSA) architectures, data encryption standard, pretty good privacy, steganography, and security standards. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.425 Non-technical Security Issues**

Most of the time security measures are focused on the technical aspects of system protection. Too often the people side of the problem is ignored or pushed aside. This course focuses on personnel protection issues and measures. Topics include personnel issues, detecting potential problems, security checks, physical access, background checks, personnel security policies and procedures, legal issues related to information technology standards, and setting up a problem response team. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.427 Concepts of Security Testing and Auditing**

While understanding, implementing, and operating a good information technology security system are important, making sure the system is appropriate and functional is critical. The best planned security system may be useless if it is not very functional. This course is designed to cover the aspects of testing security and recovery measures and making sure the policies are properly followed. Topics include the role and organization of the audit and test functions, developing a test plan, testing strategies, recovery testing, principles of the technology audit process, automated audit controls in systems, and conducting an information technology audit. (3 credits)

*Prerequisite(s): 769.416 Web/E-Commerce Security and 769.421 Software and OS Security and 769.422 Securing Networks and Telecommunications and 769.425 Non-technical Security Issues.*

**769.428 Designing and Operating a Security Program**

Knowing how to secure a system only addresses the technical aspects of security. To be effective in security, an organization must develop and implement a comprehensive security plan. This course addresses the issues associated with developing a comprehensive security plan, developing an organization-wide planning process, and security policies and standards. (3 credits)

*Prerequisite(s): 769.416 Web/E-Commerce Security and 769.421 Software and OS Security and 769.422 Securing Networks and Telecommunications and 769.425 Non-technical Security Issues.*

**Web Systems Development****769.402 Enterprise Design and Integration**

Many contemporary development projects, including Web-based systems, are enterprise-wide system solutions. Contemporary Web-based applications need to integrate effectively and efficiently with existing organizational applications. Development of these projects is both time consuming and costly. This course examines the development of integrated, enterprise-wide applications. Topics include Web-based and back-office system differences, integration approaches, developing and testing integration systems, real-time back-office interfacing and integrated system testing issues, the need for specific development tools, understanding their use and utility, and selecting the tool needed for a project. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.411 Web Principles and Web Page Design**

Developing a Web page is the first step in creating a Web-based information system. It is the major user interaction part of the Web application. This course examines the design and development of effective Web pages. Topics covered include World Wide Web basics, understanding the Internet, HTML, designing a Web page, graphic standards, developing basic web page graphics, effective Web page design issues, an introduction to JavaScript, examination of the future of HTML, and tools used for Web page development. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.412 Advanced Web Page Development**

To create effective Web pages, interaction between the Web page (client-side) and the main system (serve side) is needed. This creates a dynamic interaction between the user and the system. This course examines ways to create dynamic, client-side web pages that interact with the server. Topics include server-side concepts and operation, in-depth JavaScript, security concepts, interactive user Web pages, and Web page object concepts. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.413 Server Operations**

The final component in a Web-based system is the server-side operation. The server acts as the gateway to the other parts of the operation and can contain many important elements of its own. This course examines these concepts. Topics include detailed server side operations, selecting the server software, Web-based databases, browser and server interaction, common gateway interface (CGI), and an introduction to CGI programming and system interfacing. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.414 Web Standards and Protocols**

Developing good Web sites requires understanding the most useful options available. This includes understanding the standards and protocols accepted throughout the Web environment. This course provides an overview and examination of these standards, how they evolve, and what importance they play. Topics include HTML, HTTP, HTTPS, XHTML, XML, XSL, and other standards helpful in the design of Web-based systems. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.415 Multimedia on the Web**

Graphics are an integral part of any Web page. Designing, developing, and implementing effective and efficient Web graphics are critical to the utility of the Web page. This course examines all facets of graphics and multimedia on the Web with special emphasis on developing good Web images. The Internet architecture that supports multimedia (e.g., wireless, cable access points) also is examined. Topics covered include basic graphics concepts, multimedia concepts for the Web, developing GIF, JPG and other Web images, using imaging tools, issues in effective design and deployment of images, and tools to use for image creation, implementation, and evaluation. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**769.416 Web/E-Commerce Security**

Security permeates all facets of information systems today. Each area has some specialized security components and process important to it. This course examines the security principles and practices involved in Web or e-commerce security. Topics include SET, SSL, web server security operations, certificates, authentication, digital signatures, and others needed for developing a secure e-commerce operation. (3 credits)

*Prerequisite(s): 769.411 Web Principles and Web Page Design.*

**Program Completion****769.492 Project Management**

In any systems project, there is a need to effectively plan and manage the process. To be most efficient, this requires a variety of both technical and non-technical skills. This course focuses on the non-technical skills needed for proper project scoping, planning, execution, and completion. Topics covered include scope analysis, scheduling, activity and milestone planning, resource allocation and scheduling, personnel management, cost analysis and planning, communication skills, calendar preparation, reporting, and project monitoring. (3 credits)

*Prerequisite(s): Information Technology Foundation Courses.*

**769.494 Technology Management**

One of the most important ways to understand technology is to view and analyze its use from the organizational perspective. How do technology decisions get made? Who makes them? How are systems really used by the technology customer? This course examines these questions and other topics including the role of automation in the organization, historical development of systems, management issues, user concerns, data accuracy, valuing systems, acquisition basics, and technology trends. (3 credits)

*Note: This course is for Information Systems degree students and is not intended as a substitute for 769.304 Managing Information Systems for Business in the B.S./Business & Management program.*

*Prerequisite(s): Information Technology Foundation Courses.*

**769.497 Information Technology Senior Project**

To complete their program, students are required to complete a project that demonstrates their understanding of the application of information technology. This is the culminating course for the BS in Information Systems program. It is designed to incorporate course work taken in the curriculum, and provide the student with an integrating educational experience. It should be taken in the last semester of undergraduate work. (3 credits)

*Note: Students must be ready to complete their B S in Information Systems degree program and obtain the program director's approval.*

**Graduate Professional Education - 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)

**610.650 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, students center on the development of needs assessments, measuring results, and legislative or business needs. 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)

**610.700 Internship in Teaching Adults**

Participants engage in a capstone project to apply and analyze their approach to adult learning. Under the guidance of a faculty sponsor, participants prepare 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)

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