EDUCATION, MASTER OF SCIENCE - EDUCATIONAL STUDIES

Education, Master of Science - Educational Studies

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.

Admission

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 Educational Studies (Teach For America & TNTP) for additional details.

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)

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<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>
<td>1</td>
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<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>
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<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>
<tr>
<td>Select one of the following:</td>
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<td>3</td>
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<tr>
<td>ED.813.621</td>
<td>Effective Practices in Teaching and Learning I: General Educators</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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</table>

Waived Credits (9 Credits)

- Meet all schoolwide admissions criteria
- Be in good standing with their respective partner (TFA or TNTP)
- Be a full-time preK-12 teacher by the start of the academic year to which they are applying
- Consent 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.

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.

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<tr>
<td>ED.813.665</td>
<td>Portfolio Development, Part II: Student Growth</td>
<td>0</td>
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Total Credits 30

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)

The School of Education is not accepting or admitting new students into the Master of Science Educational Studies, Individualized Interdisciplinary Program of Study for the academic year 2024-2025.

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.

**Admission Requirements**

Prospective students planning to apply to the individualized, 
interdisciplinary MS Ed Studies program option should consult with a 
program advisor 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.

**Program Requirements**

Here 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:

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<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>
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Total Credits: 9

Students may be allowed to take an alternative course as a substitute, 
including online options, subject to faculty advisor 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 advisor. 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 advisor about the timing of the 
two certificates.

**Learning Outcomes**

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.)