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**The Johns Hopkins University  
School of Education  
Proposal to Offer an Existing Program Off-campus**

**Master of Science in Education (w/ AOC in Educational Studies)**

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**1. The title of the program and the degree or certificate to be awarded**

The Johns Hopkins University School of Education (JHUSOE) is proposing to offer its existing and previously endorsed Master of Science in Education with a concentration in Educational Studies (MS Ed Studies) program (HEGIS code 0801-00, CIP code 13.0101) at the following off-campus location: Federal Hill Preparatory School, 1040 William Street, Baltimore, MD 21230. The Master of Science with a concentration in Educational Studies program has been offered by the School of Education (or its predecessor schools) since 1972.

The specific program option that will be offered at Federal Hill Preparatory School is JHUSOE's partnership program with Urban Teachers, for which JHUSOE submitted a proposal to make a substantial modification to the area of concentration for the MS Ed Studies program, and which MHEC endorsed on February 19, 2016.

**2. The resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation**

This off-campus program shall not require any additional resource requirements and shall be funded in accordance with the tuition model that was detailed in the aforementioned substantial modification proposal that was submitted to MHEC (see Appendix A).

**3. The need and demand for the program**

JHUSOE will admit a second cohort of students into the MS Ed Studies/Urban Teachers partnership program in summer 2017. If recruitment targets are met, this will more than double enrollment in the program, bringing the total enrollment to over 100 students. JHUSOE does not have the capacity at its own approved on-campus location (2800 N. Charles Street, Baltimore, MD 21218) to deliver the entire coursework to two concurrent cohorts of the MS Ed Studies/Urban Teachers partnership program, in addition to running courses for students in more than 20+ other degree and certificate programs at this same on-campus location. Therefore, JHUSOE would like approval to operate the program at an additional, off-campus location.

Due to the need for a dedicated space in an authentic school setting and the dispersed nature of the student body in the MS Ed Studies/Urban Teachers partnership program, with students performing their internship placements in multiple schools across the Baltimore City school district, it is most practical to bring students together at one off-campus site, rather than multiple sites, to help deliver the program coursework. Urban Teachers has built a strong relationship with Baltimore City Public Schools and JHUSOE

and Urban Teachers have identified Federal Hill Preparatory School as suitable to meet all the instructional needs for the program.

*a. Specific local, regional and State need for graduates*

There remains a pressing need for programs focused on working in the most challenged schools in Baltimore to improve the overall quality of education for all K-12 students, especially in underserved subject areas like mathematics and special education. In addition to addressing the specific societal need of expanding educational opportunities for minority and educationally disadvantaged students, the MS Ed Studies/Urban Teachers partnership program also supports the more general goal of advancing knowledge by preparing highly trained educators, who, in turn, seek to pass on knowledge to the students they are teaching.

*b. Job opportunities available to those who complete the program*

According to the Bureau of Labor Statistics (BLS), the number of elementary and middle school teacher positions will grow by 12% for the period 2012-22, and that the numbers of high school and special education teachers will grow by 6%. BLS estimates that approximately 340,000 new job positions will be created nationwide across the various teaching sectors described above in the period 2012-22. At the local level, even with its current teacher pipelines, Baltimore City Public Schools opened the 2015-16 school year with more than 100 vacancies, as it has every year in recent memory, and this trend is likely to continue for the foreseeable future.

*c. Evidence of market demand through supporting data, including results of surveys that have recently been conducted*

As highlighted above, the Bureau of Labor Statistics projects that the number of teaching positions nationwide will grow significantly in the period 2012-22. At the local level, Baltimore City Public Schools has experienced high turnover and teacher shortages on a regular basis in recent years, and these trends are likely to continue for the foreseeable future.

The MS Ed Studies program option, with its rigorous curriculum and extensive network of coaching and mentoring support for participants, is designed to help fill this gap by preparing highly qualified educators to teach in urban school districts. Since 2010, UT has recruited over 200 aspiring teachers committed to serving students in Baltimore; and 100% of those participants who have successfully completed the residency year have been hired as a teacher of record in Baltimore.

**4. A description of the following, if a similar program is offered within the same geographical region of the State**

While there are numerous teacher preparation programs in existence across Maryland, some of which provide an urban education emphasis, JHUSOE believes that the MS Ed Studies/Urban Teachers partnership is unique. No other institution in Maryland offers the Educational Studies concentration within the MS Ed Studies degree, nor does any other institution (either in Maryland or nationwide) partner with Urban Teachers; JHUSOE is

the sole provider of coursework for participants in the program. There are a number of elements to the partnership program that together also distinguish it from teacher preparation programs with an urban focus offered by other Maryland institutions: it recruits participants nationwide to teach in Baltimore; it combines in-class teaching experiences with an intensive curriculum; following the one-year teaching residency, it requires a further three-year commitment to teach in a Baltimore City public school; it offers a route to dual general and special education in three specialized areas (elementary education, secondary mathematics, secondary English language arts); and participants receive extensive mentoring and coaching support throughout the program

**5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors**

The instructional delivery method of the program at the Federal Hill Preparatory School off-campus location will be identical to the one used at the main JHUSOE campus location. Courses will be delivered face-to-face. There will be no distinction in terms of the responsibilities or expectations placed on faculty, their qualifications, etc., between those who teach at the off-campus location compared to the main JHUSOE campus location; most, if not all, faculty will teach courses at both locations. JHUSOE has already hired a cadre of full-time faculty to teach in the program, advise candidates, and provide clinical supervision. All full-time faculty hold a minimum of a master's degree in a related education field and have experience in urban public education as a teacher (minimum of 3 years), staff developer, and/or administrator; extensive knowledge of the content and pedagogical content knowledge in the relevant discipline; skills in group facilitation and mentoring; and experience with problem-solving/internship programs. (See Appendix B for a listing of the full-time faculty currently employed to administer/teach in the program with their academic credentials.) It may prove necessary for JHUSOE to employ a small number of similarly qualified adjunct faculty to teach certain courses in the program, but the vast majority of courses at the off-campus location will be taught by full-time JHUSOE faculty.

**6. A brief description of the academic oversight, quality control, and student services to be provided.**

Dr. Eric Rice (full-time Assistant Professor; PhD, anthropology) serves as the faculty program director overseeing the day-to-day administration of the program and acts as the liaison between JHUSOE and Urban Teachers. As a member of the JHUSOE faculty senate and various other faculty governance committees within the school, Dr. Rice ensures the academic rigor and quality control of the program.

In addition to Dr. Rice, a JHUSOE faculty member holds the role of Director of Clinical Faculty (DCF). This role will oversee the day-to-day running of the program at the off-campus location. This includes creating and staffing the coursework schedule; supporting the faculty with the planning and implementation of the coursework; observing and evaluating faculty; reviewing the coursework survey and discussing data with faculty; and training and establishing the coaching of all candidates. The DCF also makes sure

that coursework space is set up to be conducive for learning and that all the materials, texts, etc. are available to instructors and students.

While no student services will be provided directly at the off-campus location, students in the MS Ed Studies/Urban Teachers partnership program will have access to the full range of services available to all students at JHUSOE. With the proposed off-campus location situated only a few miles from the main JHUSOE campus location, and with almost all students in the program resident in Baltimore City, students will be able to access various services in-person at JHUSOE. However, for those students who are unable to access these services in-person, many of these same services are available remotely via JHUSOE's website specifically created for current students (<http://students.education.jhu.edu/>). This online resource contains information on all the student services available to students, including registration, financial aid, tuition and billing, student affairs, and disability services.

Specific examples of services that will be available to students include:

**Academic Advising.** Students are assigned a faculty advisor when accepted into a program. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. The advisor regularly contacts the students to check on progress and answer questions.

**Students with Disabilities.** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact JHUSOE's Disabilities Services Coordinator.

**Johns Hopkins Student Assistance Program.** The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students may call a phone number for consultation and will be directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and Federal confidentiality legislation and is HIPAA compliant.

**Transcript Access.** Official transcripts will be mailed by JHUSOE's Registrar's Office upon written request of the student at no charge.

**Student ID JCard.** The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card, which enables students to check out books from the Homewood Eisenhower Library or at any of the campus center libraries, and provides access to many computer laboratories.

**7. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over 3.7 million books, 171,000 print and e-journals, and 900,000 e-books, several million microfilms, and over 13,000 journal subscriptions has been assembled to provide 24/7 access to resources and services. The interlibrary loan department makes the research collection of the nation available to faculty and students.

For those students unable to visit the Homewood campus in person, the library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible online.

Librarians are available to assist students remotely and the library maintains an extensive website to take visitors through all its services and materials. More specifically, JHUSOE is served by four academic liaison librarians with subject area expertise who provide research consultation and instructional services to faculty and students, and who help build electronic and print collections to support the teaching and research needs of the university.

**Appendix A  
Financial Information**

**TABLE 1: RESOURCES**

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$1,700,000	\$3,315,000	\$3,315,000	\$3,315,000	\$3,315,000
a. Number of F/T students	100	185	185	185	185
b. Annual Tuition/Fee Rate	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
c. Total F/T Revenue (a x b)	\$1,700,000	\$3,315,000	\$3,315,000	\$3,315,000	\$3,315,000
d. Number of P/T Students	N/A	N/A	N/A	N/A	N/A
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
f. Annual Number of Credits Per Cohort	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d x e x f)	N/A	N/A	N/A	N/A	N/A
3. Grants, Contracts, and Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1-4)</b>	<b>\$1,700,000</b>	<b>\$3,315,000</b>	<b>\$3,315,000</b>	<b>\$3,315,000</b>	<b>\$3,315,000</b>

**Resources narrative**

1. Reallocated Funds: No funds will be reallocated from existing campus resources.
2. Tuition and Fee Revenue: The enrollment projection is based on the anticipated recruitment of 100 students in Year 1, with a June 2016 start date. In Years 2 and beyond, we project enrolling a new group of 100 students annually. Students will be charged a flat tuition rate of \$40,000 for this two-year program (with payment spread evenly across the two years). There is an estimated attrition factor of 15% for first year students and an estimated 5% attrition factor in the second year of the program.
3. Grants and Contracts: No grants or contracts are required for the successful implementation of the program.
4. Other Sources: No additional funds have been designated for this program.

**TABLE 2: EXPENDITURES**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Faculty (b + c below)</b>	\$1,356,200	\$2,153,919	\$2,215,324	\$2,278,490	\$2,343,469
a. # FTE	10	15	15	15	15
b. Total Salary	\$1,080,000	\$1,722,850	\$1,771,561	\$1,821,658	\$1,873,182
c. Total Benefits	\$276,200	\$431,069	\$443,763	\$456,832	\$470,287
<b>2. Administrative Staff (b + c below)</b>	N/A	N/A	N/A	N/A	N/A
a. # FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	N/A	N/A	N/A	N/A	N/A
c. Total Benefits	N/A	N/A	N/A	N/A	N/A
<b>3. Support Staff (b + c below)</b>	\$50,920	\$78,290	\$80,247	\$82,253	\$84,309
a. # FTE	1	1.5	1.5	1.5	1.5
b. Total Salary	\$38,000	\$58,425	\$59,886	\$61,383	\$62,917
c. Total Benefits	\$12,920	\$19,865	\$20,361	\$20,870	\$21,392
<b>4. Equipment/ Software &amp; Materials</b>	\$0	\$0	\$0	\$0	\$0
<b>5. Library</b>	\$0	\$0	\$0	\$0	\$0
<b>6. New or Renovated Space</b>	\$0	\$0	\$0	\$0	\$0
<b>7. Other Expenses</b>	\$20,000	\$25,000	\$25,000	\$25,000	\$25,000
<b>TOTAL (Add 1-7)</b>	\$1,427,120	\$2,257,209	\$2,320,570	\$2,385,743	\$2,452,778

**Expenditures narrative**

1. Faculty (#FTE, Salary, and Benefits): In Year 1, JHUSOE projects hiring ten new full-time faculty to deliver the required coursework and provide coaching/mentoring to 100 students. In Year 2, we anticipate hiring five additional faculty to support the increased enrollments.
2. Administrative Staff (# FTE, Salary, and Benefits): A portion of current administrative time will be allocated, but no new administrative staff will be needed under current conditions.
3. Support Staff (# FTE, Salary, and Benefits): JHUSOE anticipates hiring one new administrative assistant in Year 1 and one support staff on a half-time basis in Year 2 to support the program.
4. Equipment: No equipment expenditures beyond that which is normally provided to faculty is currently anticipated.
5. Library: No library expenditures beyond those currently provided to JHUSOE have been requested at this time.
6. New and/or Renovated Spaces: No special facilities are being requested at this time.
7. Other Expenses: We are allocating funds to cover marketing expenses associated with this program.

## Appendix B

Below is a listing of the full-time faculty currently employed to administer/teach in the program in Baltimore with their academic credentials.

Last Name	First Name	Role	Content	Highest Degree	Discipline	Institution Earned	Year Earned	Years Teaching Experience
Foley	Heidi	Clinical Faculty	Elementary Education	MAT	Science Education	California State University, Fullerton	2000	21
Glaros	Amber	Director of Clinical Faculty	N/A	MS	Reading Education/School Admin & Supervision	Johns Hopkins University	2006	14+
Jones	Jennifer	Clinical Faculty	Elementary Mathematics	EdD	Mathematics Education	Rutgers University	2012	5+
Jones	Tyi-Sanna	Lead Clinical Faculty	Special Education	PhD	Special Education	University of Nevada, Las Vegas	2008	9
Martin-Few	Tiffani	Clinical Faculty	Elementary Education	MAT	Elementary Education	Trinity (Washington) University	2008	10
Minicucci	Laura	Clinical Faculty	Secondary English/Mathematics	MS Education	Childhood Education	Canisius College	2010	5
Rice	Rice	Program Director	N/A	PhD	Anthropology	Johns Hopkins University	2002	N/A
Sharkey	John	Clinical Faculty	Secondary English	MAT	Secondary English	Relay Graduate School of Education	2014	5



Woolf	Alicia	Clinical Faculty	Special Education	MEd	Special Education	University of Maryland College Park	2011	5
Yanisko	Emily	Lead Clinical Faculty	Secondary Math	PhD	Teaching and Learning	University of Maryland College Park	2011	8