



July 7, 2020

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Chris Morphew and our School of Education, I write to request your review and endorsement of the enclosed proposal. The School of Education proposes a new **M.S. in Education Policy**.

The proposed program is designed as a response to a core shift in the nature of education policy in the last two decades since the passage of No Child Left Behind (NCLB) legislation—a shift that is accelerating. State education agencies, and large urban districts, have needed to remake themselves from essentially compliance organizations (ones ensuring that regulations are met and supporting data are collected) to innovative, policy-initiating and -implementing agencies (ones that are acting within complex political, economic and social environments).

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516-6430 or nlopez13@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Date Submitted:
Department Proposing Program				
Degree Level and Degree Type				
Title of Proposed Program				
Total Number of Credits				
Suggested Codes	HEGIS:		CIP:	
Program Modality	<div style="display: flex; justify-content: space-between;"> On-campus Distance Education (<i>fully online</i>) Both </div>			
Program Resources	<div style="display: flex; justify-content: space-between;"> Using Existing Resources Requiring New Resources </div>			
Projected Implementation Date	<div style="display: flex; justify-content: space-between;"> Fall Spring Summer Year: </div>			
Provide Link to Most Recent Academic Catalog	URL:			
Preferred Contact for this Proposal	Name:			
	Title:			
	Phone:			
	Email:			
President/Chief Executive	Type Name:			
	Signature: <i>Sunil Kumar R</i>		Date:	
	Date of Approval/Endorsement by Governing Board:			

Revised 6/13/18

**The Johns Hopkins University
School of Education
Proposal for a New Academic Program**

Master of Science in Education Policy

A. Centrality to Institutional Mission and Planning Priorities.

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins School of Education (SOE) proposes to establish a new Master of Science (MS) in Education Policy program, which will be delivered in a distance education format. A master's level degree program focused on education policy and the changing landscape of education in the 21st century is immediately responsive to SOE's mission, which is "to generate knowledge to inform policy and practice and educate society to address the most important challenges faced by individuals, schools, and communities." In turn, SOE's mission is fully aligned with the Johns Hopkins University's mission "to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world."

The proposed master's degree program will comprise 11-12 courses (three credits each), all of which will be delivered in a fully online format with the exception of the Introduction to Education Policy course. This foundational course, which will be delivered in the program's first semester, will be delivered in a hybrid (online and in-person) format, and will serve in part as an orientation to the program. The in-person component of the Introduction to Education Policy course will encompass a five-day residency in Washington, D.C. All students will complete a minimum of 33 credits to earn the master's degree, though students will also be given the option of taking an additional three-credit in-person and online internship if they wish to participate in a placement that provides an experiential learning opportunity related to education policy.

The program will be delivered following a cohort model. It is anticipated that students will complete the degree in four semesters (starting in the summer semester and finishing the following summer semester). The program is primarily targeted at those who currently work in education policy-related positions who are seeking a more advanced degree and/or learning in order to advance in their careers, as well as those who have decided to explore a new career in education policy. The target audience includes both current practitioners in the field of education (for example, teachers, principals, and other school administrators) as well as practitioners from other fields with experience in the non-profit or for-profit sector, government agencies (at any level), think tanks, or membership organizations.

The proposed program is designed as a response to a core shift in the nature of education policy in the last two decades since the passage of No Child Left Behind (NCLB) legislation—a shift that is accelerating. State education agencies, and large urban districts, have needed to remake themselves from essentially compliance organizations (ones

ensuring that regulations are met and supporting data are collected) to innovative, policy-initiating and -implementing agencies (ones that are acting within complex political, economic and social environments). Such agencies are expected to initiate, design, and carry out a broad array of interventions—from new accountability structures for schools and teachers and policies governing charter schools, to new fiscal, curricular, and assessment models in support of higher academic achievement. Likewise, the think tanks and non-profit national organizations that focus on education policy have needed to keep pace: they must support their audiences and members by providing sophisticated analyses and evaluation of the extraordinarily diverse developments in U.S. education policy.

These transitions have led to a widespread demand for those with sophisticated skills sets, including: the ability to understand the policy implications and requirements of complex federal and state statutes and regulations; the capacity to analyze statistical data, both from research studies on educational implementations and state, district, and school results; the ability to generate outward-facing studies that present outcomes of state and local educational initiatives; the ability to draft policy recommendations and regulatory language that translates empirical findings into the language of policy and law; the ability to understand fiscal data and link it to policy priorities; the knowledge of the causes of disadvantage in education, and awareness of the differential impact of a wide variety of initiatives aimed at remedying the inequalities in education outcomes; and knowledge about the strongest international models. These knowledge and skill sets form the core of the proposed MS in Education Policy program.

2 Explain how the proposed program supports the institution’s strategic goals and provide evidence that affirms it is an institutional priority.

The MS in Education Policy program will be an important offering for a school of education that is dedicated to making a difference in the future of education policy in the United States. In addition to supporting the University’s and School’s institutional missions outlined above, the program is also guided by SOE’s vision to advance and disseminate “knowledge to increase educational opportunity and transform lives.” The research and policy practices inherent in the proposed program are unified by their focus on educational opportunity. Each course centers on evaluating initiatives and current policies through the lens of educational outcomes, with particular attention on impacts for disadvantaged student groups—including underprivileged students, minorities, students with special needs, English language learners, and otherwise marginalized groups such as gifted and talented students.

3. Provide a narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

While it is projected that the MS in Education Policy will be fully self-supporting financially once it launches in summer 2021, the School of Education’s leadership is committed to the proposed program and is prepared to devote the necessary resources upfront during the planning and development stage to ensure its success. This includes allocating a dedicated marketing budget line for student recruitment purposes and staff resources to assist faculty in developing the new online coursework. While administrative/staffing resources have been allocated to support the program, no additional

faculty appointments are necessary to implement the program. All course development activities, teaching, program administration, etc., undertaken by full-time faculty will be covered under existing faculty budget lines. Appendix C (in support of section L) provides a fuller explanation of the projected expenditures necessary to support program implementation.

4. Provide a description of the institution's commitment to:

a. Ongoing administrative, financial, and technical support of the proposed program.

The School of Education's commitment to education policy is evidenced by the establishment in 2015 of the Institute for Education Policy (IEP) as one of the leading research centers within the School. The Institute, as its very name suggests, is focused on education policy and to integrating the domains of research, policy, and practice to achieve educational excellence for all of America's students. Since its founding, the Institute has grown to encompass 11 faculty and staff, plus two affiliated Ph.D. students and a post-doctoral fellow.

The launch of a successful new master's program in educational policy is seen as a core function of the Institute; in turn, the success of IEP is viewed as critical to the wider mission and vision of the School of Education. Unlike many new programmatic initiatives, in which the recruitment of faculty with expertise in the subject area runs parallel with the development of a new degree program, SOE, through the creation of the Institute, already has the necessary faculty expertise and administrative personnel in place to support the program. As outlined in Appendix C (in support of section L), the School is also committing additional resources—for example, in terms of technical support to develop the online coursework—on an ongoing basis across the first five years of the program.

b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The School of Education is committed to providing all enrolled students the opportunity to complete the degree program, including under circumstances of low demand. While the School is confident that the proposed program will be a success, should the program be suspended or discontinued, SOE will “teach out” the program and provide the necessary courses and resources so students can graduate on schedule. The School has prior experience in teaching out programs, and will follow the same approach as previously adopted, including developing plans for each remaining student to complete the degree and modifying course schedules to allow for on-time graduation, even if that means running courses with low enrollments.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following: a) The need for the advancement and evolution of knowledge, b) Societal needs, including expanding educational opportunities and choices for**

minority and educationally disadvantaged students at institutions of higher education, and, c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The education sector is one of the largest employers in Maryland¹ as well as regionally, and self-evidently the impact that this sector has in terms of meeting the present and future needs of the region and the State cannot be understated. A high-quality education system, one in which trained education policy experts are key, is fundamental to preparing the students of today and tomorrow to fill Maryland's employment needs and address broader societal issues. That there is a legislative initiative currently underway in Maryland that builds upon the recommendations of the so-called Kirwan Commission to overhaul the State's education system, and which potentially sets aside an additional four billion dollars annually in spending over the next decade, attests to the importance of education, and education policy in particular. As such, there could not be a more opportune moment to launch a new degree program focused on education policy.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed MS in Education Policy is aligned with the three primary goals outlined in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. These goals, in turn, accord fully with the mission of both the School and the Institute. If the program, through the policy work enacted by its graduates, is successful, it will lead to improvements in Maryland's education system, thereby helping to "promote and implement practices and policies that will ensure student success" (the Success goal articulated in the Maryland State Plan) at all levels, from preK to tertiary education. As outlined above, one of the core tenets of the proposed program is its focus on promoting educational opportunity and equitable educational outcomes, which is consistent with the Maryland State Plan's Access goal of ensuring "equitable access to affordable and quality postsecondary education for all Maryland residents." Ultimately, the goal of the master's program (and IEP and SOE as a whole) is to produce highly trained educational professionals who, through their work, can affect real educational change, not just at the State level but also nationally. This approach aligns with the Maryland State Plan's fostering Innovation goal "in all aspects of Maryland higher education to improve access and student success."

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State.

3. Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program.

The proposed program is intended to prepare graduates to work primarily in two main sectors involved in education policy and education in general: 1) governmental agencies at all levels (local, state, and federal), and 2) non-profit and for-profit organizations, policy

¹ According to the Maryland Long Term Occupational Projections (2016-2026) data produced by Maryland Department of Labor (see <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>), there were 313,538 positions across the entire Education, Training, and Library Occupations sector in 2016. The total number of positions is projected to rise to 336,343 by 2026, which represents a 7.3% increase in the number of positions.

think tanks and research centers, and membership associations. The School expects to recruit participants who either currently work at education and education policy-related organizations, and who are seeking a more advanced degree and/or learning in order to advance in their careers, or those who may have a background in education, such as teachers, principals, and other school administrators, and who are seeking to switch to a policy-focused career. Given the advanced nature of a professional master's degree, it is anticipated that successful graduates of the program will pursue mid-level management/leadership and research positions.

4. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

There is limited employment data available specifically related to education policy positions, especially as these positions cut across several different employment sectors. However, according to the Maryland Long Term Occupational Projections (2016-2026) data produced by Maryland Department of Labor (see <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>), there were 7,220 positions in 2016 classified as education administrators (all levels), which is the category under which many education policy personnel would likely be categorized. The total number of educator administrator positions in Maryland is projected to rise to 7,716 by 2026, which represents a 6.9 percent increase in the number of positions. Nationally, employment in education administrator occupations (all levels) is projected to grow 5.7 percent from 2018 to 2028, from approximately 582,000 positions to more than 615,000 positions, according to the Bureau of Labor Statistics (see <https://data.bls.gov/projections/occupationProj>).

In the nonprofit sector, according to a recent report produced by the Johns Hopkins Center for Civil Society Studies (see The 2019 Nonprofit Employment Report, http://ccss.jhu.edu/wp-content/uploads/downloads/2019/01/2019-NP-Employment-Report_FINAL_1.8.2019.pdf), of the estimated 12.3 million people employed nationwide in this sector in 2016, approximately 16 percent of all nonprofit jobs (almost 2 million positions) were in educational services.² While only a small proportion of these jobs will specifically be education *policy*-focused, this subset still represents potentially tens of thousands of positions nationwide.

5. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

In 2019, the School of Education commissioned a report from an outside vendor, Entangled Solutions, to identify future growth opportunities for the School. The report highlighted SOE's existing strength in online programs and explicitly recommended that the School consider establishing a master's-level program in education policy given the market potential of such a program.

As a snapshot of current job openings, on February 13, 2020, SOE staff conducted a search using the key phrase "education policy" on three major job search websites—Indeed.com,

² Note that the 2019 Nonprofit Employment Report categories private elementary and secondary schools and higher education institutions as nonprofit educational organizations.

Linkedin.com, and Monster.Com—which displayed approximately 30+ jobs locally (in Maryland), while nationally the number of positions advertised ranged from 540 to 815.

As the education field moves away from a traditional regulatory compliance approach to a more innovative policy-initiating and -implementing model, the number of education policy positions is only likely to grow. The School of Education believes the proposed program is extremely well-positioned to meet the market demand for education policy specialists. First, the accessibility and convenience of its online delivery mode will allow the program to attract a national audience. Second, the close proximity of SOE to Washington, D.C., should attract participants because: 1) the nation’s capital region is home to many governmental agencies and nonprofit organizations connected to education, and thus a disproportionately high number of the education policy positions are concentrated in the D.C./Maryland/Northern Virginia region, and 2) the program can also take advantage of the plethora of expertise in the capital to recruit prominent practitioners to teach its courses as adjunct faculty or serve in an advisory capacity (for example, when designing curriculum).

6. Provide data showing the current and projected supply of prospective graduates.

The School anticipates recruiting 15 students for its first cohort, due to launch in summer 2021. In subsequent cohorts, the annual enrollment target will be 20 students. Table 1 in Appendix C (in support of section L) provides a complete breakdown of the enrollment projections for the program.

D. Reasonableness of Program Duplication.

7. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There is no direct equivalent in the State of Maryland to SOE’s proposed MS in Education Policy program. Both the University of Maryland, Baltimore County (UMBC) and the University of Maryland, College Park (UMCP) offer a Master of Public Policy (MPP), which includes the option to take a specialization in education policy. However, whereas the coursework in SOE’s program is almost exclusively focused on education policy, students in UMBC’s and UMCP’s programs are only required to take 12 credits (four courses) and 15 credits (five courses) respectively of content specifically focused on education policy—the rest of their programs are devoted to the broader field of public policy. Additionally, UMCP also offers an area of concentration in International Education Policy as part of an overarching Master of Arts (MA) degree. However, this program has a global and comparative education lens, whereas SOE’s proposed degree is primarily concerned with domestic education policy. The other main distinguishing feature of SOE’s proposed degree is that it will be delivered in distance education format, and thus has the potential to attract a much broader audience, whereas the aforementioned UMBC/UMCP programs are all delivered in a traditional, face-to-face delivery mode.

Finally, Goucher College does offer an online Master of Science in Higher Education Policy, Research, and Administration; however, its focus (as evidenced by the program name) is on higher education, while the focus of SOE's proposed degree is K-12 education.

8. Provide justification for the proposed program.

The proposed MS in Education Policy is unique in Maryland in terms of the breadth of its K12 education policy focus and its distance education delivery mode. SOE's Institute of Education Policy is highly regarded for its education policy expertise by practitioners and researchers alike, and will be able to draw upon distinguished faculty from within Johns Hopkins University, as well as prominent practitioners in the field, to help deliver the program. Given the ever-evolving and complex nature of the education field across the United States, there is a need for highly trained graduates who can interpret, develop, and/or implement policy. The proposed program can help address this vital need.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.

There is no comparable degree program offered at any of Maryland's Historically Black Institutions, and thus there should be no impact on the implementation or maintenance of high-demand HBI programs.

F. Relevance to the identity of Historically Black Institutions (HBIs).

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

As indicated above, there is no comparable degree program offered at any of Maryland's Historically Black Institutions. Thus, the proposed program should not affect the implementation, maintenance, uniqueness, identity, or mission of any HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related learning outcomes (as outlined in COMAR 13B.02.03.10).

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

As indicated above, the School of Education commissioned a report in 2019 from an outside vendor, Entangled Solutions, that identified education policy as a promising program area for the School. Following the release of this report, Dr. David Steiner, the Executive Director of the Institute for Education Policy (and former Commissioner of Education for New York State) has taken the lead in developing the proposed program, and he will continue to oversee the program for the foreseeable future. In addition to consulting with faculty and staff colleagues both within SOE and across Johns Hopkins University as a whole, Dr. Steiner has sought input from a number of distinguished education policy researchers and practitioners in the field external to the University, including:

- Dr. Susan L. Marquis, Dean of the Frederick S. Pardee RAND Graduate School.

- Joanne Weiss, former Chief of Staff, U.S. Department of Education.
- Professor Benjamin Scafidi, Friedman Fellow, Professor of Economics and Director, Education Economics Center, Kennesaw State University.
- Rick Hess, Director, Education Policy Studies, American Enterprise Institute.
- Hanna Skandera, President, Mile High Strategies, and former Secretary of Education of New Mexico.
- Professor Tom Kane, Harvard University.
- Professor Martin West, Harvard University.

(See also Appendix B [in support of section I] for a list of faculty who teach in the program.)

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The primary education objective 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 non-profits that focus on education.

Upon successful completion of the program, graduates will be able to:

- [Learning Outcome 1](#). Analyze and evaluate education research.
- [Learning Outcome 2](#). Analyze the structures that comprise public education in different states within the U.S. and in peer nations around the world.
- [Learning Outcome 3](#). Analyze national and international educational assessment data.
- [Learning Outcome 4](#). Translate research into policy recommendations for different stakeholders (i.e. states, local education bodies, city governments, or non-profits/think tanks).
- [Learning Outcome 5](#). Analyze current or proposed federal and state legislation and regulatory language for their potential impact.
- [Learning Outcome 6](#). Analyze existing education budgets and funding streams.
- [Learning Outcome 7](#). Evaluate proposed policies in terms of their potential impact on underserved or marginalized populations.
- [Learning Outcome 8](#). Compose reports, policy memos, op eds, and policy briefings on educational issues in strong, clear, and empirically-based language.

3. Explain how the institution will:

a. Provide for assessment of student achievement of learning outcomes in the program.

The Comprehensive Assessment System (CAS), aligned with the Johns Hopkins University School of Education (SOE) vision, mission, and dispositions, guides the learning assessment practices and addresses all SOE program goals, professional and national standards, and state standards that are appropriate to each program. Developed through collaboration with faculty, staff, and key stakeholders from the community, the CAS promotes reflective practice, critical thinking, and inquiry-based learning through a robust review of performance-based assessment measures, which ultimately drive

program and unit level improvements and aim to increase student learning outcomes, satisfaction, and impact on their community. The CAS is reviewed biannually by the Assessment Advisory Board.

At the core of the CAS is the course-based assessment focusing on knowledge, skills, and behaviors in courses within a program. The Institute's faculty will work closely with OLA/OAAT Instructional Designers and Assessment Specialists to design courses with well-constructed learning outcomes that are consistently aligned with program-level learning outcomes, identify key assessments from courses in the program curriculum, map them onto program learning outcomes, create robust assessment rubrics, facilitate learning assessment data collection, analyze/review assessment data, and engage in continuous curricular improvement activities.

It is the SOE's as well as the Institute's goal to create an integrated and data-analytics driven assessment culture.

b. Document student achievement of learning outcomes in the program.

The SOE utilizes Tk20 as its learning assessment management system to collect, store, analyze, and report course-based assessment data. Tk20 is a cloud-based and fully integrated with Blackboard to seamlessly manage the School's assessment efforts. The goal is to collect data and align key assessments with program learning outcomes in Tk20. OLA/OAAT has dedicated staff to provide ongoing training and technical support.

Every semester, the OLA/OAAT Assessment Specialist will analyze assessment data collected course-based assessments in Tk20 and create program-level report on how students perform on each program learning outcomes. Together with the Assessment Specialist, the Institute faculty will review the results, identify areas of curricular improvement, and create Program Improvement Actions Plan (part of CAS). The Plan then will be implemented and incorporated into the next learning assessment cycle.

In addition to course-based assessment data, course evaluation data collected every semester will be analyzed by the OLA/OAAT office to provide an indirect data source to measure student achievement of learning outcomes.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

At minimum, to be eligible for admission to the proposed MS in Education degree program, candidates must: 1) hold a bachelor's degree in an appropriate discipline (for example, education, political science, sociology, or economics) from an accredited college or university, and 2) have earned a minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies.

Students will be required to complete a minimum of 33 credits to earn the degree, with the option of taking an additional three-credit elective internship course in the final semester. Participants must maintain a cumulative grade point average of at least 3.0 (on a 4.0 scale) to receive approval for graduation. All courses will be three 3 credits.

Although some courses will draw on existing SOE curricular content, all courses in the program will be new. With the exception of the foundational Introduction to Education Policy course—which will be delivered on a hybrid (online and in-person) basis and will encompass a five-day in-person residency in Washington, D.C.—all courses will be fully online. A full course listing (with course titles, descriptors, and credit hours) is provided in Appendix A.

The program will be delivered using a cohort model, starting in the summer semester and finishing the following summer semester, with courses offered in the following sequence:

Summer I (6 credits)

- Introduction to Statistics
- Introduction to Education Policy

Fall (9 credits)

- Federal Education Policy
- Diversity in K-12 Education
- Intermediate Statistics

Spring (9 credits)

- State and Local Education Policy
- International Education Policy
- Education Finance

Summer II (9 credits; 12 credits if students take elective internship)

- Outside the Schoolhouse
- Understanding Education Research
- Capstone in Education Policy
- Internship in Education Policy (*elective course option*)

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning

management system, availability of academic support services and financial aid resources, and costs and payment policies.

The School of Education will provide students enrolled in the proposed MS in Education Policy program with clear, complete, and timely information. The School offers self-paced online training and orientation modules to all students in distance education programs. The orientation module, which is mandatory for students to take and is tracked for successful completion, can be customized (as needed) for specific programs. All online orientation modules include a program overview detailing the curriculum and program requirements, orientation on the use of all technologies involved (such Blackboard and the University's student information system), and information about the entire range of student services available to students, including registration, financial aid and student accounts. In addition, SOE offers online training modules for students on conducting library searches, formatting papers and references, and understanding and avoiding plagiarism, among other topics.

Additionally, all essential course-related information (for example, course learning outcomes and requirements, assignments, deadlines, technology requirements, etc.) will be detailed in the syllabus for each course, which will be posted on the Blackboard course site prior to the course start date. Program-related information (for example, degree requirements, learning management system information, availability of academic support services, financial aid resources, and tuition and cost payment policies, etc.) can be found both on the SOE website (<https://education.jhu.edu/>) and the School's Academic Catalog (<https://education.jhu.edu/academics/academic-catalog/>).

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The School of Education regularly reviews its advertising, recruiting and admissions materials to ensure that: 1) they clearly and accurately represent the program and services available, and 2) there is content alignment across different modes of communication: the SOE website, the School's Academic Catalog, print and other forms of marketing materials, etc. The School affirms that these materials represent a good faith effort to be totally clear and transparent in all communications with current and prospective students, and that the proposed program will be held to the same standards as other SOE programs.

H. Adequacy of Articulation.

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

Dr. David Steiner, the Executive Director of the Institute for Education Policy—and who has previously served as Commissioner of Education for New York State, as the Klara and

Larry Silverstein Dean at the Hunter College School of Education, and as Director of Education at the National Endowment for the Arts—will oversee the proposed degree.

The School of Education is fortunate to possess a core of expert, full-time faculty members who are available to teach and advise in the program. As such, no further full-time faculty hires are necessary to deliver the program. In addition, drawing on SOE's network of relationships, the School can draw on a pool of highly qualified and experienced practitioners and researchers in the field to serve as adjunct faculty and support the delivery of the program.

The following are the faculty who will teach the courses, with their titles. All full-time professorial appointments are at Johns Hopkins University. All courses are for 3 credits.

Introduction to Statistics	Kelly Siegel-Stechler, MA, Ph.D. expected summer 2020. (Adjunct). Part-time; Quantitative Research.
Introduction to Education Policy	Dr. David Steiner (Professor). Full-time; Education Policy & Dr. Ashley Berner (Associate Professor). Full-time; Education Policy
Federal Education Policy	Dr. Jonathan Plucker (Professor). Full-time; Education Policy, Gifted and Talented.
Diversity	Dr. Angela Watson (Senior Research Fellow). Full-time; Education Policy, home schooling. Note – Appointment to faculty position is expected by time of teaching.
Intermediate Statistics	Dr. Kelly Siegel-Stechler (see above).
State and Local Education Policy	Dr. David Casalaspi (Adjunct). Part-time; State education policy.
International Education Policy	Dr. Ashley Berner (see above)
Outside the Schoolhouse Door	Dr. Ian Kingsbury (Adjunct Professor). Part-time; Education Policy.
Education Finance	Dr. Heidi Holmes (Adjunct Professor) Part-time; Program Evaluation and Finance.
Understanding Education Research	Dr. Alanna Bjorklund-Young (Assistant Professor). Full-time; Quantitative Research in education.
Capstone Project	Dr. David Steiner (see above).
Elective Internship	Dr. Steiner and Dr. Berner, see above.

Currently, 18 credits out of a maximum total of 36 credits will be taught by full-time Johns Hopkins university professors. Should Dr. Watson's appointment be approved, this total will be 21 credits.

See Appendix B for a list of current full-time and potential adjunct faculty involved in the program.

2. Demonstrate how the institution will provide ongoing pedagogy training for the faculty in evidenced-based best practices, including training in: a) Pedagogy that meets the needs of the students, b) The learning management system, and c) Evidenced-based best practices for distance education, if distance education is offered.

During the Fall 2018, the Office of Faculty Development (OFD) was created in an effort to provide professional development support for full-time faculty and adjuncts. One major initiative within the OFD was the planning and development of a comprehensive, systematic evaluation framework. The system was devised by Dr. Raoul Arreola and has been adopted by more than 350 institutions throughout the US and abroad. The faculty evaluation system serves two primary purposes: (a) to provide meaningful feedback that can enhance professional performance and identify opportunities for growth, and (b) to provide accurate and reliable summative information based on a pattern of performance over time in four specific areas: Scholarship, Teaching, Service, and Program Administration.

The teaching elements capture faculty members' ability to design SMART course objectives that reflect multiple levels of current recognized models for developing objectives (e.g. Webb's Depth of Knowledge) and that are linked appropriately to multiple methods of assessment. Faculty must also demonstrate the ability to identify instructional activities that include goals, objectives, materials, discussion questions, experiential exercises, and/or guided practices. Faculty are evaluated on their ability to align instructional activities with learning objectives and assessments that include novel ways of engaging students. Rubrics are an important component of the instructional design process are expected to align with course objectives, communicate clear performance expectations, contain an analytic rating scale, and evaluate the same criterion across performance levels. Instructional delivery elements require that faculty will provide written feedback on student work that identifies strengths, areas for growth, and elaborates on the rubric system. Course management involves the faculty member's use of the learning management system adopted by the School of Education (e.g., Blackboard) in an effort to support student learning.

Because this evaluation system is designed to promote continual improvement, every area in which faculty are evaluated is supported with professional development. This year we have launched a universal calendar in an effort to protect faculty time for professional development. The first and third Wednesdays of each month from 10:00-2:00 are dedicated to professional development. Because the evaluation is a new initiative within the SOE, the vast majority of professional development workshops center around elements of the evaluation.

The School of Education requires instructors to undertake training in how to teach an online course prior to teaching one. Through its Office of Learning and Assessment/Office of Accreditation, Assessment, and Technology, SOE offers a three-week, facilitated, online

training course (How to Teach Online), which is customized as needed for specific programs, trains faculty on how to teach online and how to effectively manage the course—for example, how to oversee an online discussion—as well as learn how to use the technology involved with the learning management system (Blackboard). In addition, the School also develops and offers ongoing training sessions for faculty on specific technologies and processes – on everything from grading on Blackboard to effective use of technologies including Panopto, VoiceThread, and Zoom. Faculty have access to a growing online bank of resources related to online instruction, including policies, forms, tutorials, library resources, and technology resources.

During the online course development process, program faculty receive direct support and guidance from their assigned instructional designer(s). This could take the form of course design guidance based on best practices in online learning, course production support, audio and video recording support, and so on. Once the course is built, instructional design support staff will continue to provide assistance to instructors, offering best practices in course instruction and help desk support. After a course has been taught, program faculty will consult with the design team to make updates and improvements to the course based on student feedback, other stakeholder input, and other data.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Johns Hopkins Sheridan Libraries have a history of strong and continued support for the School of Education, especially in the area of distance education, where SOE has greatly expanded its online program offerings in the past decade. Significant resources are allocated to build collections and provide academic liaison services that support the research and teaching of the faculty and help students with the knowledge they need to become effective educators. In addition to more than 3.7 million books, 211,000 maps, 15,000 DVDs, the libraries provide 24/7 access to a rich collection of electronic resources, including over 171,000 print and e-journals, and more than 900,000 e-books. Included in the Libraries' special collections are rare books, manuscripts, digital collections, and archival materials. The library's materials and services reflect the development and increasing diversification of resources used for teaching, research, and scholarship.

Additionally, the School is served by dedicated 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.

Distance education students have online access to the Milton S. Eisenhower Library on the Homewood campus, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. 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 remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

With the exception of the foundational Introduction to Education Policy course—which will be delivered on a hybrid (online and in-person) basis and will encompass a five-day in-person residency—the proposed MS in Education Policy will be delivered wholly online, and therefore it does not impact SOE's physical facilities and infrastructure. The Introduction to Education Policy course, which will be offered in the first summer semester in Washington, D.C., can be accommodated within the University's existing campus facilities or at an approved off-campus location.

In terms of technology infrastructure and support, the program's online coursework will be designed, developed, and delivered in Blackboard, the current learning management system for the Johns Hopkins University. The University Central IT office provides Blackboard technical maintenance and system-wide updates. The Office of Learning and Assessment (OLA) has a dedicated team, Multimedia, Technology, and Training (MTT) Team, including two Senior Instructional Technologists and a Multimedia Designer, to support Blackboard and many other instructional technology needs. The School of Education already successfully delivers hundreds of online, blended and web-enhanced courses annually using the Blackboard platform. As part of the program's development, the School's OLA/OAAT and business office have determined that SOE possesses the necessary technology infrastructure and resources in place to support successful delivery of this online program.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to: a) an institutional electronic mailing system, and b) a learning management system that provides the necessary technological support for distance education.**

All SOE students and faculty, irrespective of whether they are part of a distance education program or not, receive an Office 365 account that includes email capabilities (built on Outlook Live), which is managed and supported by a central University IT office. The email account is accessible from a variety of browsers on both PC and Mac systems.

As indicated previously, the proposed program will use Blackboard as its learning management system. Blackboard is one of the world 's leading providers of e-learning systems for higher education institutions and is widely used by multiple divisions across Johns Hopkins University. The system's software focuses on educational outcomes and provides a highly flexible learning environment for students. Both the University, which supports the learning management system centrally, and SOE are outfitted with suitable technical and professional staff to provide technical assistance to students taking online courses. Additionally, all participants, whether they are based locally in Maryland or further afield, have full access to any and all counseling and student support services, IT support services, and other administrative resources.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14).

Please see Appendix C.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

At the individual course level, SOE conducts end-of-semester summative evaluations of every course. The course evaluation survey, which is the same for both face-to-face and distance education courses, focuses on three primary areas: quality of course design, quality of instructor, and quality of student experience. The results of every course evaluation are analyzed to determine if changes to the course content or course delivery mechanisms are necessary.

As part of an annual performance review process, SOE faculty are evaluated, among other things, on both the effectiveness of their teaching, including in the online space (if applicable); their service to the school, community, and the intellectual field; and their scholarship in their areas of expertise.

As outlined under G.3.a, the School of Education houses a long-established unit, the Office of Learning and Assessment/Office of Accreditation, Assessment, and Technology, that is staffed by personnel with expertise in assessment, including instructional designers dedicated to the development of appropriate assessments and learning outcomes for an online learning environment. The Institute's faculty will work with OLA/OAAT to develop assessments that are directly informed by the program and course-level learning outcomes, along with grading rubrics (for use by course instructors) that will measure student achievement of those learning outcomes.

Every semester, the program director will work with OLA/OAAT to review, based on course evaluation data, student performance data, feedback from stakeholders (student and faculty), and so on, the assessments and rubrics used in the program to determine their appropriateness in measuring student achievement of learning outcomes. Based on this data, the program will revise learning outcomes and/or the assessments used to measure them.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Evaluation of the program's educational effectiveness will be guided by SOE's comprehensive reiterative assessment process. The effectiveness of the program, as with all of the School's programs (whether online or face-to-face), will primarily be determined by evaluating student learning against the learning outcomes defined at both the overarching program level and individual course level. These outcomes will be assessed using a range of assessment types, such as individual course exams, projects, papers, discussions, and collaborative work.

Following a reiterative assessment approach, every semester, the program director and OLA/OAAT design team will: 1) review student performance on assessments to gauge student achievement of learning outcomes, and 2) analyze feedback from students and faculty (via, for example, course evaluations) and other stakeholders to measure student and faculty satisfaction and to determine if the program is meeting its goals and objectives. Based on this data, and where necessary, the program director, in conjunction with the design team, will make modifications to the program in relation to the assessments used to measure student learning outcomes, the curriculum, the technology used to deliver the course content, and so on.

With regards to student retention, SOE is able to run regular reports detailing student retention data for its programs. More importantly, faculty advisors will serve as the first point-of-contact for students should any problems (whether academic or non-academic) arise, and can direct their advisees to appropriate student support services as needed.

As part of the program's development, SOE has determined (as outlined in Appendix C) that the proposed program will be cost effective. The program's revenues and expenses will be monitored closely in the future to ensure that the program is being delivered in a cost-effective manner. For example, should newer, cheaper, and more effective technologies emerge in the online space that would enhance program quality, they will be adopted.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race and ethnicity are not considered in the administration of the school's academic programs. Nonetheless, in accordance with both the Johns Hopkins University's and School of Education's stated commitment to diversity, and the program's commitment to producing graduates who will seek to promote educational opportunity in education policy, the program will employ recruitment strategies and offer student support services to attract and sustain a diverse student body. Any graduate of an HBI that has completed an appropriate undergraduate degree—for example, a Bachelor of Arts or Bachelor of Science degree in such fields as education, political science, sociology, or economics—would be eligible, and indeed encouraged, to apply SOE's program. The program will work to help all admitted students

improve their professional goals, an aim consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22).

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

The School of Education affirms that the Johns Hopkins University is fully eligible to provide distance education. The University, and SOE in particular, have a long history of successfully delivering high-quality distance education programs. The School currently offers more than a dozen fully online programs at the post-baccalaureate certificate, master's degree, and doctoral degree level, all of which have been reviewed and approved by MHEC.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

a) Online learning is appropriate to the institution's mission and purposes.

As articulated previously, the mission of the Johns Hopkins University is "to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world." In fulfilling the final part of the institution's mission—bringing the benefits of discovery to the world—an online delivery format is not only appropriate, but also a truly essential component to disseminating knowledge to students who are unable to travel to one of the University's campus locations.

b) The institution's plans for of developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

The School's online programs are fully integrated into SOE. All academic programs, whether distance education or face-to-face, go through the same planning and evaluation processes, and are held to the same standards both in terms of academic rigor and financial sustainability. The faculty, both full-time and adjunct, who teach in online programs are part of a single, unified faculty body. In many cases—though this is not currently planned for the proposed MS in Education Policy program—SOE operates parallel face-to-face and distance education program options, with a single program director overseeing both delivery modes, and the same faculty (full-time and adjunct) teaching both online and face-to-face courses, and these courses encompassing the same curricular content and learning outcomes—the only difference being the delivery mode.

c) Online learning is incorporated into the institution's systems of governance and academic oversight.

Online learning is fully incorporated into SOE's systems of governance and academic oversight. The School's Curriculum and Policy Committee, which reports to SOE's Faculty Senate and is a representative faculty committee, is responsible for ensuring academic quality control for all SOE programs, whether face-to-face or distance education. All online course and program proposals are vetted by the Curriculum and Policy Committee. In turn, the Curriculum and Policy Committee makes academic policy and programmatic recommendations to SOE's Academic Council, which is the overarching governance body for the School and which comprises elective faculty representatives and the School's senior administrative leadership.

Additionally, the University reviews new online program proposals using the same systems of governance and academic oversight as that for new on-site programs, and all new program proposals are shared with the deans of all the other academic divisions within the institution.

d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

The curriculum for the proposed MS in Education Policy is coherent, cohesive, and comparable in academic rigor to other master's degree programs that SOE offers in traditional instructional formats. As indicated above, all online offerings are held to the same academic standards as traditional face-to-face programs and, under SOE's governance structure, go through the same review and approval process.

e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

As outlined under M.2., evaluation of the program's educational effectiveness will be guided by SOE's comprehensive reiterative assessment process. The effectiveness of the program, as with all of the School's programs (whether online or face-to-face), will primarily be determined by evaluating student learning against the learning outcomes defined at both the overarching program level and individual course level. These outcomes will be assessed using a range of assessment types, such as individual course exams, projects, papers, discussions, and collaborative work.

Following a reiterative assessment approach, every semester, the program director and OLA/OAAT design team will: 1) review student performance on assessments to gauge student achievement of learning outcomes, and 2) analyze feedback from students and faculty (via, for example, course evaluations) and other stakeholders to measure student and faculty satisfaction and to determine if the program is meeting its goals and objectives. Based on this data, and where necessary, the program director, in conjunction with the design team, will make modifications to the program in relation to the assessments used to measure student learning outcomes, the curriculum, the technology used to deliver the course content, and so on.

f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

As detailed in Appendix B, the full-time and adjunct faculty involved in the proposed program are highly qualified. Furthermore, as outlined under I.2., SOE provides comprehensive support to its faculty. The School requires instructors to undertake training in how to teach an online course prior to teaching one. Through its Office of Learning and Assessment/Office of Accreditation, Assessment, and Technology, SOE offers a three-week, facilitated, online training course (How to Teach Online), which is customized as needed for specific programs, trains faculty on how to teach online and how to effectively manage the course—for example, how to oversee an online discussion—as well as learn how to use the technology involved with the learning management system (Blackboard). In addition, the School also develops and offers ongoing training sessions for faculty on specific technologies and processes – on everything from grading on Blackboard to effective use of technologies including Panopto, VoiceThread, and Zoom. Faculty have access to a growing online bank of resources related to online instruction, including policies, forms, tutorials, library resources, and technology resources.

During the online course development process, program faculty will receive direct support and guidance from their assigned OLA/OAAT instructional designer(s). This could take the form of course design guidance based on best practices in online learning, course production support, audio and video recording support, and so on. Once the course is built, instructional design support staff will continue to provide assistance to instructors, offering best practices in course instruction and help desk support. After a course has been taught, program faculty will continue consult with the OLA/OAAT design team to make updates and improvements to the course based on student feedback, other stakeholder input, and other data.

In addition to OLA Instructional Designers and Instructional Technologists' training and technical support during the online program/courses design, development and delivery phases, SOE has also contracted with an outside vendor, All Covered, to provide 24/7 technical support to faculty and students on Blackboard-related issues, via phone, emails, or online support form. Furthermore, there are two Blackboard courses, ED Faculty Resources and ED Student Resources, serving as the central information hub for faculty and student on their teaching, learning, and administrative and technical support needs. The OLA Instructional Design (ID) and Multimedia, Technology and Training (MTT) Teams created and continue to update the Blackboard resource courses.

g) The institution provides effective student and academic services to support students enrolled in online learning offerings.

The School of Education provides a full range of student services to students in distance education programs. Many of these services are accessible to all students (whether enrolled in a face-to-face or online academic program) via SOE's website. 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. More specifically:

a. **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.

b. **Library Services.** Students have online access to the Milton S. Eisenhower Library on the Homewood campus, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. 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 remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

c. **Services for 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 JHSOE's disabilities services coordinator.

d. **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.

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

f. **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.

h) **The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

The School of Education has a long history of delivering online learning offerings, and in the past decade has expanded its distance education footprint substantially so that

most of the School's courses are now delivered online and the majority of the School's students are also now enrolled in distance education programs. As such, the School is well positioned to provide the resources necessary to support the proposed program and, if necessary, allow for expansion. As outlined in Appendix C, SOE is committed to providing ongoing financial and technical resource support to ensure the program's success.

i) The institution assures the integrity of its online offerings

The Higher Education Opportunity Act (HEOA) enacted in 2008 addresses academic integrity. This act requires that an academic institution that offers distance education opportunities to students has a process established: 1) to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it, 2) to verify that student privacy rights are protected, and 3) that notifies the student about any additional costs or charges that are associated with verification of student identity.

To ensure compliance with the act, SOE has implemented the following actions in relation to its distance education offerings: 1) students may only enter the Blackboard learning management system by providing their unique student ID and password assigned upon admission, 2) all FERPA privacy rights are preserved by limiting access to systems such as the University's student information system to only those permitted by law to have access to restricted student information, and 3) there are no additional costs imposed on students for the measures used to verify student identity.

Additionally, as outlined earlier, the School offers self-paced online training and orientation modules to all students in distance education programs. The orientation module, which is mandatory for students to take and is tracked for successful completion, can be customized (as needed) for specific programs. All online orientation modules include a program overview detailing the curriculum and program requirements, orientation on the use of all technologies involved, information about the entire range of student services available to students, and information about the School's and University's conduct policy, including academic misconduct. In addition, SOE offers online training modules for students on conducting library searches, formatting papers and references, and understanding and avoiding plagiarism, among other topics. Finally, SOE faculty have access to plagiarism detection tools that identify unoriginal content in work submitted by students.

Appendix A Course Listing

All courses in the program will be new and assigned a three-credit weighting. With the exception of the foundational Introduction to Education Policy course—which will be delivered on a hybrid (online and in-person) basis and will encompass a five-day in-person residency in Washington, D.C.—all courses will be fully online. Students will be required to complete a minimum of 33 credits to earn the degree, with the option of taking an additional three-credit elective internship course (hybrid – online and in-person) in the final semester.

Summer I (6 credits)

Introduction to Statistics

This course is designed as an introduction to basic descriptive and inferential statistics, with a focus on how they are used in education research. Students will learn to describe variables using graphs and tables, and summarize variable distribution using measures of central tendency and spread. As a basis for inferential statistics, students will explore concepts of basic probability, and apply them to understand probability sampling, sampling distribution, hypothesis testing and confidence intervals. Finally, students will learn to describe the relationship between two variables using correlation and regression. Students will apply this knowledge to a series of problem sets that ask them to think about research problems in education, and conduct their own analysis of an educational or other social science problem in a research paper that asks them to conduct a bivariate analysis and discuss their results.

Introduction to Education Policy

This course is an intensive hybrid course, which will be delivered partially in-person in Washington, D.C., and partially online in the program's first summer. Through the preparatory readings, an online pre-test, and a five full-day study and learning experience, students will grapple with the current challenges that apply to different levels of education policy and their relevance to the structure, content, and funding of education in the United States. The readings, assignments, and seminars with senior policy experts will introduce students to the central dilemmas and debates in education policy. Students will leave the course with a strong foundation from which to engage, in much greater depth, with course material throughout the degree.

Fall (9 credits)

Federal Education Policy

This course will explore the federal government's role in K-12 education policy. While the course will address the historic roots of the federal government's role, it will focus largely on the federal government's rapidly evolving policy role in education over the past two decades. During this period, on global measures of education, U.S. performance has stagnated while other countries' results have trended upwards, and educational achievement gaps continue to reflect a system that is riddled with inequity. In this course, students will explore the historic roots of the federal role in education within the context of the Civil Rights movement; the structure of the U.S. educational system; school accountability and the Elementary and Secondary Education Act (ESEA)'s evolution over time; academic standards and assessments; school turnaround and choice; and educator effectiveness and teacher policy.

Diversity in K-12 Education

This course introduces students to the ways in which diverse student bodies are constructed, educated, and multiply challenged in K-12 American education. Students will analyze research on, and craft responses to, the following issues: the social construction of race; racial achievement gaps; the impact of socioeconomics upon educational performance; the ways in which students of diverse religions and sexual orientations, and who are differently-abled, experience the classroom; and the challenges to creating high-quality culturally relevant educational experiences.

Intermediate Statistics

This course introduces students to multiple regression as a tool for inferential statistics in the social science, with a focus on applications to education research. Students will begin with a review of basic statistical concepts, then move on to the basics of linear regression including model assumptions, estimation, and statistical inference. Emphasis will be placed on interpreting coefficients, assessing model fit, and critiquing empirical studies. Students will review methods for specific types of data in the linear model, including categorical variables, interactions, data transformations and limited dependent variables. Finally, students will consider the limitations of regression and diagnostics for challenges including missing data and outliers. This course is designed for students who have had at least a one-semester introduction to statistics. Students should have existing knowledge of probability theory, properties of distribution and random sampling, and basic statistical tests.

Spring (9 credits)

State and Local Education Policy

Since the creation of public schools, education in the U.S. has predominantly been a state and local prerogative. Through this course, students will acquire an empirically-grounded and theoretically-informed understanding of state and local education policy and politics, investigating how various actors, institutions, interests, and issue contexts influence the development, implementation, and outcomes of education policies within and across states and school districts. Through engagement with primary data, documents, and in-depth case studies of different jurisdictions and policy issues, students will develop an appreciation of the complexity of state and local education governance, the opportunities this system presents for educational innovation and diversity, the challenges of reforming education through policy, and the role of research in shaping policy. The course will also introduce students to the concept of intergovernmental relations and the implications of this dynamic for education policymaking and outcomes. Ultimately, the course will push students to engage in thoughtful discussions about the contours, purpose, promise, and limitations of state and local education policy.

International Education Policy

K-12 education outcomes in the United States are often contrasted with those of other countries, especially nations now showing stronger results than America on international assessments such as TIMSS (Third International Math and Science Study) and PISA (Program for International Student Assessment). But what, exactly, are the top-performing countries doing differently from the United States? How do they structure K-12 education, and how do they manage accountability for excellence? Students will research these questions from several vantage points. They will review synoptic treatments that span multiple countries, do a “deep dive” on one country’s reforms, and evaluate the impact of the different ways in which countries abroad structure their

public education systems. Finally, students will assess the strengths and weaknesses of applying international models to their own national or state contexts.

Education Finance

This course will give students a strong understanding of the history of education finance, how and from what sources public education is financed in the United States, various finance reforms, and the impact of finance structures on student outcomes and other educational policies. Specifically, the course will layout the tri-part structure of funding between federal, state, and local governments, the revenue sources available to each, and policy tensions created between the three levels of government. The course will cover specific federal funding elements such as the Elementary and Secondary Education Act (ESEA), Title I, and the Individuals with Disabilities Education Act (IDEA). On a state level, the course will provide an understanding of the constitutional requirement that each state has to finance public education and the various ways states elect to do this. The course will use case studies from states that have unique funding structures, such as Indiana, which abolished local funding of public education. Next, the course will offer an analysis of various finance reforms focusing on court ordered reforms as a result of state finance litigation, as well as more recent funding interventions such as education savings accounts and tax credits along with the debates surrounding these issues. Throughout the course, students will wrestle with ideas over what it means to have equitable, sufficient, and adequate education funding, and how education finance affects student outcomes.

Summer II (9 credits; 12 credits if students take elective internship)

Outside the Schoolhouse

It is often said that the greatest impact on student learning comes from outside the school, via family background and the educational opportunities associated with income and education levels. Students will be introduced to the macro-data that is used to test these claims. They will review evidence on family structure and its intersection with race and economics, behavior that can challenge economic determinism, and initiatives such as Say Yes and Thread that are intended to support students to achieve outsized success. How successful are these programs—and where they are successful, and are they scalable? The course will also review the research on “community schools” and “wrap-around services” —two related approaches to giving less privileged students some of the supports that are automatic for those of greater means.

Understanding Education Research

One of the most familiar refrains in education policy is: “research shows....” But what exactly does this mean? This course will help students better understand education research, with a focus on methodology and its application in education research. For each method studied, students will learn the structure and requirements of the method, common challenges faced by researchers employing the method, and conclusions that can be drawn from the method. Once students understand the method from a theoretical standpoint, this knowledge will be applied by reading and discussing a peer-reviewed journal article that employs the method to answer a question in the field of education. Students will demonstrate their understanding of the methodologies and articles by leading an online discussion of one article; writing a summary of each methodology/article read; participating in online discussions; and writing a summative research proposal.

Capstone in Education Policy

The capstone course will offer students real-world work scenarios in which they will apply knowledge and skills gained during the program. Students will choose from a list of topics provided by the supporting organizations of the program—from the public and non-profit sector. They will research the topic, and then create three items: a policy brief, an Op. Ed., and a blog entry on their findings. Their work will be read by the most appropriate program partner, as well as being read and graded by the course instructor. The strongest of the policy briefs will be published by the Institute for Education Policy.

Internship in Education Policy (*elective course option*)

This course is an elective that may be taken by candidates who have not yet worked in an organization that influences, responds to, studies, or implements education policy. The field placement will be designed in collaboration with the candidate, to reflect his or her professional goals and geographic environment, and the needs of the hosting institution. Candidates must have received, *prior to the start of spring semester*, written program approval of their proposed placement, mentor, projects, and deliverables. Candidates' work will be supervised by a mentor and evaluated by Institute for Education Policy faculty.

Appendix B Faculty Listing

The following full-time Johns Hopkins School of Education faculty will teach in the program:

- Dr. David Steiner, Ph.D. (Political Science), Executive Director, Johns Hopkins Institute for Education Policy and Professor of Education.
- Dr. Jonathan Plucker, Ph.D. (Political Science), Julian C. Stanley Professor of Talent Development.
- Dr. Ashley Berner, D.Phil. (Modern History), Deputy Director, Johns Hopkins Institute for Education Policy and Associate Professor of Education.
- Dr. Alanna Bjorklund-Young, Ph.D. (Economics), Senior Research and Policy Analyst at the Johns Hopkins Institute for Education Policy and Assistant Professor of Education.
- Dr. Angela Watson, Ph.D. (Education Policy), Senior Research Fellow, Johns Hopkins Institute for Education Policy, appointment to assistant professor expected prior to teaching in the program.

The following individuals have expressed interest in serving as adjunct faculty instructors in the program. Currently Dr. Casalaspi, Dr. Holmes, and Ms. Siegel-Stechler have accepted invitations to teach in the program.

- Dr. David Casalaspi, Ph.D. (Education Policy), Senior Policy Analyst, National Governor's Association.
- Ms. Joanne Weiss, B.A. (Biochemistry), former Chief of Staff, United States Department of Education and CEO, Weiss Associates.
- Dr. Jay Plasman, Ph.D. (Education), Assistant Professor, Department of Educational Studies, Ohio State University.
- Dr. Heidi Holmes, Ph.D. (Education Policy), Assistant Professor of Economics, Kennesaw State University.
- Ms. Kelly Siegel-Stechler, Ph.D. (Education) Candidate (expected 2020) Johns Hopkins University and Research Fellow, Johns Hopkins Institute for Education Policy.

Appendix C Finance Data

Maryland Higher Education Commission Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)
2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.
3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.
4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.
5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.
6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.
7. **Other Expenses:** Enter other expenditures required for the new program. Attach

descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

Program Expenditures table on following page

A. Maryland Higher Education Commission

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	\$56,160	\$72,360	\$72,360	\$72,360
a. Number of FTE	0	1	1.38	1.38	1.38
b. Total Salary	0	\$52,000	\$67,000	\$67,000	\$67,000
c. Total Benefits	0	\$4,160	\$5,360	\$5,360	\$5,360
2. Admin. Staff (b + c below)	0	\$26,800	\$27,100	\$27,100	\$27,100
a. Number of FTE	0	.3	.3	.3	.3
b. Total Salary	0	\$20,000	\$20,000	\$20,000	\$20,000
c. Total Benefits	0	\$6,800	\$7,100	\$7,100	\$7,100
3. Support Staff (b + c below)	0	0	0	\$16,200	0
a. Number of FTE	0	0	0	.2	0
b. Total Salary	0	0	0	\$15,000	0
c. Total Benefits	0	0	0	\$1,200	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	\$72,000	\$72,960	\$97,958	\$74,997
TOTAL (Add 1 – 7)	0	\$154,960	\$172,420	\$213,618	\$174,457

Program Expenditures and Narrative Rational

Faculty

At current program size, no new fulltime faculty are needed but faculty associates will be required for instruction and delivery of the program. One faculty FTE is equivalent to the need of teaching 8 courses and advising in year 2. For years 3-5, a 1.38 FTE is needed to teach 11 courses and advising. In addition, the fringe benefit rate is budgeted at 8% for faculty associates and is based on JHU's negotiated rate.

Administrative Staff

To meet the demands of the program, a .3 FTE administrative staff position will be needed in years 2-5 to carry out academic needs supporting the faculty and students. In addition, the fringe benefit rate is budgeted at 34% and is based on JHU's negotiated rate.

Support Staff

Course design work will be needed for this program. It is estimated that a .2 FTE is needed in year 4. The fringe associated with this expense will be at 8% and is based on JHU's negotiated rate.

Equipment

No equipment expenditures are needed at this time.

Library

No library expenditure expenditures beyond those currently provided to the School of education are requested at this time.

New/Renovated Space

There is no anticipated new or renovated special facilities needs at this time.

Other Expenses

We are estimating \$500 for supplies, \$5,000 for JHU and guest speaker travel, \$12,000 for capstone advisors, \$13,500 for guest speaker honorariums, \$12,500 in meeting costs, \$500 for information technology, and \$4,000 for facilities in each of years 2-5. Online instructional design support costs in year 1 will be covered as part of the School of Education's Instructional Design team's budget. In addition, online instructional design support in the amount of \$24,000 is needed in year 4. Marketing costs are variable from years 1-5 but it is estimated to be \$115,915 for the 5 year period, of which any costs in year 1 are absorbed from the School of Education's marketing budget.

Total Expenses

No additional information.

B. Maryland Higher Education Commission

TABLE 1: PROGRAM 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)	0	0	0	0	0
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	0	Cohort 1 =15	Cohort 1=15 Cohort 2=20	Cohort 2=20 Cohort 3=20	Cohort 3=20 Cohort 4=20
e. Credit Hour Rate	0	\$1,300	\$1,339	\$1,379	\$1,421
f. Annual Credit Hour Rate	0	Cohort 1=24	Cohort 1=9 Cohort 2=24	Cohort 2=9 Cohort 3=24	Cohort 3=9 Cohort 4=24
g. Total P/T Revenue (d x e x f)	0	\$468,000	\$823,485	\$910,140	\$937,860
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	\$6,450	\$16,475	\$19,100	\$19,100
TOTAL (Add 1 – 4)	0	\$474,450	\$839,960	\$929,240	\$956,960

Program Resources and Narrative Rationale

Reallocated Funds

No funds will be reallocated from existing campus resources so there will be no impact on the School of Education's existing programs and departments.

Tuition and Fee Revenue

The revenue projections are modeled under the assumption that all students will be part-time. Year 1 is a planning year and no tuition and fee revenue will be generated. The enrollment projection for year 2 is based on 15 students taking 24 credits. In year 3, the enrollment projection is based on cohort 1 taking 9 credits and cohort 2 made up of 20 students taking 24 credits. In year 4, the projection is based on cohort 2 taking 9 credits and cohort 3 made of 20 students taking 24 credits. In year 5, projections are based on cohort 3 taking 9 credits and cohort 4 made of 20 students taking 24 credits.

The enrollments estimates are based on market rationale that was obtained demonstrating a growing demand for a sophisticated skill set that this program offers. The credit rate of \$1,300 for year 2 is based on analyzing peer institution data. The credit rate will increase by 3% each year.

Grants and Contracts

It is unknown at this time when any grants, contracts, or external funding sources will become available during this five year period.

Other Sources

No additional funds will be designated for this program. The revenue shown under other sources is related to the registration fees (\$175 each semester per student), graduation fees (\$175 at end of program per student), and admission fees (\$80 at application period per student) that are generated through this program.

Total Year

No additional explanation or comments.