EDUCATION, MASTER OF SCIENCE

Digital Age Learning and Educational Technology (Online)
The online 36-credit Master of Science (MS) in Education with a concentration in Digital Age Learning and Educational Technology prepares educators and related professionals to use a broad range of technologies in their multiple roles as teacher, instructional designer, technology coach, researcher, change agent, or leader in the field. The program is aligned with International Society for Technology in Education (ISTE) standards for educators, as well as with learning theories from the National Academies of Science's initiatives on the new science of learning. The knowledge base within the Digital Age Learning and Educational Technology program comes from both existing and emerging methods for effective technology integration and effective leadership, including policy, practice, research, theory, and culturally responsive education. The program's coursework involves project-based learning, discussions, and collaboration. Candidates gain competencies in instructional leadership, instructional and assistive technologies, systems change, data driven decision-making and Universal Design for Learning.

Educational Studies (Online Teach For America and TNTP Options)
The School of Education's partnership programs with Teach For America (TFA) and TNTP are specially designed to support the development of TFA corps members and alumni and TNTP alumni as they work to increase student learning in their classrooms through strategic and comprehensive coursework, professional development, and reflection. Participants in these partnership programs develop classroom skills as teacher leaders in order to make significant academic gains with their students, meet the needs of the whole child, and have a long-term impact in the field of education.

Educational Studies (Urban Teachers Option)
The Urban Teachers program at the Johns Hopkins School of Education prepares new teachers to succeed through a rigorous clinical training model, with the goal of improving student outcomes in high-need schools and training candidates to become highly effective teachers. This four-year collaborative program includes a 14-month residency working in urban schools prior to becoming a lead teacher; 40-43 credits of graduate coursework (depending on the program of study) leading to the award of a Master of Science in Education degree, which is completed in two years and is clinically based, allowing for teachers to practice their skills immediately in the classroom; and three years of coaching and mentoring to assist in developing outstanding practice once in the field.

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

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

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

Educational Studies (Independent Schools Option)
(Note: The School of Education is not accepting applications or admitting new students to the Master of Science in Education with a concentration in Educational Studies/ Independent Schools option for the 2021-2022 academic year.)

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

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

Since the program is designed for educators with a range of experiences, it draws on the InTASC Standards (which now embrace all levels of teaching experience) and is also informed by the principles and standards of the Association of Independent Maryland & DC Schools (AIMS), the Council on Exceptional Children (CEC), and those of the International Society for Technology Education (ISTE).

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

Reading
(Note: The School of Education is no longer accepting applications or
admitting new students into this program)

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

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

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

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

School Administration and Supervision
This Master of Science (MS) in Education concentration is designed
for certified teachers and other certified personnel pursuing leadership
positions in kindergarten through grade 12 (K–12) school settings and
is approved by the Maryland State Department of Education (MSDE)
for certification in school administration and supervision. Designed
primarily for those pursuing principalship and supervisor positions, this
39-credit program is aligned with the nationally recognized Professional
Standards for Educational Leaders (PSEL), as well as with the Maryland
Instructional Leadership Framework outcomes. The program is also
appropriate for preparing department chairs, team leaders, or curriculum
coordinators.

In addition to the standard School of Education admissions requirements,
applicants are expected to: be certified teachers or other certified school
personnel; have 27 months teaching experience; be currently employed
by a school district or an accredited independent school and be able
to identify a person who will serve as a mentor (during final internship
course). The mentor must have either Administrator I or II certification
and be currently working in an administrative or supervisory capacity.
Additionally, the mentor should be willing to coach the intern and to meet
on a regular basis to provide assistance to the intern in experiencing the
many facets of leadership.

A strong emphasis is placed upon the provision of opportunities for
students to develop the skills and competencies that are necessary
for successful educational leadership. Students have the opportunity
to combine their practical experience with current research regarding
best practices in areas such as leadership, curriculum and instruction,
school law, technology, and other important curricula areas. The seminar
is a capstone class where students synthesize prior learning as well
as explore some current issues; the internship provides an opportunity
for students to create a portfolio based on hands-on experiences in a
school. The internship is completed in the school where the students are
assigned to work and is completed under the careful supervision of a
certified in-school mentor and a university supervisor.

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

Note: As of October 15, 2020 the Maryland State Department of
Education (MSDE) requires candidates seeking Administrator I
certification to complete 3 credits in Special Education (COMAR
13A.12.04.01). You may earn credits through the School of Education or
transfer them in from another accredited institution.

International Teaching and Global Leadership Cohort
The Master of Science in Education — International Teaching and Global
Leadership Cohort (ITGL) prepares international educators to become
innovative education leaders, with the knowledge and skills to transform
schools, systems, and other fast-changing learning environments around
the world. The 33-credit cohort (35 credits for TEFL), which includes
both core and focus area courses, provides our candidates with the
opportunity to build a solid foundation of theory and practice through
three semesters of coursework and continuous practical experiences.
With exposure to a variety of educational experiences, candidates gain
a comprehensive understanding of the different educational models
employed in their focus area. This degree prepares candidates to apply
their expertise effectively in their home countries.

Creative and Innovative Education
When promising learners are not engaged and challenged, a whole nation
can lose tremendous potential. This focus area emphasizes developing
effective programs and instruction for creative and innovative learners
and instilling those learning skills in all students.

Digital Age Teaching and Learning Technology
Integrating technology into the classroom is the most highly demanded
skill in education today. This focus area emphasizes Johns Hopkins
expertise in creating leading-edge online tools and implementing new
methods to manage educational data.

Early Childhood
Young children learn best through structured, engaged play. This focus area emphasizes implementing evidence-based practices that bring together the latest research in neuroscience and child development to support young students.

Entrepreneur in Education
Promoting innovation in the paradigms, strategies, values and culture in school systems, social entrepreneurial ventures, and education companies is critical in today's educational landscape. This focus area emphasizes preparing international entrepreneurs to be creative and innovative, with the knowledge and skills to become successful leaders in entrepreneurial education around the world.

Teaching English as a Foreign Language
In a rapidly changing global environment, education leaders play a critical role in promoting intercultural competence and respect for all learners, their languages, and their cultures. This focus area emphasizes research-based instructional practices specifically designed to foster a caring, positive partnership, team, or community that maximizes learner engagement, learning, and achievement.

Education Policy
This 33 to 36 credit master’s degree program is focused on the changing landscape of education policy in the 21st century in the wake of No Child Left Behind. The field is looking for leaders with sophisticated skill sets who are able to understand complex federal and state statutes and regulations, to research and report on initiatives, to draft policy and regulatory language; to conduct financial analyses; and to possess a deep understanding of the inequities in education. They must then combine it all with a knowledge of the strongest educational models to shape effective, evidence-based education policies. This program comprises 11 or 12 three-credit courses delivered online, except for the first-semester hybrid course: Introduction to Education Policy, which includes an in-person, five-day residency in Washington, D.C. Students can also opt to include a three-credit internship for an experiential learning opportunity.

Admission Requirements
Digital Age Learning and Educational Technology (Online)
Please visit https://education.jhu.edu/academics/dalet/ for details

Educational Studies (Online Teach For America and TNTP Options)
Applicants to the program must:
- Meet all schoolwide admissions criteria
- Be full-time teachers
- Be in good standing with their respective partner (TFA or TNTP)

Please visit https://education.jhu.edu/academics/educational-studies-tfa-tntp/ for additional details

Educational Studies (Urban Teachers Option)
Those interested in the Johns Hopkins School of Education Urban Teachers collaborative program must go through a two-stage application process:

1. applicants must first apply and be admitted into Urban Teachers; and
2. once accepted into Urban Teachers, candidates must then apply for admission to the Johns Hopkins School of Education’s master’s degree.

Please visit https://education.jhu.edu/academics/educational-studies-urban-teachers/ for additional details

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

Please visit https://education.jhu.edu/academics/educational-studies-individualized-interdisciplinary/ for additional details

Gifted Education
Please visit https://education.jhu.edu/academics/gifted/ for details

School Administration and Supervision
Please visit https://education.jhu.edu/academics/_school-administration-and-supervision/ for details

International Teaching and Global Leadership (ITGL)
Please visit https://education.jhu.edu/academics/msed-itgl/ for details

Education Policy
Please visit https://education.jhu.edu/academics/education-policy/ for details

Program Requirements
Digital Age Learning and Educational Technology (Online)

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<thead>
<tr>
<th>Program Plan (36 credits)</th>
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<tbody>
<tr>
<td>Code</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>Foundational Introductory Course (Required)</td>
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<tr>
<td>ED.893.508</td>
</tr>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>ED.810.607</td>
</tr>
<tr>
<td>ED.893.545</td>
</tr>
<tr>
<td>ED.893.550</td>
</tr>
</tbody>
</table>
Required Courses (21 Credits)

Program Requirements

Elective Courses

Students may take up to two electives (6 credits) in consultation with their academic advisor. These electives may replace any course with the exception of ED.893.508, ED.893.850, and ED.893.701. Electives may also be taken from outside the program.

ED.893.628 Gaming and Simulations for Learning 3
ED.893.546 Technology for Learner Variability 3
ED.893.651 Computational Thinking for K-12 Educators 3
ED.880.619 Foundations of Online Teaching and Learning 3
ED.880.623 Instructional Design for Online Learning 3

Educational Studies (Online Teach For America and TNTP Options)

Program Requirements

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

• **Waived Credits (9 Credits)**
  • Granted upon proof of successful completion of summer training program through TFA or TNTP. All waivers for successful completion of summer training are subject to approval by JHU each year.

### Required Courses (21 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED.813.601</td>
<td>Seminar in Transformational Leadership and Teaching: Part I</td>
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<tr>
<td>ED.813.602</td>
<td>Seminar in Transformational Leadership and Teaching: Part II</td>
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<tr>
<td>ED.813.603</td>
<td>Seminar in Transformational Leadership and Teaching: Part III</td>
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<tr>
<td>ED.813.604</td>
<td>Seminar in Transformational Leadership and Teaching: Part IV</td>
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</tr>
<tr>
<td>ED.813.611</td>
<td>Classroom Management: Part I</td>
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<td>Classroom Management: Part II</td>
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<tr>
<td>ED.813.621</td>
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<tr>
<td>ED.813.631</td>
<td>Effective Practices in Teaching and Learning I: Special Educators</td>
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<tr>
<td>ED.813.641</td>
<td>Effective Practices in Teaching and Learning I: ESOL Educators</td>
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<td>ED.813.622</td>
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<tr>
<td>ED.813.632</td>
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<tr>
<td>ED.813.642</td>
<td>Effective Practices in Teaching and Learning II: ESOL Educators</td>
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### Elective Courses

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

ED.813.665 Portfolio Development, Part II: Student Growth 0

Total Credits 30

### Educational Studies (Urban Teachers Option)

**Elementary and Special Education Program Plan**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>ED.813.602</td>
<td>Seminar in Transformational Leadership and Teaching: Part II</td>
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<td>Seminar in Transformational Leadership and Teaching: Part III</td>
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<td>ED.813.604</td>
<td>Seminar in Transformational Leadership and Teaching: Part IV</td>
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<tr>
<td>ED.813.611</td>
<td>Classroom Management: Part I</td>
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<td>Classroom Management: Part II</td>
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<td>Effective Practices in Teaching and Learning II: ESOL Educators</td>
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<td>ED.813.681</td>
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<tr>
<td>ED.813.682</td>
<td>Teaching for Transformation I: Elementary Content</td>
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<td>ED.813.683</td>
<td>Teaching for Transformation II: Secondary Content</td>
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<tr>
<td>ED.813.684</td>
<td>Teaching for Transformation II: Elementary Content</td>
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</table>

**Capstone Project**

In addition to the above coursework, candidates are required to develop a capstone portfolio. The capstone is completed near the end of the candidate’s program plan.

ED.813.665 Portfolio Development, Part II: Student Growth 0

Total Credits 30
**Secondary English Language Arts and Special Education Program Plan**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Summer Semester</td>
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<tr>
<td>ED.811.603</td>
<td>Special Education: Promises and Challenges I</td>
<td>1</td>
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<tr>
<td>ED.811.623</td>
<td>Building Productive and Nurturing Classroom Communities I</td>
<td>1</td>
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<tr>
<td>ED.811.640</td>
<td>Secondary ELA Immersion and Discourse</td>
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<tr>
<td>ED.811.670</td>
<td>Race, Culture, and Equity in Urban Education</td>
<td>2</td>
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<tr>
<td>Fall Semester</td>
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<td>ED.811.604</td>
<td>Special Education: Promises &amp; Challenges II (Elementary)</td>
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<td>ED.811.614</td>
<td>Small Group Practicum (Secondary)</td>
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<tr>
<td>ED.811.616</td>
<td>Understanding and Managing Behavior</td>
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<tr>
<td>ED.811.644</td>
<td>Genre Study I: Argument and Informational Texts</td>
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<tr>
<td>ED.884.508</td>
<td>Literacy in the Content Areas Part I, Methods of Teaching Reading in the Secondary Content Area, Part I</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>ED.811.612</td>
<td>Introduction to Assessment and Tiered Instruction, Assessment and Diagnosis for Diverse Learners</td>
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<tr>
<td>ED.811.615</td>
<td>Formal Assessment and Designing Individualized Education Programs</td>
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<tr>
<td>ED.811.643</td>
<td>Writing in the Secondary Classroom</td>
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<tr>
<td>ED.811.646</td>
<td>Genre Study II: Poetry, Drama, and the Novel</td>
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<tr>
<td><strong>Credits</strong></td>
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<td>ED.811.608</td>
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<td>Language Acquisition</td>
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<td>ED.811.617</td>
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<td>Reading Diagnosis and Intervention</td>
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<td>Motivation and Engagement of Adolescent Readers and Writers</td>
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<td>ED.811.665</td>
<td>Trauma Informed Teaching Practices</td>
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<tr>
<td>ED.811.679</td>
<td>Adolescent Development and Urban Youth</td>
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</table>

**Secondary Mathematics and Special Education Program Plan**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Summer Semester</td>
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<tr>
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<td>Special Education: Promises and Challenges I</td>
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<tr>
<td>ED.811.623</td>
<td>Building Productive and Nurturing Classroom Communities I</td>
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<td>ED.811.650</td>
<td>Secondary Math Immersion</td>
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<td>ED.811.670</td>
<td>Race, Culture, and Equity in Urban Education</td>
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<td>Fall Semester</td>
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<tr>
<td>ED.811.604</td>
<td>Special Education: Promises &amp; Challenges II (Elementary)</td>
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<tr>
<td>ED.811.616</td>
<td>Understanding and Managing Behavior</td>
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<td>ED.811.651</td>
<td>Proportional Reasoning</td>
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<td>ED.811.653</td>
<td>Math Methods I</td>
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<td>ED.884.508</td>
<td>Literacy in the Content Areas Part I, Methods of Teaching Reading in the Secondary Content Area, Part I</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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<tr>
<td>ED.811.612</td>
<td>Introduction to Assessment and Tiered Instruction, Assessment and Diagnosis for Diverse Learners</td>
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<td>ED.811.614</td>
<td>Small Group Practicum (Secondary)</td>
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<td>ED.811.615</td>
<td>Formal Assessment and Designing Individualized Education Programs</td>
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<td>ED.811.654</td>
<td>Geometrical Thinking</td>
<td>2</td>
</tr>
<tr>
<td>ED.811.655</td>
<td>Math Methods II</td>
<td>2</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED.811.608</td>
<td>Building Productive and Nurturing Classroom Communities II</td>
<td>1</td>
</tr>
<tr>
<td>ED.811.678</td>
<td>Data and Community: Statistics and Probability in Action</td>
<td>2</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED.811.617</td>
<td>Specialized Instructional Techniques</td>
<td>2</td>
</tr>
<tr>
<td>ED.811.652</td>
<td>Algebra, Functions, and Modeling in the Real World</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED.811.665</td>
<td>Trauma Informed Teaching Practices</td>
<td>1</td>
</tr>
<tr>
<td>ED.811.679</td>
<td>Adolescent Development and Urban Youth</td>
<td>1</td>
</tr>
</tbody>
</table>
Program Plan

Independent Schools option for the 2021-2022 academic year.

admitting new students into the Master of Science Educational Studies

Note: The School of Education is not accepting applications or

Educational Studies (Independent Schools Option)

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

One pathway allows a student to combine the deep study of one area

of education with an exposure to the breadth of educational theory and

practice. It requires the following common core courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.881.622</td>
<td>Advanced Instructional Strategies ¹</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.611</td>
<td>Action Research for School Improvement ¹</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>8-9</td>
</tr>
</tbody>
</table>

¹ Students may be allowed to take an alternative course as a substitute, including online options, subject to faculty adviser approval.

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

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

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

Educational Studies (Individualized Interdisciplinary Program of Study Option)

Note: The School of Education is not accepting applications or admitting new students into the Master of Science Educational Studies Independent Schools option for the 2021-2022 academic year.

Program Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.851.633</td>
<td>Introduction to the Independent School</td>
<td>3</td>
</tr>
<tr>
<td>ED.851.634</td>
<td>Curriculum, Instruction, and Assessment in Independent School Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED.851.635</td>
<td>Educating the Whole Child: Teaching to the Developmental Needs of the Child</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership (must be taken in one of final two semesters)</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses

Technology Course

Elective Courses

Select 15 credits of elective courses. ¹

Total Credits

15

¹ Subject to the approval of their faculty adviser.

Gifted Education

The program is designed to be completed in six semesters, with students typically taking two courses per semester—though students may elect to take longer. A new cohort begins each year (subject to sufficient enrollments), with courses being delivered online.

Program Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.885.501</td>
<td>The Gifted Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.604</td>
<td>Social and Emotional Needs of the Gifted</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.512</td>
<td>Twice Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.505</td>
<td>Creativity in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.510</td>
<td>Curriculum, Instruction, and Assessment for Advanced Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.519</td>
<td>Seminar I in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.515</td>
<td>Leadership of Gifted Education and Talent Development Programs</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.520</td>
<td>Seminar II in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.820</td>
<td>Practicum in Gifted Education and Talent Development ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

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

Total Credits

33

¹ All candidates employed in Maryland who are seeking Gifted and Talented Education Specialist certification from the Maryland State Department of Education will undertake a semester-long practicum experience as the culminating course of their program. Candidates who are employed in other states outside of Maryland will take an online 3-credit elective course in place of the practicum course in consultation with their advisor.

Reading

Program Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.884.604</td>
<td>Emergent Literacy: Research into Practice</td>
<td>3</td>
</tr>
<tr>
<td>ED.884.615</td>
<td>Cross-Cultural Studies in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED.884.617</td>
<td>Children and Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED.884.610</td>
<td>Advanced Diagnosis for Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.611</td>
<td>Action Research for School Improvement</td>
<td>3</td>
</tr>
</tbody>
</table>
ED.884.642 Linguistics for Teachers 3
ED.884.811 Supervised Clinical Practicum I for Masters in Reading Candidates 3
ED.881.622 Advanced Instructional Strategies 3
ED.884.701 Reading Comprehension and Critical Literacy 3
ED.884.850 Clinical Practicum in Writing and Other Media 3
ED.884.620 Seminar in Reading: Roles of the Reading Specialist 3
ED.884.820 Supervised Clinical Practicum in Reading II 3

Elective Courses
Select one of the following: 3
- ED.884.612 Teaching Reading and Writing in the Content Areas to ESL Students
- ED.884.703
- ED.893.508 Technology and the Science of Learning

Total Credits 39

1 All candidate choices must be determined in consultation with, and approved by, the faculty adviser.

School Administration and Supervision

Program Plan

First Sequence of Concentration Requirements
Must be taken prior to the second sequence.
- ED.851.601 Organization and Administration of Schools 3
- ED.851.603 School Law 3
- ED.851.705 Effective Leadership 3
- ED.851.708 Systemic Change Process for School Improvement 3
- ED.852.602 Supervision and Professional Development 3
- ED.881.610 Curriculum Theory, Development, and Implementation 3
- ED.881.611 Action Research for School Improvement 3
- ED.881.622 Advanced Instructional Strategies 3

Second Sequence of Concentration Requirements
- ED.851.609 Administrative and Instructional Uses of Technology 3
- ED.851.616 Issues in K-12 Education Policy 3

Elective Courses
Select one of the following: 3
- ED.851.512 Politics of Education
- ED.851.630 School, Family, and Community Collaboration for School Improvement I
- ED.882.524 Education of Culturally Diverse Students

The following courses may be taken only after completing the first sequence of 24 credits:
- ED.851.809 Seminar in Educational Administration and Supervision 3
- ED.851.810 Internship in Administration and Supervision 3

Total Credits 39

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

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

International Teaching and Global Leadership Cohort

Program Plan

Core Requirements (24 credits)
- ED.887.615 Explorations in Mind, Brain, and Teaching 3
- ED.855.619 Global Leadership (Global Leadership) 3
- ED.855.609 Introduction to Entrepreneurship in Education 3
- ED.813.652 Introduction to Global Education Policy and Analysis 3
- ED.881.622 Advanced Instructional Strategies 3
- ED.881.611 Action Research for School Improvement 3
- ED.855.600 Extended Learning I (0 credit learning experience) 3
- ED.855.610 Seminar in Teacher Leadership 3

Creative and Innovative Education Focus (9 credits)
- ED.885.505 Creativity in Education 3
- ED.885.501 The Gifted Learner 3
- ED.885.510 Curriculum, Instruction, and Assessment for Advanced Learners 3

Digital Age Teaching and Learning Focus (9 credits)
- ED.893.508 Technology and the Science of Learning 3
- ED.893.550 Emerging Issues in Digital Age Learning 3
- ED.893.628 Gaming and Simulations for Learning 3

Early Childhood Focus (9 credits)
- ED.855.603 The Early Childhood Learner 3
- ED.855.608 Comparative High Quality Practices in Early Education 3
- ED.855.630 Authentic Assessment and Measuring Child Outcomes and School Readiness 3

Entrepreneur in Education Focus (9 credits)
- ED.855.614 Planning a New Venture in Education 3
- ED.855.617 Launching a New Venture in Education (Launching a New Venture in Education) 3
- ED.855.618 The Sustainable Venture (The Sustainable Venture) 3

Teaching English as a Foreign Language Focus (11 credits)
- ED.855.500 Language Acquisition in TEFL 3
- ED.855.501 Language and Culture in TEFL 3
- ED.855.510 Building Productive Learning Relationships for TEFL 1
- ED.855.502 (Program Evaluation and Learner Assessment in TEFL) 3
- ED.855.520 (Promoting Active Engagement and Learning for TEFL) 3

Total Credits: 33 - 35

Education Policy

Number of Credits Required: 33-36

One-week residency in Washington, D.C., required

Please note that students must attend an organizational meeting or make arrangements to meet with the program coordinator in the semester prior to registering for the internship.
Upon successful completion of the program, we expect students will:

Learning Outcomes

The goals of the program are:

Program Goals

(Online)

Digital Age Learning and Educational Technology

Program Goals

The goals of the program are to:

Educational Studies (Online Teach For America and TNTP Options)

Program Goals

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

Educational Studies (Individualized Interdisciplinary Program of Study Option)

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

Educational Studies (Independent Schools Option)

Program Goals

The goals of the program are:

Program Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.820.602</td>
<td>Introduction to Education Policy (includes a 1-week residency in Washington, D.C.)</td>
<td>3</td>
</tr>
</tbody>
</table>

Core Courses (30 credit hours)

ED.820.600 | Introduction to Statistics (will be waived if completed a stats course with a B or better within 5 years of applying to the program) | 3       |
ED.820.601 | Intermediate Statistics                                   | 3       |
ED.820.603 | Federal Education Policy                                  | 3       |
ED.820.604 | Diversity                                                 | 3       |
ED.820.605 | (International Education Policy)                          | 3       |
ED.820.606 | (State and Local Education Policy)                        | 3       |
ED.820.607 | (Understanding Education Research)                        | 3       |
ED.820.608 | (Education Finance)                                       | 3       |
ED.820.609 | (Outside the Schoolhouse)                                 | 3       |
ED.820.610 | (Capstone Course)                                         | 3       |

Elective (3 credit hours)

ED.820.611 | (Experiential Learning (optional))                        | 3       |

Total Credits | 36 |

Note: The Foundational Introductory Course will be taken first, outside of the statistics courses

Learning Outcomes

Digital Age Learning and Educational Technology

(Online)

Program Goals

The goals of the program are to:

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

Learning Outcomes

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

- Develop skills for advanced technologies—including online and blended learning, mobile learning, multimedia-based instruction, tools for instructional management and assessment, and the integration of technology in Universal Design for Learning (UDL).
- Engage in technology integration—applying the new science of learning, digital-age skills, and a constructivist approach to teaching and learning, as well as the use of authentic assessment strategies, differentiated instruction and appropriate technology tools to accommodate all learners, including students with special needs.
- Build leadership skills through mentoring, consulting, professional development, and systems change.

Educational Studies (Individualized Interdisciplinary Program of Study Option)

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

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

Educational Studies (Independent Schools Option)

Program Goals

The goals of the program are:

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

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

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

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

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

Learning Outcomes
• Upon successful completion of the program, we expect students will:
  • Understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
  • Use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
  • Use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
  • Create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
  • Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

School Administration and Supervision
Upon successful completion of the program, we expect students will:

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

International Teaching and Global Leadership Cohort
Upon successful completion of the program, we expect students will be able to:

• Identify and explain best practices in teaching English as a foreign language, entrepreneurial education, early childhood, creative and innovative education and digital age learning to become successful global education leaders.
• Apply identified best practices in teaching English as a foreign language, entrepreneurial education, early childhood, creative and innovative education and digital age learning to become successful global education leaders.

Education Policy
The goal of our program is to provide the comprehensive, research-based, real-world, and work environment-ready skills and knowledge for students and professionals interested in the field of K-12 education policy.

Student Outcomes
The primary educational outcomes of the program is to prepare graduates to analyze and evaluate education research, translate research into policies, and contribute effectively to governmental agencies, legislative offices, mayor’s offices, think tanks, and nonprofits that focus on education.

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

• Analyze and evaluate education research.
• Analyze the structures that comprise public education in different states within the U.S. and in peer nations around the world.
• Analyze national and international educational assessment data.
• Translate research into policy recommendations for different stakeholders (i.e. states, local education bodies, city governments, or non-profits/think tanks).
• Analyze current or proposed federal and state legislation and regulatory language for their potential impact.
• Analyze existing education budgets and funding streams.
• Evaluate proposed policies in terms of their potential impact on underserved or marginalized populations.
• Compose reports, policy memos, op-eds, and policy briefings on educational issues in strong, clear, and empirically based language.