

# 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 <https://education.jhu.edu/academics/educational-studies-tfa-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)

Code	Title	Credits
ED.813.601	Seminar in Transformational Leadership and Teaching: Part I	1
ED.813.602	Seminar in Transformational Leadership and Teaching: Part II	1
ED.813.603	Seminar in Transformational Leadership and Teaching: Part III	2
ED.813.604	Seminar in Transformational Leadership and Teaching: Part IV	2
ED.813.611	Classroom Management: Part I	1
ED.813.612	Classroom Management: Part II	2
Select one of the following:		3
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:		3
ED.813.622	Effective Practices in Teaching and Learning II: General Educators	
ED.813.632	Effective Practices in Teaching and Learning II: Special Educators	
ED.813.642	Effective Practices in Teaching and Learning II: ESOL Educators	
ED.813.681	Teaching for Transformation I: Secondary Content	3
or ED.813.682	Teaching for Transformation I: Elementary Content	
ED.813.683	Teaching for Transformation II: Secondary Content	3
or ED.813.684	Teaching for Transformation II: Elementary Content	
<b>Elective Courses</b>		
Depending on their program of study, and subject to the approval of their advisor, candidates will take 9 credits of elective courses.		9
<b>Capstone Project</b>		
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
<b>Total Credits</b>		<b>30</b>

#### 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 (Urban Teachers Option)

**The School of Education is not accepting or admitting new students into the Urban Studies Option of the Educational Studies, Master of Science for the academic year 2023-2024.**

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.

## Admission Requirements

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.

## Program Requirements

### Elementary and Special Education Program Plan

Course	Title	Credits
<b>First Year</b>		
Summer Semester		
ED.811.603	Special Education: Promises and Challenges I	1
ED.811.623	Building Productive and Nurturing Classroom Communities I	1
ED.811.670	Race, Culture, and Equity in Urban Education	2
ED.811.671	Reading, Writing, and Language Development	2
ED.811.672	Numbers, Operations, and Algebraic Reasoning	2
Fall Semester		
ED.811.604	Special Education: Promises & Challenges II	1
ED.811.616	Understanding and Managing Behavior	2
ED.811.625	Emergent Literacy	3
ED.811.673	Counting & Cardinality	1
ED.811.674	Small Group Math Practicum	2
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.811.628	Intermediate Literacy	2
ED.811.632	Small Group Literacy Practicum	2
ED.811.675	Geometry for Elementary Grades	2
<b>Credits</b>		<b>26</b>

### Second Year

Summer Semester		
ED.811.608	Building Productive and Nurturing Classroom Communities II	1
ED.811.676	Measurement and Data	2

### Fall Semester

ED.811.617	Specialized Instructional Techniques	2
ED.811.630	Supporting Writer's Development	2
ED.811.665	Trauma Informed Teaching Practices	1

### Spring Semester

ED.811.631	Elementary S.T.E.M. Methods	3
ED.811.667	Social Studies Inquiry: Content Area Reading and Writing	2

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<b>Credits</b>	<b>13</b>
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<b>Total Credits</b>	<b>39</b>
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## Secondary English Language Arts and Special Education Program Plan

Course	Title	Credits
<b>First Year</b>		
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
<b>Credits</b>		<b>27</b>

### 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

Spring Semester		
ED.811.665	Trauma Informed Teaching Practices	1
ED.811.679	Adolescent Development and Urban Youth	1
ED.884.510	Literacy in the Content Areas Part 2	3
<b>Credits</b>		<b>13</b>
<b>Total Credits</b>		<b>40</b>

ED.884.510	Literacy in the Content Areas Part 2	3
<b>Credits</b>		<b>13</b>
<b>Total Credits</b>		<b>40</b>

## Secondary Mathematics and Special Education Program Plan

Course	Title	Credits
<b>First Year</b>		
Summer Semester		
ED.811.603	Special Education: Promises and Challenges I	1
ED.811.623	Building Productive and Nurturing Classroom Communities I	1
ED.811.650	Secondary Math Immersion	3
ED.811.670	Race, Culture, and Equity in Urban Education	2
Fall Semester		
ED.811.604	Special Education: Promises & Challenges II	1
ED.811.616	Understanding and Managing Behavior	2
ED.811.651	Proportional Reasoning	3
ED.811.653	Math Methods I	2
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.811.614	Small Group Practicum (Secondary)	2
ED.811.615	Formal Assessment and Designing Individualized Education Programs, Designing and Implementing Individualized Instruction	2
ED.811.654	Geometrical Thinking	2
ED.811.655	Math Methods II	2
<b>Credits</b>		<b>27</b>
<b>Second Year</b>		
Summer Semester		
ED.811.608	Building Productive and Nurturing Classroom Communities II	1
ED.811.678	Data and Community: Statistics and Probability in Action	2
Fall Semester		
ED.811.617	Specialized Instructional Techniques	2
ED.811.652	Algebra, Functions, and Modeling in the Real World	3
Spring Semester		
ED.811.665	Trauma Informed Teaching Practices	1
ED.811.679	Adolescent Development and Urban Youth	1

## 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.

### 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.

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

### 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:

Code	Title	Credits
ED.880.624	Evaluation and Research in Education (Or ED.881.611 Action Research)	3

ED.881.622	Advanced Instructional Strategies <sup>1</sup>	3
ED.855.610	Seminar in Teacher Leadership	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> 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.

*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.*

## 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.)