



**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 #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <i>fully online</i> )	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:	Date:	
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



April 15, 2025  
Sanjay Rai, PhD  
Secretary  
Maryland Higher Education Commission  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201

Dear Dr. Rai:

On behalf of Provost Gange, I write to request your review and endorsement of the enclosed proposal for an off-campus offering of the existing **PhD in Education**, under Code of Maryland Regulations (COMAR) 13B.02.03.20.

This move to Johns Hopkins at Mount Washington, 5801 Smith Avenue, Baltimore MD, 21209, will facilitate renovation of the the main campus academic building to improve classroom space. The Mt. Washington campus is a ten minute drive from Homewood. The Mount Washington Conference Center will accommodate all classroom and office needs for the degree program until the renovation's completion.

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.

Should you have any questions or need further information, please do not hesitate to contact Westley Forsythe at (410) 516-0188 or [wforsythe@jhu.edu](mailto:wforsythe@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  
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Stephen Gange  
Dr. Westley Forsythe

Enclosures

**The Johns Hopkins School of Education  
Proposal for Off-campus Program  
Doctor of Philosophy (PhD) in Education**

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**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 move its existing approved doctoral degree program to an off-campus location while the main academic building for SOE is renovated to improve classroom space. The SOE is seeking to offer the off-campus program at the Mount Washington Conference Center (5801 Smith Avenue, Baltimore, MD 21209), which is a 10-minute drive from the main Homewood campus. The Mount Washington Conference Center can accommodate all classroom and office needs for the degree program until the renovation has been completed.

During this temporary relocation, the SOE remains committed to maintaining the same high-quality academic experience for its doctoral students. In the past year, two programs in the SOE have successfully made the transition to holding classes at the Mount Washington Conference Center, which will provide a conducive environment for collaborative research, faculty mentorship, and rigorous coursework without disruption.

**PhD**

The Johns Hopkins School of Education’s full-time PhD program offers an individually tailored learning experience based on a student’s interest in finding solutions to pressing problems in education. The program provides rigorous interdisciplinary training that develops students’ abilities to conduct evidence-based research on real-world educational challenges. Students benefit from a one-to-one apprenticeship model that pairs exceptional interdisciplinary candidates with nationally acclaimed faculty mentors, along with engaging coursework, sophisticated methodological training, and cohort-based learning.

The PhD program offers a world-class, research-focused program that prepares exceptional scholars to investigate and develop policies and practices that improve educational outcomes from pre-K through secondary school and beyond. Students draw insights from different disciplines (e.g., educational psychology, learning sciences, sociology of education), synthesizing their knowledge to craft multidisciplinary, evidence-based approaches to address educational policies and practices — particularly those that can improve outcomes for historically underserved populations. Immersion in modern research methods — advanced statistical techniques, open science approaches, and data science — facilitates students’ capacities to argue for research-based educational reforms. PhD graduates go on to careers in higher education as professors, policymakers, and influential scholars at research-intensive universities, institutes, and centers. 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” (<https://www.jhu.edu/about/history/>).

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

The PhD program is a top priority within SOE due to JHU’s historical status as the world’s first research university. In this program, we are training students to do top-quality research, which helps the state in multiple ways. Through the program, students become educational leaders, participate in research think tanks, and are heavily involved in education policy due to the proximity to DC. The PhD program additionally enhances the quality of higher education instructors nationwide.

The PhD program's broad and diverse areas of expertise align with students' learning and research goals, ensuring that every aspect of SOE's vision is fulfilled. The program empowers students to develop expertise in diverse educational contexts while making knowledge relevant and actionable. Areas of study surrounding school climate and safety, teacher quality, education policy, research synthesis and statistics, skill development, and practice partnerships are just a few areas where our focus connects with student needs.

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

The SOE leadership has made significant long-term investments in the PhD program to attract outstanding doctoral candidates, maintain its excellent standing with the JHU Doctor of Philosophy Board, expand its faculty, and enlarge its students’ services. SOE will continue to ensure the program is sufficiently funded during the transition to a new off-campus location.

The budget is displayed and described in Appendix C. This reflects the resources to personnel such as faculty, support staff, teaching assistants in the form of scholarships that will continue each year. Additionally, enrollment projections remain high, and SOE will devote the necessary resources to ensure students are supported throughout the transition period.

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

**A. ongoing administrative, financial, and technical support of the proposed program.**

SOE has the necessary faculty expertise, financial support, and administrative personnel in place to ensure a smooth transition of the existing PhD program to an off-campus location.

As detailed in Appendix C, SOE is committing a myriad of sustainable resources such as faculty, administrative support, an academic advisor, and recruiting/marketing on an ongoing basis for the next phase of the program. Additionally, SOE promotes faculty and students to engage in professional development and continuing education. To further support academic and professional advancement, the PhD program will promote and sponsor doctoral students to attend professional conferences.

**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. Although the School is fully confident that the PhD program will maintain its excellent standing, 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 SOE 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,**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

The PhD program is designed to meet the evolving needs of Maryland and the region. The PhD program addresses critical societal and educational by advancing academic research and knowledge, expanding opportunities for underrepresented students, and strengthening the educational community in Maryland. The program’s rigorous approach to research and ability to partner with established research centers at SOE provide a unique opportunity to tackle urgent issues in education policy, teacher quality, and educational equity. By promoting significant training and practical experience with research methodologies, the PhD program prepares future leaders and scholars to search for solutions with many of the community partners in the Maryland area. Overall, the PhD program is contributing significantly to diversifying the pipeline of researchers and policymakers who are committed to improving educational outcomes in our state and region.

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

This existing program is aligned with the three primary goals of Access, Success, and Innovation outlined in the *2022 State Plan for Higher Education*. These goals, in turn, align completely with the mission of the School of Education. This existing program is fully consistent with the plan to ensure equitable access to affordable and quality postsecondary education through the variety of scholarships and funding sources available to doctoral students. If the program, through the performance of 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 Student Success goal articulated in the Maryland State Plan) at all levels. Ultimately, the goal of the doctoral program (and SOE) is to produce highly trained educational researchers and professionals who, through their work, can affect real educational change in Maryland and beyond. This culture of risk-taking and ambitious efforts to innovate 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.**

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

Graduates of the PhD program are exceptionally well-positioned for top-tier positions in academia with employment opportunities available throughout governmental agencies, K12 organizations, and policy-focused organizations. The expected level of entry for graduates will be at the highest levels of professional expertise, including roles as tenure-track faculty and directors of research and evaluation. This program will equip graduates with advanced research skills and theoretical knowledge specialized in critical educational areas to contribute immediately to the local, state, and national conversation in the field of education.

**2. 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.**

The demand for professionals with PhDs in education is expected to grow steadily over the next five years due to the increasing needs in research, policy development, and higher education leadership with the expanding job market and retirement of the baby boomer generation. According to the Georgetown University Center on Education and the Workforce, by 2031, millions of positions will require advanced training as scholars continue to work in government, research centers, and academia to search for educational answers.

The U.S. Bureau of Labor Statistics estimates that the education workforce will continue to grow from 2022 to 2032 and create new faculty and research positions. Graduates of the JHU PhD program are uniquely qualified and experienced to fill these roles across the education sector.

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

The supply of prospective PhD students applying to Hopkins’ School of Education will continue to remain healthy and grow. Our historical data indicates that we often lost students to institutions paying larger stipends. Now that JHU PhD students have unionized and stipends have increased for the School of Education by over \$20K, the application rates seem almost certain to increase. In addition, the School has been awarded tenure. In a recent admissions cycle, the PhD program had a high admissions yield of students by enrolling eight students into the program. Consequently, one would expect better quality faculty recruitment and corresponding increases in the student applicants who want to work with those faculty.

**D. Reasonableness of Program Duplication.**

**1. 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 are no comparable doctoral programs in Maryland that share the same academic focus, CIP code, and structure at a research-based institution. The JHU program is highly selective in its admissions process each year, strategically focusing its resources on the most promising full-time doctoral candidates—differentiating it from institutions with larger enrollments of both full-time and part-time doctoral students.

Institution	Enrollment in similar Maryland programs (2019-2023)					
	Program name	Year 1	Year 2	Year 3	Year 4	Year 5
Johns Hopkins University	PhD (CIP code 13.0101)	26	30	26	27	29
Notre Dame of Maryland University	PhD (Higher Education; different CIP code 13.0401)	92	102	110	108	103
University of Maryland	PhD (Policy and Leadership; different CIP code 13.0401)	97	114	123	120	119
Morgan State University	PhD Education (13.0101)	--	--	--	--	--

Source: MHEC Trends in Enrollment Data by Program

**2. Provide justification for the proposed program.**

The need for PhD programs in every area of Johns Hopkins is highly necessary, due to the role of a research-based program within an R1 institution. The PhD in SOE meets and exceeds the demands of the education of researchers and offers skilled professionals upon graduation. The interdisciplinary training of each student develops their ability to focus on areas of improvement. The connection of our faculty to areas of methodology, education policy and practice, ethical and culturally responsive research, and school policy and reform is key to the success of the program and each graduate's mentorship. Through our connection with the JHU Doctor of Philosophy Board, we also can be evaluated and receive feedback from other PhD programs across the institution.

**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.**

This application is to continue operations of an existing program at an off-campus location and is not expected to impact the implementation or maintenance of high-demand programs at HBIs.

**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.**

It is not anticipated that the continuation of the existing program at an off-campus location will impact the uniqueness and institutional identities and missions of HBIs.

**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.**

The PhD program was established as part of the creation of the JHU School of Education in 2013, with an opening cohort of 8 students. Dr. Chrissy Eith is the Department Chair for the Department of Advanced Studies in Education. Dr. Hunter Gehlbach is a professor within SOE and is the Program Director for the PhD program. He oversees all curriculum, admission, and management of the program, including faculty who serve the role of instructors and advisors.

*(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.**

Program learning goals are assessed at various checkpoints throughout the PhD program and are as follows:

- 1) Be prepared for employment in research/faculty positions at top-tier research institutions;
- 2) Contribute to the interdisciplinary public discourse on education improvement;
- 3) Engage in and promote evidence-based practices through the application of rigorous methodology;
- 4) Link education research to policy and practice;
- 5) Provide leadership in the field by developing an independent line of ethical and culturally responsive research;
- 6) Contribute to development of the next generation of scholars; and
- 7) Be able to influence school policy and reform.

**3. Explain how the institution will:**

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

Aligned with SOE’s vision, mission, and dispositions, the School’s Comprehensive Assessment System (CAS) guides 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 drive

program and unit-level improvements and aim to increase student learning outcomes, satisfaction, and impact on their community.

At the core of the CAS is the course-based assessment focusing on knowledge, skills, and behaviors in courses within a program. The program faculty will collaborate with the Office of Assessment to establish program learning goals and objectives and create a well-rounded curriculum alignment map in which all course learning outcomes are aligned with appropriate program learning goals and objectives.

Building upon this solid foundation, program faculty will work closely with the assessment analyst in the Office of Assessment to design and develop courses with well-constructed learning outcomes, identify key assessments from courses that are suitable in the program curriculum, create robust assessment rubrics, facilitate learning assessment data collection, analyze/review assessment data, and consistently engage in continuous curricular improvement activities.

It is SOE's as well as the program's goal to create an integrated, evidence-based, and data-driven assessment culture.

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

Starting in fall 2022, SOE and all other Johns Hopkins schools moved to Canvas, the University's new learning management system (LMS). Additionally, a new learning assessment management system, HelioCampus, has been implemented to support and manage the SOE's learning assessment effort. As an industry leader, HelioCampus provides a comprehensive set of solutions to strengthen and facilitate SOE's goal of building an integrated, evidence-based, and data-driven assessment culture.

To achieve this goal, the Office of Assessment has dedicated experts in program development, learning assessment, data analytics, and data visualization to collaborate with program faculty and provide ongoing training and support. Course-based learning assessment data are collected, analyzed, and reported each semester. At the end of each assessment cycle or academic year, the Office of Assessment will prepare an assessment report, create an assessment data dashboard powered by Microsoft Power BI, and review the results with the program lead faculty and the department chair at a working session. Collaboratively, areas of improvement are identified, and an action plan is formulated. The action plan will then be implemented and incorporated into the next assessment cycle.

In addition to course-based assessment data, course evaluation data collected and analyzed each semester, annual alumni survey data, and annual employer surveys will provide an indirect data source to measure program effectiveness, student achievement of learning outcomes, as well as insights on continuous program improvements.

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

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Program requirements include earning a minimum of 72 graduate credits taken at the doctoral level at Johns Hopkins University. Full-time enrollment of at least 9 credits in the Fall and Spring semesters is required. While the program will be tailored to the specific learning needs of each student, it includes the following coursework components:

### Core Research Methods and Statistics courses (12 credit hours)

- ED.855.725 Research Landscape\*
- ED.883.812 Data Workflow\*
- ED.883.601 Basic and Inferential Statistics\*
- AS.230.604 Linear Models for the Social Sciences\*

### Core Seminars (12 credit hours)

- ED.855.815 Science of Learning\*
- ED.855.764 Schools in Society\*
- ED.855.835 Socio-Cultural Perspectives\*
- ED.855.723 Education Policy Practicum\*

- Major and/or minor area electives and readings (6 credits of research and 24 credits of general electives and readings)
- Dissertation Research (18 credit hours)

\*indicates a required course

A full course listing is provided in See Appendix A. No course content has been changed due to the program seeking off-campus instruction.

### **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.**

The PhD program does not have any specialization accreditation or graduate certification requirements. Like other MHEC-approved programs throughout Johns Hopkins University, the PhD program is included in the accreditation decision for the Middle States Commission on Higher Education.

### **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 M.S. program with clear, complete, and timely information. New candidates entering the program will participate in an orientation that provides a program overview detailing the curriculum and program requirements, guidance on the use of all technologies involved with Canvas 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 Canvas 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 clear and transparent in all communications with current and prospective students, and that the PhD 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).**

See Appendix B for a table of current full-time faculty who are teaching 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 fall 2018, the Office of Diversity and Faculty Development (ODFD) was created in an effort to provide professional development support for full-time and adjunct faculty. One major initiative within the ODFD is the planning and development of a comprehensive faculty support system that includes onboarding orientations, workshops, book clubs, and individual coaching.

In addition to these faculty development initiatives, SOE has recently implemented a new faculty evaluation system. This faculty evaluation system serves two primary purposes: (1) to provide meaningful feedback that can enhance professional performance and identify opportunities for growth, and (2) 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 School requires instructors to undertake training in how to teach an online course prior to teaching one. Through its Center for Faculty Development and Innovative Learning (CFDIL), SOE offers an online training course (How to Teach Online), which is customized as needed for specific programs, and which 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 how to use the technology involved with the LMS. In addition, the School also develops and offers ongoing training sessions for faculty on specific technologies and processes—on everything from grading in the LMS 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.

**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. 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 4.2 million books, the libraries provide 24/7 access to a rich collection of electronic resources, including over 154,000 print and e-journals and more than 1.6 million 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. Librarians are available to assist students remotely and the library maintains an extensive website to take

visitors through all its services and materials. Furthermore, the interlibrary loan department allows students access to resources at any other university in the nation.

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.

**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 instructional 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.**

SOE has determined that the degree can be delivered in its entirety using the institution's existing physical facilities/campus resources. In terms of technology infrastructure, the proposed program will use Canvas as its LMS. The University's central IT office provides technical maintenance and system-wide updates for the LMS. The School's CFDIL also has a dedicated team to support the LMS and many other instructional technology needs. SOE has successfully delivered hundreds of online, blended, and web-enhanced courses annually using different learning management system platforms over the years. As part of the program's development, the School's CFDIL and Office of Finance and Operations have determined that SOE possesses the necessary technology infrastructure and instructional equipment in place to support successful delivery of the proposed 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 have access to 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 various browsers on PC and Mac systems.

As indicated previously, the proposed program will launch in a blended/hybrid format. For all instructional delivery modes, SOE uses Canvas as its LMS. Canvas is one of the world's leading providers of e-learning systems for higher education institutions. The system's software focuses on educational outcomes and provides a highly flexible learning environment for students. Both the University, which supports the LMS centrally, and SOE are outfitted with suitable technical and professional staff to provide technical assistance to students taking online and blended/hybrid courses. Additionally, all participants have full access (both in-person and remotely) to 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 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, and results are also shared with department chairs and program leads.

As part of an annual performance review process, SOE faculty are evaluated, among other things, on both the effectiveness of their teaching; 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 teaching and learning support unit, CFDIL and the Office of Assessment, which are staffed by personnel with expertise in curriculum development, instructional design, technology integration, learning assessment, program evaluation, data analysis and visualization, and learning analytics.

Program faculty will: (1) collaborate with the Office of Assessment to review a robust assessment plan with key assessments mapped onto every program learning outcomes; (2) construct rigorous assessment rubrics that are directly and closely connected to the corresponding target program learning outcomes to be measured; and (3) support Office of Assessment with the learning assessment data collection; and (4) annually review assessment results, identify areas of improvement, and develop and implement an action plan, in collaboration with the Office of Assessment.

Through this iterative and continuous improvement cycle, the program director and faculty will systematically and methodically evaluate how well the program learning outcomes are achieved and how the program curriculum can be improved for more optimal student learning outcomes.

**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 Assessment System (CAS). As elaborated in G.3.a., SOE aims to promote reflective practice, critical thinking, and inquired-based learning through a robust review of performance-based

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assessment measures to drive program improvement and increase student learning outcomes, satisfaction, and impact on their community.

The effectiveness of the program will primarily be determined by benchmarking how well student learning outcomes are achieved, drawing from a variety of assessments and data sources, both direct and indirect.

Through semester and/or annual review of both direct and indirect assessment data (e.g., course-based assessment results, course evaluation results, alumni and exit survey responses, feedback from faculty and instructors, etc.), the program director will collaborate with the Office of Assessment team to identify areas of improvement, develop an action plan to address those areas of improvement, and implement the action plan.

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 PhD 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 equity and social justice, the program will employ recruitment strategies and offer student support services to attract and sustain a diverse student body.

### **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).**

Not applicable.

## Appendix A Course Listing

### **Core Seminars**

#### **ED.855.815 Science of Learning -3 credits**

The science of learning spans many disciplines (neuroscience, cognitive psychology, sociology, education, etc.) and can be investigated at all levels of analysis from the cellular and molecular bases to the application of principles in formal and informal learning environments. This course will offer an introduction to the fundamental issues in this area as they relate to educational research and practice, broadly defined. We will read primary and secondary sources that offer insights into how people learn, how we study learning, and how to take this information from the laboratory to the classroom.

#### **ED.855.764 Schools in Society -3 credits**

After a consideration of the historical development of modern educational systems as institutions that socialize, select, and allocate children to positions in the adult society, the course examines the origins of alternative explanations for why individuals obtain different amounts and types of educational training, considering how family background, race, and nativity shape modal trajectories through the educational system. The course also considers the particularities of the urban schooling in America since the 1960s, including the foundational literature on the effects of school and community resources on student achievement as well as the development and subsequent evaluation of school desegregation efforts. Debates over the meaning and pursuit of equality of opportunity are considered throughout the course, as they arise from broader concerns about the fairness of society, the prospects for upward social mobility, and the role that educational institutions have played in the production of socioeconomic inequalities across generations.

#### **ED.855.835 Socio-Cultural Perspectives -3 credits**

This seminar will provide candidates the opportunity to examine race, ethnicity, and culture within the context of pre-K-12 and higher educational settings. Students will become familiar with the major racial, ethnic, and cultural groups in the United States. Through self-disclosure, experiential exercises, student presentations, readings, and lectures, students will gain a better knowledge of themselves, culturally distinct groups, multiculturalism, and implications for education.

#### **ED.855.723 Education Policy Practicum -3 credits**

In this course students will learn how national and state education policy is made, examine the impact it has, and learn how research findings can influence its formation.

### **Core Research Methods and Statistics**

#### **ED.855.725 Research Landscape -3 credits**

This course is designed to teach students the skills necessary to understand different paradigms and methods of research. Students will have the opportunity to evaluate quantitative and qualitative research. Further, students develop an understanding of the principles, processes, and purposes of different types of educational research. Types of research methodology that will be discussed include: experimental research, quasi-experimental research, correlational research, single-subject research, and qualitative research. Students will develop an understanding of the quality indicators and high standards necessary to conduct educational research within their areas of interest. Further, students will have the opportunity to develop the skills to critique quantitative and qualitative research studies published in peer review journals.

#### **ED.883.812 Data Workflow –1 to 3 credits**

This course is designed to teach students the skills necessary for them to develop efficient and accurate practices for handling, preparing, documenting and analyzing data for investigation. Students will be taught fundamental concepts of workflow, data cleaning, and statistical computing/programming.

### **ED.883.601 Basic & Inferential Statistics -3 credits**

This course is designed as an introduction to basic descriptive and inferential statistics. Topics will include the summary and analysis of data using graphs, measure of central tendency, simple regression, correlation, t-tests (independent and dependent), and Analysis of Variance (ANOVA). Emphasis will be placed on the theoretical understanding of the statistical concepts and analyses will be described in class but accomplished using Stata software.

### **AS.230.604 Linear Models for the Social Sciences -3 credits**

This course provides an accessible but in-depth coverage of multiple regression with a focus on sociological problems and software applications. We begin with the basics of linear regression, including estimation, statistical inference, and model assumptions. We then review several tools for diagnosing violations of statistical assumptions and what to do when things go wrong, including dealing with outliers, missing data, omitted variables, and weights.

## **Electives**

### **ED.855.855 Research Pro Seminar -1 credit**

Students will be exposed to current research and scholarly perspectives on school improvement, school reform, urban education, and the science of learning through weekly sessions with current SOE faculty conducting research in these areas. Participants will develop and articulate their own broad research interests and will have an opportunity to explore the alignment of those interests with different faculty members.

### **ED.855.854 Practice Pro Seminar -1 credit**

Students will be exposed to current educational practice and perspectives on school improvement, school reform, urban education, and the science of learning through weekly sessions with educational professionals. Participants will develop and articulate their own broad research interests and will have an opportunity to explore the alignment of those interests with current educational practice.

### **ED.883.723 HLM-Hierarchical Linear Model -3 credits**

This course offers an introduction to methods for the analysis of multilevel or clustered data, hands-on development, and interpretation of hierarchical linear models. The topics include conceptual development of multilevel models, estimation, model assessment, power, modeling longitudinal data, and models for continuous outcomes as well as categorical or limited dependent variables.

### **ED.883.711 Qualitative Research Methodology I -3 credits**

This seminar provides an introduction to qualitative research methods, with a focus on education, culture, and society. Primary attention will be given to case study methods and ethnography, including interviews, observations, and data analysis. The course will give detailed guidance on developing field notes and codes and actively engaging in thematic analysis of data. In addition, we will examine the role of theory, epistemologies, and subjectivity/ objectivity, and grapple with and explore strategies to produce validity and reliability in qualitative research.

### **ED.855.853 Savvy Surveys -3 credits**

Many courses on questionnaire design focus on statistical techniques used to analyze surveys after the data are collected. In contrast, this course prioritizes the “front-end” survey design process that enables

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researchers to collect high quality data in the first place. Through this survey experiential learning course, students will enact seven steps en route to designing a survey scale on a research topic of interest to them that will have strong evidence of validity and minimize common sources of measurement error. The course is oriented with the assumption that the surveys will be used to produce quantitative data.

### **ED.855.730 Doctoral Directed Reading –variable**

Students work under the direction of a faculty member to explore literature related to a specialized topic in education while developing a product, such as a paper, article, or course syllabus.

### **ED.855.840 Doctoral Research -variable**

Doctoral students apply theories and concepts related to their areas of study.

### **ED.883.850 Dissertation Research - variable**

Doctoral students prepare dissertation proposals and conduct research under the direction of the appropriate research committee in the School of Education.

### **ED.855.704 Economics of Education -3 credits**

Teaches the basic economic concepts and methods to be used for further study and analysis of educational finance, education and inequality, education and economic growth, the impact of educational policies on K-12 and higher education; and outcomes, school reform, and school choice.

### **ED.855.701 Intro to Causal Inference -3 credits**

This course introduces strategies for estimating causal effects from a counterfactual perspective, uniting the potential outcome model with causal graph methodology. After an examination of the primary features of the counterfactual perspective and criteria for causal effect identification, the course focuses on developing a deep understanding of data analysis techniques that can work in favorable circumstances, such as matching, regression from a potential outcome perspective, and inverse probability of treatment weighting. The course concludes with the vexing challenges posed by unobserved determinants of both the cause and outcome of interest, and it provides a review of specialized designs that can salvage a research project in these situations.

### **ED.855.702 Causal Inference When Regression Fails -3 credits**

This course introduces strategies for estimating causal effects from a counterfactual perspective when conditioning techniques, such as matching and regression, do not identify the parameter of interest. After a review of scenarios when such conditioning will fail, the course then presents intervention designs, explaining randomization from both a potential outcome and causal graph perspective. The challenges to implementation of these designs are then discussed, with a special focus on large-scale randomized trials in education research. The course then considers the most prominent designs for causal inference in observational research in the presence of troubling unobservables: instrumental variable estimators, pre-post longitudinal designs, regression discontinuity, and estimation via exhaustive mechanisms. The course concludes with a consideration of credible avenues for investigation when point identification cannot be achieved, including an analysis of bounds and the estimation of a provisional estimate followed by a sensitivity analysis.

### **ED.855.856 The Sociology of the School-to-Prison Pipeline -3 credits**

To prepare students to understand and conceptualize research, programs, and/or advocacy related to intersectional disparities in safety, surveillance, and carceral outcomes for school-age youth.

### **ED.XXX.XXX Wellness and Resilience in Education – 3 credits**

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This course approaches mental health challenges in education from multiple angles and perspectives e.g., social emotional learning, teacher and student mental health, strength-based vs. deficit-based models, etc.

### **ED.XXX.XXX Advanced Qualitative Analysis – 3 credits**

This course addresses a range of qualitative approaches to research design, data collection, and analysis (e.g., ethnography in education, coding, youth participatory action research, etc.)

### **ED.XXX.XXX Interdisciplinary Approaches to Education and Culture – 3 credits**

This course explores education and culture from a diverse array of disciplinary perspectives e.g., anthropology of education, psychology of education, sociology of education, etc.

### **ED.XXX.XXX Global Education – 3 credits**

This course focuses on understanding and comparing political, social, and learning trends in education globally. Cross-cultural similarities and differences are explored.

### **ED.XXX.XXX Advanced social science research skills – variable**

This course introduces students to modern, advanced research skills such as, data visualization, observational data, descriptive approaches, research practice partnerships, grant getting, quasi-experimental research designs, applications of causal inference, etc.

## **Appendix B Faculty Listing**

The following full-time Johns Hopkins School of Education faculty will contribute to the program:

<b>Faculty Name</b>	<b>Academic Rank/ Title</b>	<b>Highest Degree</b>	<b>Degree Field</b>	<b>Specialization(s)</b>	<b>Likely Course Assignments</b>
Jennifer Adams	Assoc. Professor/ Director, ITGL	EdD	Administration, Planning, and Social Policy	global education, climate change, environmental literacy, educational inequality	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Robert Balfanz	Professor/ Co- Director, CSOS	PhD	Education	Early-warning systems; high school dropouts; instructional interventions in high-poverty schools; secondary school reform.	Ed.855.723 Education Policy Practicum; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Ashley Rogers Berner	Assoc. Professor/ Director, IEP	PhD	Modern History	Academic performance;	ED.855.730 Doctoral Directed Reading;

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				charter schools and school choice; curriculum; diversity; education policy; K-12 education; educational pluralism; civics; equity.	ED.883.850 Dissertation Research
Alanna Bjorklund-Young	Asst. Professor	PhD	Economics	methodology from economics to study topics in education; impact of education policy on student outcomes	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Rebecca Cruz	Asst. Professor	PhD	Quantitative Methods and Evaluation	Critical quantitative and mixed methodologies; QuantCrit; disproportionality; exclusionary discipline; agency-structure	ED.883.601 Basic and Inferential Statistics; ED.883.723 HLM; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Marcia Davis	Assoc. Professor/ Co-Director CSOS	PhD	Human Development: Specialization in Educational Psychology	Absenteeism; dropout prevention; high schools; K-12 education; reading and literacy; motivation.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Norma Day-Vines	Professor/ Associate Dean for ODFD	PhD	Counselor Education	Counseling; race and diversity	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Hunter Gehlbach	Professor/ PhD Program Director	PhD	Psychological Studies in Education	High schools; social psychology; social aspects of learning; motivation; environmental education; open science; social perspective taking; survey/questionnaire research.	Ed.855.815 Science of Learning; ED.855.725 Research Landscape; ED.855.853 Savvy Surveys; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Odis Johnson, Jr.	Bloomberg Distinguished	PhD	Education and Social Policy	Neighborhoods; policing; housing; policy; race; gender.	ED.855.855 Research Proseminar; ED.855.856

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	Professor/ Exec. Director, CSHS				Sociology of School-to-Prison Pipeline; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Richard Lofton	Asst. Professor	PhD	Sociology and Education	Black students and their parents; healthy and safe schools; structural violence; chronic absenteeism, social constructs of race, racism, and spatial legitimacy of schools and neighborhoods; concentrated poverty; transformative justice and equity.	ED.883.711 Qualitative Methodology; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Douglas Mac Iver	Professor	PhD	Developmental Psychology	Absenteeism; achievement gap; dropout prevention; high schools; reading and literacy; curriculum; middle grades education; whole school reforms in the middle and secondary grades; restorative practices; success skills; social-emotional learning; mathematics reform; student engagement interventions.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Martha Mac Iver	Assoc. Professor/ Associate Dean of Research	PhD	Political Science	Absenteeism; dropout prevention; family; high schools; K-12 education; early warning systems.	ED.855.854 Practice Proseminar; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research

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Olivia Marcucci	Asst. Professor	PhD	Education	Inequality; K-12 education; school discipline; restorative justice.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Ebony McGee	Professor	PhD	Curriculum and Instruction, Mathematics Education	Inequities in STEM education	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Stephen Morgan	Bloomberg Distinguished Professor	PhD	Sociology	education, demography, public opinion, causal inference, and survey methodology	ED.855.764 Schools in Society; ED.855.701 Intro to Causal Inference; ED.855.702 Causal Inference When Regression Fails
Christopher Morphew	Dean/ Professor	PhD	Social Sciences and Educational Practices	Policy and administration in higher education	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Jonathan Plucker	Professor/ Assoc. Dean for Faculty Affairs/ Faculty Lead, Masters in Ed. Policy	PhD	Educational Psychology with emphasis in statistics and research	Creativity; advanced learning; educational psychology; education policy; talent development.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Eric Rice	Asst. Professor	PhD	Anthropology	Urban education; school reform; school funding; community involvement; charter schools; teacher quality; teacher recruitment and retention.	ED.855.835 Sociocultural Perspectives; ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Steven Sheldon	Asst. Professor/ Co-Director CSOS/ Co-Director CSFCP	PhD	Educational Psychology	Family engagement; school, family, and community partnerships; principal leadership; program evaluation; student attendance; parental/family perceptions.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research
Alexandra Shelton	Asst. Professor	PhD	Special Education	Reading and literacy; K-12 education; English	ED.855.730 Doctoral Directed Reading;

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				learners; disability; special education.	ED.883.850 Dissertation Research
Angela Watson	Asst. Professor	PhD	Education Policy	Education policy; K-12 education; curriculum; homeschooling and school choice; cultural capital.	ED.855.730 Doctoral Directed Reading; ED.883.850 Dissertation Research

In addition to a core of full-time faculty, the program will be supported by qualified adjunct faculty.

**Appendix C  
Budget**

Revenue narrative: Tuition revenue will support the program’s finances.

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>
1. Reallocated Funds	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$1,448,173	\$1,194,482
a. Number of F/T Students	29	23
b. Annual Tuition/Fee Rate	\$49,937	\$51,934
c. Total F/T Revenue (a x b)	1,448,173	1,194,482
d. Number of P/T Students	0	0
e. Credit Hour Rate	N/A	N/A
f. Annual Credit Hour Rate	N/A	N/A
g. Total P/T Revenue (d x e x f)	\$0	\$0
3. Grants, Contracts & Other External Sources	\$99,874	\$103,868
4. Other Sources	\$0	\$0
<b>TOTAL (Add 1 – 4)</b>	<b>\$1,548,047</b>	<b>\$1,298,350</b>

## **Program Resources and Narrative Rationale**

### **Reallocated Funds**

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

### **Tuition and Fee Revenue**

SOE is continuing its same program tuition and fee structure for the existing graduate school degree program.

### **Grants, Contracts, and Other External Sources**

SOE's Bloomberg Distinguished Professor grants support 2 PhD students.

### **Other Sources**

Not applicable

### **Total Year**

No additional explanation or comments.

**Expenditure**

Expenditure narrative: Faculty salary and benefits constitute the primary expenditure.

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>
1. Faculty (b + c below)	347,383	357,805
a. Number of FTE	2.5	2.5
b. Total Salary	261,190	269,026
c. Total Benefits	86,193	88,779
2. Admin. Staff (b + c below)	0	0
a. Number of FTE	0	0
b. Total Salary	0	0
c. Total Benefits	0	0
3. Support Staff (b + c below)	1,566,000	1,612,980
a. Number of FTE	29	23
b. Total Salary	1,450,000	1,493,500
c. Total Benefits	116,000	119,480
4. Technical Support and Equipment	17,000	17,500
5. Library	28,268	29,116
6. New or Renovated Space	25,500	27,000
7. Other Expenses	112,400	115,000
<b>TOTAL (Add 1 – 7)</b>	<b>2,096,551</b>	<b>2,159,401</b>

## **Program Expenditures and Narrative Rationale**

### **Faculty**

The budget reflects levels needed to maintain enrollment targets and responsibilities in the program.

### **Administrative Staff**

The budget reflects all current levels of staffing will be maintained during the transition to the off-campus location.

### **Support Staff**

Represents Fellowship Payroll to PhD Students

### **Equipment**

Technical costs are expected to rise to ensure all classrooms in the new off-campus location have the technical support to troubleshoot any issues that emerge for faculty or students. All classrooms will have access to Wi-Fi, whiteboards, and audio and video recording technology.

### **Library**

The figures represent the central tax for the Milton S. Eisenhower Library allocated to the counseling program. No library expenditures beyond those provided to the School of Education are requested now.

### **New/Renovated Space**

The counseling program will have costs to lease the new academic space at Mount Washington Conference Center for the duration of the renovation of the SOE's main academic building.

### **Other Expenses**

The counseling program incurs other expenses related to marketing, recruitment, and course development. Funding will be allocated to cover annual costs on a per student basis in the areas of stipends, books, health insurance, and school fees.

### **Total Expenses**

No additional information.

**Appendix D**

**List of Similar Current PhD Programs Offered by Maryland Institutions**

(pulled from MHEC Academic Program Inventory)

Notre Dame of Maryland University	PhD	Higher Education	082701
University of Maryland, College Park	PhD	Teaching and Learning, Policy and Leadership	082702