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.

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.

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 admission 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 course 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 courses 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.

**Science, Technology, Engineering and Mathematics**

Instructional leadership in STEM education is a growing need globally. This focus area emphasizes the foundational knowledge necessary to develop and lead STEM educational efforts that support student learning and the pursuit of STEM careers.

**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. 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/](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 a full-time preK-12 teacher by the start of the academic year to which they are applying
- Be in good standing with their respective partner (TFA or TNTP)

Please visit [https://education.jhu.edu/academics/educational-studies-tfa-tntp/](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:
Program Plan (36 credits)

**Digital Age Learning and Educational Technology (Online)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.893.508</td>
<td>Technology and the Science of Learning (Note: this course should be taken first)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Courses**

- ED.810.607: Culturally Responsive Teaching
- ED.893.545: Technology Integration for the 21st Century Learner
- ED.893.550: Emerging Issues in Digital Age Learning

**EdD.880.626: Instructional Design for Online Learning** (Note: take in second to last or final term)

**Elective Courses**

- ED.893.628: Gaming and Simulations for Learning
- ED.893.546: Technology for Learner Variability
- ED.893.600: Maker Education: Cultivating Curiosity, Creativity, and Problem Solving in Theory and Practice
- ED.893.651: Computational Thinking for K-12 Educators
- ED.880.619: Foundations of Online Teaching and Learning
- ED.880.623: Instructional Design for Online Learning

**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>
</tr>
</thead>
<tbody>
<tr>
<td>ED.813.601</td>
<td>Seminar in Transformational Leadership and Teaching: Part I</td>
<td>1</td>
</tr>
<tr>
<td>ED.813.602</td>
<td>Seminar in Transformational Leadership and Teaching: Part II</td>
<td>1</td>
</tr>
<tr>
<td>ED.813.603</td>
<td>Seminar in Transformational Leadership and Teaching: Part III</td>
<td>2</td>
</tr>
<tr>
<td>ED.813.604</td>
<td>Seminar in Transformational Leadership and Teaching: Part IV</td>
<td>2</td>
</tr>
<tr>
<td>ED.813.611</td>
<td>Classroom Management: Part I</td>
<td>1</td>
</tr>
<tr>
<td>ED.813.612</td>
<td>Classroom Management: Part II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Select one of the following:**

- ED.813.621: Effective Practices in Teaching and Learning I: General Educators
- ED.813.631: Effective Practices in Teaching and Learning I: Special Educators
- ED.813.641: Effective Practices in Teaching and Learning I: ESOL Educators

**Select one of the following:**

- ED.813.622: Effective Practices in Teaching and Learning II: General Educators
- ED.813.632: Effective Practices in Teaching and Learning II: Special Educators
Elective Courses
Depending on their program of study, and subject to the approval of their advisor, candidates will take 9 credits of elective courses.

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

Total Credits 30

Secondary English Language Arts and Special Education Program Plan

Course Title Credits
First Year
Summer Semester
ED.811.603 Special Education: Promises and Challenges I 1
ED.811.623 Building Productive and Nurturing Classroom Communities I 1
ED.811.640 Secondary ELA Immersion and Discourse 3
ED.811.670 Race, Culture, and Equity in Urban Education 2

Fall Semester
ED.811.604 Special Education: Promises & Challenges II 1
ED.811.614 Small Group Practicum (Secondary) 2
ED.811.616 Understanding and Managing Behavior 2
ED.811.644 Genre Study I: Argument and Informational Texts 3
ED.884.508 Literacy in the Content Areas Part I, Methods of Teaching Reading in the Secondary Content Area, Part I 3

Spring Semester
ED.811.612 Introduction to Assessment and Tiered Instruction, Assessment and Diagnosis for Diverse Learners 1
ED.811.615 Formal Assessment and Designing Individualized Education Programs, Designing and Implementing Individualized Instruction 2
ED.811.643 Writing in the Secondary Classroom 3
ED.811.646 Genre Study II: Poetry, Drama, and the Novel 3

Credits 27

Second Year
Summer Semester
ED.811.608 Building Productive and Nurturing Classroom Communities II 1
ED.811.641 Language Acquisition 2

Fall Semester
ED.811.617 Specialized Instructional Techniques 2
ED.811.642 Reading Diagnosis and Intervention 2
ED.811.677 Motivation and Engagement of Adolescent Readers and Writers 1

Credits 27
Secondary Mathematics and Special Education Program Plan

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.811.603</td>
<td>Special Education: Promises and Challenges I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.623</td>
<td>Building Productive and Nurturing Classroom Communities I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.650</td>
<td>Secondary Math Immersion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED.811.670</td>
<td>Race, Culture, and Equity in Urban Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.811.604</td>
<td>Special Education: Promises &amp; Challenges II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.616</td>
<td>Understanding and Managing Behavior</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.811.651</td>
<td>Proportional Reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED.811.653</td>
<td>Math Methods I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.884.508</td>
<td>Literacy in the Content Areas Part</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of Teaching Reading in the Secondary Content Area, Part I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.811.612</td>
<td>Introduction to Assessment and Tiered Instruction, Assessment and Diagnosis for Diverse Learners</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.614</td>
<td>Small Group Practicum (Secondary)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.811.615</td>
<td>Formal Assessment and Designing Individualized Education Programs, Designing and Implementing Individualized Instruction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.811.654</td>
<td>Geometrical Thinking</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.811.655</td>
<td>Math Methods II</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Second Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.811.608</td>
<td>Building Productive and Nurturing Classroom Communities II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.665</td>
<td>Trauma Informed Teaching Practices</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ED.811.679</td>
<td>Adolescent Development and Urban Youth</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Summer Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.811.678</td>
<td>Data and Community: Statistics and Probability in Action</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ED.884.510</td>
<td>Literacy in the Content Areas Part</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of Teaching Reading in the Secondary Content Area, Part II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.880.624</td>
<td>Evaluation and Research in Education (Or ED.881.611 Action Research)</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.622</td>
<td>Advanced Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Educational Studies (Individualized Interdisciplinary Program of Study 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.880.624</td>
<td>Evaluation and Research in Education (Or ED.881.611 Action Research)</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.622</td>
<td>Advanced Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**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

School Administration and Supervision

School Administration and Supervision

**Core Requirements (24 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.851.519</td>
<td>Seminar I in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED.851.515</td>
<td>Leadership of Gifted Education and Talent Development Programs</td>
<td>3</td>
</tr>
<tr>
<td>ED.851.520</td>
<td>Seminar II in Gifted Education and Talent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED.851.820</td>
<td>Practicum in Gifted Education and Talent Development</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.

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.887.615</td>
<td>Explorations in Mind, Brain, and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.619</td>
<td>Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.609</td>
<td>Introduction to Entrepreneurship in Education (Science, Technology, Engineering, and Mathematics (9 credits))</td>
<td>3</td>
</tr>
<tr>
<td>ED.813.652</td>
<td>Introduction to Global Education Policy and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.622</td>
<td>Advanced Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.611</td>
<td>Action Research for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.600</td>
<td>Extended Learning I (0 credit learning experience)</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.505</td>
<td>Creativity in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.501</td>
<td>The Gifted Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.510</td>
<td>Curriculum, Instruction, and Assessment for Advanced Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Creative and Innovative Education Focus (9 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.887.615</td>
<td>Explorations in Mind, Brain, and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.619</td>
<td>Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.609</td>
<td>Introduction to Entrepreneurship in Education (Science, Technology, Engineering, and Mathematics (9 credits))</td>
<td>3</td>
</tr>
<tr>
<td>ED.813.652</td>
<td>Introduction to Global Education Policy and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.622</td>
<td>Advanced Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ED.881.611</td>
<td>Action Research for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.600</td>
<td>Extended Learning I (0 credit learning experience)</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.610</td>
<td>Seminar in Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.505</td>
<td>Creativity in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.501</td>
<td>The Gifted Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED.885.510</td>
<td>Curriculum, Instruction, and Assessment for Advanced Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Digital Age Teaching and Learning Focus (9 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.893.508</td>
<td>Technology and the Science of Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED.893.550</td>
<td>Emerging Issues in Digital Age Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED.893.628</td>
<td>Gaming and Simulations for Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Early Childhood Focus (9 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.855.603</td>
<td>The Early Childhood Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.608</td>
<td>Comparative High Quality Practices in Early Education</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.630</td>
<td>Authentic Assessment and Measuring Child Outcomes and School Readiness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Entrepreneur in Education Focus (9 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.855.614</td>
<td>Planning a New Venture in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.617</td>
<td>Launching a New Venture in Education (Launching a New Venture in Education)</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.618</td>
<td>The Sustainable Venture (The Sustainable Venture)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science, Technology, Engineering, and Mathematics (9 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.855.530</td>
<td>Foundational Concepts of STEM</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.540</td>
<td>Integration of STEM Content through the Science of Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.550</td>
<td>Leading STEM Instructional Programs &amp; Professional Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Teaching English as a Foreign Language Focus (11 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED.855.500</td>
<td>Language Acquisition in TEFL</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.501</td>
<td>Language and Culture in TEFL</td>
<td>3</td>
</tr>
<tr>
<td>ED.855.510</td>
<td>Building Productive Learning Relationships for TEFL</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits**

- 39
The goals of the program are to:

- Develop systems and structures to support the use of ICT and other digital resources for learning.
- Engage in planning and assessment centered on the needs and abilities of students.
- Design online and blended learning environments that facilitate digital learning and support communities of inquiry.

### 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.

**Education Policy**

Number of Credits Required: 33-36

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

<table>
<thead>
<tr>
<th>Program Plan</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Introductory Course (3 credit hours)</td>
<td>ED.820.602</td>
<td>Introduction to Education Policy (includes a 1-week residency in Washington, D.C.)</td>
<td>3</td>
</tr>
<tr>
<td>Core Courses (30 credit hours)</td>
<td>ED.820.600</td>
<td>Introduction to Statistics (will be waived if completed a stats course with a B or better within 5 years of applying to the program)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.601</td>
<td>Intermediate Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.603</td>
<td>Federal Education Policy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.604</td>
<td>Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.605</td>
<td>International Education Policy (International Education Policy)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.606</td>
<td>State and Local Education Policy (State and Local Education Policy)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.607</td>
<td>Understanding Education Research (Understanding Education Research)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.608</td>
<td>Education Finance (Education Finance)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.609</td>
<td>Outside the Schoolhouse (Outside the Schoolhouse)</td>
<td>3</td>
</tr>
<tr>
<td>Elective (3 credit hours)</td>
<td>ED.820.610</td>
<td>Capstone Course (Capstone Course)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED.820.611</td>
<td>Experiential Learning (Experiential Learning (optional))</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 33 - 35**

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

**Learning Outcomes**

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

- Lead their organization in the effective use of technology for digital learning.
- Establish leadership skills for supporting data driven decision-making.
- Develop skills for advanced technologies—including online and blended learning, mobile learning, multimedia-based instruction, tools for instructional management and assessment, and the integration of technology in Universal Design for Learning (UDL).
- Engage in technology integration—applied 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 (Online Teach For America and TNTP Options)**

**Program Goals**

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

- Track and monitor student progress in an ongoing manner to ensure students make dramatic academic gains.
- Consistently integrate and apply their skills in planning, instructional delivery, and assessment to enhance student learning.
- Impact their classrooms, schools and communities as content experts by providing excellent education to their students and serving as student advocates.
- 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 (Individualized Interdisciplinary Program of Study Option)**

Student outcomes depend upon the pathway chosen, but all students who complete the program will:
• Develop an in-depth knowledge of at least one area of education.
• Increase their awareness of the breadth of work in education, either through a second area of specialization or through core educational coursework.
• Complete an independent project in their area(s) of concentration in the capstone course, the Seminar in Teacher Leadership. (Examples include a research project, an action plan, or a professional development plan.)

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

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 Science, Technology, Engineering and Mathematics, 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 Science, Technology, Engineering and Mathematics, 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.