



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	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>)	
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:		



October 31, 2022

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

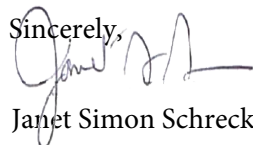
Dear Secretary Fielder:

On behalf of Provost Kumar, I write to request your review and endorsement of the enclosed proposal. The Krieger School of Arts and Sciences proposes a substantial modification of the **Master of Science in Organizational Leadership (HEGIS 0506-02, CIP 52.0213)**.

This substantial modification will provide students the opportunity to enroll in three electives and delve deeper into professional subject areas of interest such as Coaching, Non-Profit Management, and Project Management. Students will have access to a broad range of elective courses available both through the program and JHU's broader range of academic disciplines, such as the Applied Economics and Data Analytics and Policy programs. The reduction in the number of required courses maintains the program's rigor while providing flexibility and significant cost savings to students.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is 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. Thank you for your support of Johns Hopkins University.

Sincerely,


Janet Simon Schreck, PhD
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Sunil Kumar

Dr. Westley Forsythe

Enclosures

**The Johns Hopkins University
Krieger School of Arts and Sciences
Proposal for a Substantial Modification to an Endorsed Program**

Master of Science in Organizational Leadership

A. Centrality to Institutional Mission and Planning

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 University, Krieger School of Arts and Sciences (KSAS) is pleased to submit a proposal for a substantial modification to the Master of Science in Organizational Leadership (MSOL) in its Advanced Academic Programs division (JHU-AAP). The current MHEC-approved program is 36 credits with 12 required courses.

The proposed modification will result in a 30-credit program with six existing required courses, one new required course, and three electives. Appendix B provides a side-by-side comparison of the existing approved degree and the new proposed degree with a substantial modification.

This substantial modification will provide students in the program the opportunity to enroll in three electives and delve deeper into professional subject areas of interest such as Coaching, Non-Profit Management, and Project Management. Students will have access to a broad range of elective courses available both through the MSOL program and JHU-AAP's broader range of academic disciplines, such as the Applied Economics and Data Analytics and Policy programs. The reduction in the number of required courses maintains the academic rigor of the program, while at the same time providing additional flexibility and significant cost savings to students. The revised curriculum also accounts for the diverse experiential backgrounds and needs of the program's students, which range from recent undergraduates to seasoned professionals.

JHU-AAP will continue to offer the modified program in a variety of innovative formats that are developed and taught by accomplished faculty and industry practitioners. The modified MSOL will also provide educational experiences founded on the principles of scholarship, strengthened with practical application, and sustained by academic excellence. These principles, in turn, support the expressed mission of Johns Hopkins University, which seeks to educate its students and cultivate their capacity for life-long learning, to foster independent research, and to bring the benefits of discovery to the world.

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

The University's strategic plan, *Ten by 2020: A Vision for Johns Hopkins University Through the Year 2020* (released in May 2013), details 10 goals that seek to guide both new initiatives and the future of the Institution. Overall, MSOL supports the articulated goals in general, and particularly supports goal 2, which challenges academic units to

“Strengthen our capacity for faculty-led interdisciplinary collaboration and launch a set of innovative cross-cutting initiatives that will contribute substantially to the world of ideas and action.”

The MSOL is organized to foster collaborations across JHU-AAP and to integrate curriculum from existing graduate programs, including, for example, Non-Profit Management, Public Management, and Communication, to meet the institution’s goal of cross disciplinary learning opportunities. This approach, in turn, continues Johns Hopkins University’s tradition of “*profound acts of collaboration*,” as it successfully draws upon students and faculty from more than one JHU-AAP department.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

All JHU-AAP degree programs set aside a portion of tuition revenue each year to fund degree modifications, new courses and programs, and to cover the related changes to meet instructional, marketing, and operational costs. The overall JHU-AAP program portfolio budget has the capacity to support the new program during the first five years. For additional information, see Finance Tables section 1.

4. Provide a description of the institution’s commitment to:
a. ongoing administrative, financial, and technical support of the proposed program

Johns Hopkins University has a dedicated team of full-time administrators, financial managers, and technical support that will work with the Program Director to ensure ongoing support of the revised degree program.

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

In accordance with the JHU-AAP degree completion policy, all students will have the opportunity to complete the degree within five years of their start date.

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

The MSOL prepares students for careers that are in high demand in Maryland, such as Management Analysts and Education Administrators, Postsecondary, which are projected to grow at rates of 18% and 17% in Maryland through 2028, respectively.

Currently, students interested in a master's level program in organizational leadership in Maryland are limited to University of Maryland Global Campus' MS in Transformational Leadership, which is only open to those with military service experience. JHU-AAP's MSOL, therefore, offers master's level education in organizational leadership to a much broader student population in Maryland.

The proposed modification will add a new required course, Organizational Leadership; remove two required courses, Applying Research and Informational Technology for Leaders; and shift three additional required courses, Team Building, Project Management, and Leadership: A Developmental Process, to electives. Reducing the overall number of credits in the program, while providing flexibility for elective choices, will also give students the opportunity to take up to three courses in an area in more depth, thus enabling students to deepen their knowledge in a particular area of organizational leadership or mix and match courses.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Johns Hopkins University is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. JHU-AAP degree programs are accessible to minority and educationally disadvantaged students and welcome applications from qualified graduates of HBIs. Specific outreach plans to HBIs will help ensure student awareness of this new program. The program seeks to improve student competitiveness in the job market and to help students reach their professional goals upon successful completion.

JHU-AAP pursues direct outreach opportunities with HBIs. Each year, JHU-AAP, along with several other Johns Hopkins University graduate programs, participates in joint information sessions held at Coppin State University. Despite the impact of the pandemic, this spring, JHU-AAP participated in a virtual information session at Coppin State University on February 26, 2021. In addition, JHU-AAP is beginning to strengthen ties with the University System of Maryland Louis Stokes Alliance for Minority Participation (WBHR-LSAMP) Program.

Now in its 26th year, the WBHR-LSAMP Program seeks to build enduring relationships within the Alliance and with other major research institutions. One area of expansion for the Alliance seeks to create pathways for STEM baccalaureate students by facilitating their acceptance to STEM graduate programs at WBHR-LSAMP institutions and other graduate programs. JHU-AAP is exploring ways to establish a relationship with the WBHR-LSAMP Program. A JHU-AAP representative attended the WBHR-LSAMP Graduate School and Resource Fair in February of 2021 and shared information about opportunities for prospective students, including STEM undergraduates, graduates, and community college students within University System of Maryland institutions.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Currently, no HBIs in Maryland offer programs in this area at the master's level. The proposed degree will strengthen the existing doctoral level-offering in organizational leadership from the University of Maryland, Eastern Shore by preparing students for the advanced degree.

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

The new degree aligns well with the 2017-2021 Maryland State Plan for Postsecondary Education. More specifically, it supports the following strategies of the State Plan:

Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

See supra, note c. In addition, the JHU-AAP Student Success division provides the following:

- Disability Support Services
- Johns Hopkins Student Assistance Program

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

Each year, JHU-AAP enrolls over 5,000 graduate part-time and full-time students in 43 post-baccalaureate degree and certificate programs, both online and on-ground. To assist those students, JHU-AAP maintains an extensive student support apparatus, which includes faculty advising of students and access to the University-wide financial aid office.

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

Each JHU-AAP student is assigned a dedicated faculty advisor. The faculty advisor in turn guides the student through their degree path, ensuring success and facilitating completion of the degree requirements. Additionally, the new degree will offer each student a flexible format: students can enroll in both on-ground and online courses.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

The JHU-AAP Student Success division manages the day-to-day operational protocols and policies for student services with the purpose of providing high quality engagement and support to both non-traditional learners and the faculty, and implements the following:

- Career development and employment assistance
- Internship placement
- Career advising
- Job search assistance

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

JHU-AAP's industry connections help our students meet their professional goals. JHU-AAP relates to industry through its large network of adjunct faculty and alumni and is always looking to develop new relationships. JHU-AAP also hosts a number of employer showcases each year that bring potential employers to meet students either virtually or, when permissible, on campus. These industry connections, in turn, provide JHU-AAP

students with networking and employment opportunities through the circulation of employer announcements and job postings, the offering of symposia, seminars, and roundtables with adjuncts, alumni and employers, the strategic development of mentoring relationships in OneHop, and the expansion of partnering opportunities between the University and industry on industry-related events. JHU-AAP students and alumni are employed by numerous organizations like JP Morgan Chase, Credit Suisse, Blackrock, Amazon, Booz Allen Hamilton, the World Bank, and the Inter-American Development Bank.

The new degree will seek to develop new partnerships with Maryland businesses to provide workforce readiness for graduating students. Students will learn and practice skills asynchronously online and face-to-face with learning activities that provide opportunities to engage with faculty, industry, and each other in lab-based exercises, discussion groups, and experiential projects.

Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges.

The JHU-AAP Instructional Resource Center (IRC) provides oversight for all online course developments and faculty training for all modalities that incorporate best practices in teaching and learning, course design and the latest instructional technologies.

The IRC has a formal, structured development process that prepares faculty to develop and teach an online course. JHU-AAP faculty can participate in a range of flexible and robust professional development opportunities related to instructional strategies and the use of instructional technologies. These professional development opportunities strengthen their skillset by providing an overview of online learning pedagogy and by introducing the faculty to the technologies they will use to develop courses for the online environment.

Faculty members may sign up for one-on-one consultation sessions with the IRC staff and consult with the program's leadership for additional pedagogical or technical support. A third-party help desk also provides technical support for faculty.

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 (*ex: mid-level management*) for graduates of the proposed program.

The MSOL prepares students for leadership roles such as General and Operations Managers, Human Resource Specialists, Education Administrators, Postsecondary, and Training and Development managers. According to the University Professional and Continuing Education Association (UPCEA), top job titles for master's level organizational leadership professionals include Marketing Manager, Sales, Manager, and Account Manager (11). The MSOL focuses on a broad scope of leadership, and its graduates can find positions in a variety of industries, including education, public safety, and community-based organizations.

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

Table 1 highlights the current and projected demand in the United States for organizational leadership related occupations from 2019 to 2029. (*Occupational Handbook*).

Nationally, growth of management-level roles across a variety of organizations and disciplines is helping drive the market for leadership development programming. According to the Bureau of Labor Statistics, management careers are expected to increase by 5% from 2019 to 2029, translating to over 505,000 new positions (*Management Occupations*).

Table 1: Future Demand for Select Organizational Leadership-Related Occupations in the United States.

Occupation	Jobs		Change		Median Salary
	2019	2029	#	%	
General and Operations Managers	2,486,400	2,630,200	143,800	6%	\$100,780
Management Analysts	876,300	970,100	93,800	11%	\$85,260
Human Resources Specialists	666,500	713,500	46,900	7%	\$61,920
Human Resources Managers	165,200	175,600	10,400	6%	\$116,720
Education Administrators, Postsecondary	190,500	197,600	7,100	4%	\$95,410
Compensation, Benefits, and Job Analysis Specialists	94,400	101,900	7,500	8%	\$64,560
Training and Development Managers	42,300	47,400	3,100	7%	\$113,350

Table 2 highlights the current and projected future demand for select organizational leadership occupations in Maryland according to the Maryland Department of Labor. General and operations managers are projected to see the greatest increase in jobs (5,665), while education administrators, postsecondary are projected to see the largest growth percentage (17%). Table 2 also includes the median salary for each occupation in Maryland as of May 2020 according to the Bureau of Labor Statistics (“Occupational Employment”). Human resources managers have the highest median salary (\$137,580).

Table 2: Current and Future Demand for Select Organizational Leadership-Related Occupations in Maryland.

Occupation	Jobs		Change		Median Salary as of May 2020
	2019	2029	#	%	
General and Operations Managers	54,872	60,537	5,665	10%	\$133,170
Management Analysts	29,263	34,562	5,229	18%	\$102,850
Human Resources Specialists	15,129	16,679	1,550	10%	\$77,710
Human Resources Managers	3,177	3,523	346	11%	\$137,580
Education Administrators, Postsecondary	5,067	5,952	885	17%	\$132,250
Training and Development Managers	1,659	1,824	174	11%	\$134,980
Compensation, Benefits, and Job Analysis Specialists	2,156	2,375	219	10%	\$77,010

3. 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 March of 2019, JHU-AAP engaged UPCEA’s Center for Research and Strategy to conduct a Feasibility Analysis to compare the current curriculum to other institutions and to assess industry needs. The analysis provided the following conclusions:

- Opinion leaders expressed “a general need for more and better leaders, with several suggesting a perceived dearth of strong, qualified leadership candidates” (p. 5).
- The market is highly competitive and demand for capable organizational leaders still surpasses the supply (p. 5).
- Opinion leaders consistently pointed to the need for better “soft skills” – communication, persuasion, etc. – as the most acute need for improved organizational leadership (p. 5).
- Other areas of need include team management, awareness and comfort with technology, finance/accounting acumen, diversity focus, fundraising, creative thinking, and visionary planning (p. 5).

JHU-AAP also engaged the Education Advisory Board (EAB) COE Forum to provide an analysis of employer demand and competitor programs. The EAB report provided the following additional conclusions:

- Steady growth in relevant employer demand indicates degree potential with a proposed general focus
- Recruit early career professionals with experience in a variety of industries

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

Organizational leadership programs are growing in popularity. Since the National Center for Education began tracking the credential, total degree completions steadily rose from a 2012 low point of 3,498 nationally to over 10,000 in 2017, the most recent year for which data was available. Since 2012, master's degree completions have seen a steady increase, averaging 22% growth annually, a total change of 61%. These were at their lowest in 2012 (1,646) and highest in 2017 (5,519) (UPCEA, 2019, p. 24).

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.

Table 3 below provides details on potential national online competitors that offer a program like JHU-AAP's MSOL.

Table 3: Comparable Programs Nationwide.

Institution	Program	Delivery	Credits	Tuition
Northeastern University	Master of Science in Leadership	Online	45	\$34,000
Duquesne University	Master of Science in Leadership	Online	30	\$32,100
Gonzaga University	Master of Arts in Organizational Leadership	Online	30	\$30,000
Michigan State University	Master of Science in Management, Strategy, and Leadership	Online	30	\$32,700
Regis University	Master of Science in Organizational Leadership	Online	30	\$27,600
University of Denver	Master of Science in Organizational Leadership	Online	48	\$35,712
Pepperdine University	Master of Science in Organizational Leadership and Learning	Online	32	\$42,240

Table 4 below highlights the potential competitors in the local marketplace. Among the five highlighted programs, only the Catholic University of America is fully on-ground.

The MSOL tuition rate is the same rate as the degree programs offered by the JHU-AAP Center for Advanced Governmental Studies, which is \$4,361 per course. However, the reduction in the number of credits from 36 to 30 credits represents a significant cost savings to MSOL students. The MSOL currently has no true competitor programs in Maryland. While the University of Maryland Global Campus's MS in Transformational Leadership falls under the same CIP code as the MSOL, the MS in Transformational Leadership is specifically designed for and open only to applicants with military experience.

Table 4: Comparable Regional Programs

Institution	Degree	Delivery	Length	Tuition
George Washington University	Master of Arts in Organizational Leadership and Learning	Online	30 Credits	\$34,200
Catholic University of America	Master of Science in Management - Leadership Track	On-ground	36 Credits	\$49,680
Regent University	Master of Arts in Organizational Leadership	Online	33 Credits	\$22,275
University of Maryland Global Campus	Master of Science in Transformational Leadership	Online	36 Credits	\$17,280 / in state \$23,724 / out of state

2. Provide justification for the proposed program.

The MSOL is offered online, with an on-ground option for select courses, which is consistent with JHU-AAP's commitment to accessible learning for working professionals. JHU-AAP's on-site (28%) and online (73%) enrollment reflects demand for both on-site and online programs. The online modality provides regional, national, and global access to the MSOL, providing opportunities for distance learners to develop and professionalize their analytical skills and prepare for employment in the public and private sector.

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 are no other comparable programs at HBIs in Maryland. The program may serve as an extension of the opportunities provided by HBIs: by completing the degree, students improve their competitiveness and professional opportunities. JHU-AAP will also foster collaboration between HBI programs and the MSOL through a webinar series set to include topics, speakers, and discussions of items relevant to the new degree program. Because the MSOL proposal is tapping into a new, emerging content area, JHU-AAP plans to leverage JHU's considerable resources to bolster potential future initiatives by HBIs, offering their faculty and students access to JHU-AAP's online events as a means of exploring organizational leadership. This access could, in turn, support HBI's own initiatives if they seek to develop degree programs within this area. JHU-AAP also anticipates that collaboration will become increasingly feasible as other universities in the area begin developing organizational leadership programs in the coming years.

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.

The program would not directly affect the implementation, maintenance, uniqueness, identity, or mission of these institutions but instead seek to strengthen the uniqueness and institutional identities and missions of HBIs by identifying future areas of collaboration between faculty and students through shared resources in the content area.

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.

In 2019, KSAS and JHU-AAP leadership transferred the program from the School of Education. JHU-AAP formed an ad hoc curriculum committee specifically brought together to address the transfer of the degree from the School of Education to KSAS. The following JHU-AAP members reviewed the existing curriculum and recommended significant changes to the overall program goals and learning objectives:

- Christopher Dreisbach, Ph.D., Program Director, Organizational Leadership, SOE
- Robert Lessick, Ph.D., Program Director, Bioinformatics, JHU-AAP
- Paul Weinstein Jr., MS, Program Director, Public Management, JHU-AAP
- Karin Orr, MA, Program Director, NGO Management, JHU-AAP
- Kathy Wagner Hill, Ph.D., Director, Center for Advanced Governmental Studies, JHU-AAP

The committee recommended JHU-AAP hire experts in the field to review the existing curriculum and provide revisions that would meet the twin goals of increasing rigor and providing subject matter expertise. JHU-AAP engaged the following curriculum consultants:

- Deborah A. Schreiber, Ed.D.
- Simon Cleveland, Ph.D., PMP, CSM, CSPO, ITIL, CSSBB

All instructors hired to teach in the new program must meet the same qualifications as those teaching in other JHU-AAP programs.

Table 5 below provides a full list of full-time faculty teaching in the program.

Table 5: Full-time Faculty

Faculty Name	Credential	Status	Courses*
Christopher Dreisbach	Ph.D.	Full time	Building and Leading Teams in Health Care (elective); Ethics, Integrity, and the Responsibility of Leaders; Leadership and Organizational Behavior; Capstone
Kevin Cross	M.A., M.I.P.P., Ed. D.	Full time	Leading and Managing Change; Leadership and Organizational Behavior; Project Management: Leading Projects to Successful

			Outcomes; Strategic Planning for Leaders; Leadership: A Developmental Process; Institutional Fundraising: Raising Maximum Dollars from Government Agencies, Corporations & Foundations; Leadership and Organizational Behavior; Organizational Development and Innovation; Portfolio Management
Karen Orr	MA	Full time	Institutional Fundraising
Giovanna Dora Dore	Ph.D.	Full time	Managerial Economics

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

- a. The curriculum places an emphasis on the following core competencies:
 - Methodologies and Frameworks
 - Theories relevant to critical thinking and analytical techniques
 - Application of analytical techniques and theories to problem sets
 - Visualization techniques for producing reports, briefs, and infographics
- b. Students will demonstrate these core competencies by achieving the following learning outcomes:
 1. Apply research and analytical skills to solve complex problems in leadership practices
 2. Incorporate creativity and strategy into implementable leadership practices
 3. Develop and apply ethical principles in leadership practices
 - a. Develop ethical principles for leadership practices
 - b. Apply ethical principles for leadership practices
 4. Evaluate professional frameworks of leadership practice
 5. Develop and communicate strategic plans
 - a. Develop Strategic plans
 - b. Communicate Strategic plans
 6. Compare and contrast industry standards and techniques of leadership practices

3. Explain how the institution will:

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

The learning objectives of each course offered in the MSOL degree program directly align with one or more of the 6 program outcomes. Course readings, assignments, and assessments are tailored to support students in achieving targeted learning objectives that tie back to program outcomes. Assessments are designed to demonstrate that students

have acquired the requisite knowledge, skills, and abilities indicative of attainment of the learning objectives. Student performance against these learning objectives is monitored throughout the semester, providing incremental, measurable feedback to both the student and faculty member. Finally, the culminating capstone course requires students to demonstrate mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes by providing them the opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community.

b) Document student achievement of learning outcomes in the program

As part of the course design process at JHU-AAP, all course assessments align with stated course learning objectives, which align directly to a specific program learning outcome. The instructional designer and Program Director measure and analyze trends in student achievement of learning outcomes by incorporating both direct and indirect measures and formative and summative assessments in the program and course design. Each course, in turn, will follow a data-driven evaluation approach and engage in a continuous improvement process that is informed by:

- Student performance in attaining course learning outcomes on assignments and other forms of assessments
- Instructor feedback on specific outcomes and overall performance

Collectively, the data will assist in the course review and revision process.

In addition, KSAS requires a review of all degree-offering academic units on a regular basis. Program reviews use quantitative and qualitative evaluations while encouraging genuine reflection in order to provide a clear understanding of each program.

c) Document student achievement.

The design of the assessment tools and strategies will measure how well the students achieve the learning outcomes using a performance-based descriptive rubrics. Strategies to assess student learning will include direct and indirect evidence of student achievement in the program. Please see Table 6 below:

Table 6: Evidence of Student Learning

Direct	Indirect
<ul style="list-style-type: none"> • Completed tests (summative) (e.g., midterm and final exams) • Evaluative assignments and tests (formative) (e.g., problem sets, data exercises) 	<ul style="list-style-type: none"> • Retention, graduation and industry placement, and compensation rates
<ul style="list-style-type: none"> • Signature assignments designed to measure achievement of program educational objectives and course learning outcomes (e.g., research paper) 	<ul style="list-style-type: none"> • Student and Alumni satisfaction surveys

<ul style="list-style-type: none"> • Assignments & projects with clear evaluation criteria (e.g., group projects) 	<ul style="list-style-type: none"> • Grade/GPA distribution
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4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The existing degree requires each student to complete 12 three-credit courses (for a total of 36 credits), including a capstone project, all of which are required courses. This proposal seeks MHEC approval to allow students to complete the program in 10 three-credit courses (for a total of 30 credits). The course descriptions can be found in Appendix A.

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.

JHU-AAP maintains web-based resources that inform all prospective students and current enrolled students about policies, support, and services. These resources include the JHU-AAP website at <http://advanced.jhu.edu> and the JHU-AAP online catalog, which includes detailed programmatic information and information on academic support services, financial aid, costs, policies, and specific information for online learning.

The Program Director will send each newly admitted and enrolled student timely emails with important information on the program modification and its resulting opportunities. These emails will include information on curriculum changes and requirements and advising and information sessions.

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

The JHU-AAP Marketing, Admissions, and Registration teams are responsible for the correct and timely dissemination of programs and services available to students. All relevant program information is kept up to date on the JHU-AAP website.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

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 the proposed program.**

Table 7: Full-time and adjunct program faculty

Faculty Name	Credential	Status	Courses*
Kevin Cross, Director, MSOL and Senior Lecturer	Ed.D., Organizational Change and Leadership	Full time	Leading and Managing Change; Leadership and Organizational Behavior; Project Management: Leading Projects to Successful Outcomes; Strategic Planning for Leaders; Leadership: A Developmental Process; Institutional Fundraising: Raising Maximum Dollars from Government Agencies, Corporations & Foundations; Leadership and Organizational Behavior; Organizational Development and Innovation; Portfolio Management
Christopher Dreisbach, Associate Director, MSOL and Senior Lecturer	Ph.D., Philosophy	Full time	Building and Leading Teams in Health Care (elective); Ethics, Integrity, and the Responsibility of Leaders; Leadership and Organizational Behavior; Capstone
Karin Orr, Senior Lecturer	MA, International Policy	Full time	Institutional Fundraising

Giovanna Maria Dora Dore, Lecturer	Ph.D., Comparative Politics and East Asian Studies	Full time	Managerial Economics
David Brant, Lecturer	Ed.D., Organizational Leadership	Adjunct	Team Building Individual and Group Dynamics
Carimanda Cephas, Lecturer	MPS, Public Relations and Corporate Communications; MS, Strategic Intelligence; MA, Public Sociology	Adjunct	Crisis Mitigation
Rhonda Jones, Lecturer	Ed.D., Human Resources Development	Adjunct	Leadership and Organizational Behavior
Arthur Dong, Lecturer	J.D, MA, International Finance and Business	Adjunct	Strategic Planning
Lynn Johnson Langer, Lecturer	Ph.D., Leadership and Change	Adjunct	Leadership: A Developmental Process
Zafir Pirim, Lecturer	Ph.D., Educational Leadership	Adjunct	Organizational Development and Innovation
Omer Ozbek, Lecturer	D.M., Management	Adjunct	Project Management

JHU-AAP is committed to marrying theory and practice, and this is particularly important in a master's program designed for current and aspiring professionals in organizational leadership. Therefore, the program supplements its offerings by full-time faculty with adjunct faculty who have real-world experience, including years of experience working as and with organizational leaders. Any new instructors recruited to teach in the MSOL program would be required to meet the same qualifications as those teaching in comparable programs in JHU-AAP.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Faculty in the new program will receive support from the IRC and other academic program staff. The IRC provides oversight for all online course developments and training for online and on-ground faculty. Faculty may also sign up for one-on-one training sessions with IRC staff and consult with program leadership for additional

pedagogical or technical support. A third-party help desk also assists in faculty technical support.

In addition to providing instructional design and faculty support, the IRC continually participates in professional development activities to keep abreast of evidence-based approaches to online and on-ground teaching practices. These online and on-ground teaching practices are then incorporated into the new online instructor training sessions. JHU-AAP faculty also have access to pedagogical resources through the University's [Center for Educational Resources](#) (CER), including guides and workshops on assessment, working with open educational resources, flipped classrooms, digital pedagogy, and many more topics.

JHU-AAP also provides full-time faculty with professional development funds and encourages them to participate in national and local conferences within their fields to continually improve their discipline-specific teaching strategies.

b) The learning management system

The IRC provides a wide range of faculty support services for faculty engaged in the University's Learning Management System (LMS), Canvas, to meet the needs of the enrolled students. Faculty have access to multi-media specialists, instructional designers, technical trainers, and a 24/7 technical help desk to effectively deliver degree programs.

c) Evidenced-based best practices for distance education, if distance education is offered.

The IRC offers training on effective online pedagogy and on best practices from research and other related sources. JHU-AAP requires all new online instructors to participate in this training prior to teaching their first online course. In addition, JHU-AAP offers faculty development training opportunities in online pedagogy and new instructional technologies throughout the year which are specifically designed for online instructors.

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.

Students will have access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. Its collection of 4.2 million bound volumes, 154,000+ print and e-journals, and 1.6 million+ e-books support the University's academic and research enterprise. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library 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 help students electronically, and the library maintains an extensive website to take visitors through all of 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.**

The program will offer all required courses online with an on-ground option for select courses. As such, the program will have no discernible impact on the use of existing facilities and equipment beyond the standard requirements already in place. The on-ground courses will be held at JHU-AAP's 52,000 square foot Washington, DC campus, which features 30 classrooms, an executive seminar room, three computer laboratories, a library resource center, a student lounge, a faculty lounge, and administrative and faculty offices.

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 enrolled students and teaching faculty in online JHU-AAP courses have access to the University's electronic mailing system and learning management platforms. Canvas is the platform used for online courses and other distance learning. The IRC ensures that all students and faculty receive adequate technological support for distance learning in online courses. The IRC works in collaboration with faculty to infuse best practices into all JHU-AAP courses and consists of a team of instructional designers, instructional technologists, trainers, technologists, and multi-media specialists.

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

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.
 1. **Reallocated Funds** N/A
 2. **Tuition and Fee Revenue**
 The estimate for 110 students in the initial year (of the approved revised program) is based on 110 students accepted into the program and planning to take at least one course in the next term. Most students to date have taken one or two three-credit courses per term.
 - The chart assumes a 2% annual increase in tuition.
 - The projections for subsequent years are based on the overall strong demand for the degree.
 3. **Grants and Contracts** N/A
 4. **Other Sources** N/A
 5. **Total Year**

FINANCE 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)	\$2,397,450	\$2,667,600	\$3,059,775	\$3,582,825	\$4,241,700
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	110	120	135	155	180
e. Credit Hour Rate	\$1,453	\$1,482	\$1,511	\$1,541	\$1,571
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$2,397,450	\$2,667,600	\$3,059,775	\$3,582,825	\$4,241,700
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$2,397,450	\$2,667,600	\$3,059,775	\$3,582,825	\$4,241,700

2. Complete **Finance Table 2: Program Expenditures and Narrative Rationale**

Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

1. **Faculty (# FTE, Salary, and Benefits):**

This section includes the salary (\$92,000) and fringe benefits (\$32,200) for a Program Director, who teaches four courses per year, the salary (\$109,843) and fringe benefits (\$38,445) for an Associate Program Director, who teaches seven courses, and section salaries at \$7,000 per section. JHU-AAP projects an additional seven sections in years 1 and 2, with an increase of three sections in year 3 and again in year 5.

Salary adjustments are likely, along with adjustments to the number of sections to meet enrollment fluctuations.

2. **Administrative Staff (# FTE, Salary, and Benefits):** N/A

3. **Support Staff (# FTE, Salary, and Benefits):** N/A

4. **Equipment:** N/A
5. **Library:** N/A
6. **New and/or Renovated Space:** N/A
7. **Other Expenses:** \$10,000 to cover the following: professional development and travel for full-time faculty, and software or other instructional materials.
8. **Total Year:** See table for total expenditures for each year of operation.

FINANCE TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 325,408	\$325,408	\$340,528	\$340,528	\$363,208
a. Number of FTE	2	2	2	2	2
b. Total Salary	\$250,843	\$250,843	\$264,843	\$264,843	\$285,843
c. Total Benefits	\$74,565	\$74,565	\$75,685	\$75,685	\$77,365
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	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	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add 1 – 7)	\$335,408	\$335,408	\$350,528	\$350,528	\$373,208

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.

JHU-AAP has an online student course evaluation process that is completed at the midterm of each semester and after the offering of each course. This evaluation process also includes student reviews of the faculty for each course offered. Each semester the Program Director evaluates the course offerings and faculty performances based on these reviews. On an annual basis, the curriculum is reviewed by the Chair, Program Director, faculty, and administrators, as appropriate, to determine if new topics need to be covered or other changes made.

Student learning outcomes are assessed based on targeted program outcomes designed to provide students with the knowledge and skills necessary for entry or advancement in the field of organizational leadership. The learning objectives of each course offered in the MSOL degree program directly align with these overarching program outcomes. Course readings, assignments, and assessments are tailored to support students in achieving targeted learning objectives that tie back to program outcomes. Assessments are designed to demonstrate that students have acquired the requisite knowledge, skills, and abilities indicative of attainment of the learning objectives. Student performance against these learning objectives is monitored throughout the semester, providing incremental, measurable feedback to both the student and faculty member. Finally, the culminating capstone course requires students to demonstrate mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes by providing them the opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community.

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.

The course design process at JHU-AAP requires course assessments to align with stated course learning outcomes. The MSOL program incorporates learning assessments that demonstrate students' application of learned concepts. Data gathered from course-based assessments and program level evaluations are also incorporated in the overall data analysis to make decisions on program and course level improvements, resource allocation, student retention, and student and faculty satisfaction.

JHU-AAP ensures that course learning objectives map to one or more of the program learning objectives, approved by JHU's Homewood Academic Council, and that course module learning objectives map to one or more of the course learning objectives.

The proposed curriculum map is in Appendix C.

Using this curriculum map, the Program Director, working in concert with the JHU-AAP Faculty and Academic Affairs Officer, oversees ongoing assessment of the courses and their programs. This includes using the assessment data to improve the courses and the program.

Other elements of the evaluation of the MSOL's educational effectiveness include the following.

JHU-AAP assesses student learning outcomes at both the individual course and programmatic levels. Course assessments are required to be aligned with stated course learning outcomes that map to broader program outcomes. The online MSOL incorporates evidence-based learning assessments that demonstrate students' application of learned concepts comparable to those used in JHU-AAP's on-site courses.

All JHU-AAP students are assigned an advisor when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and career goals of the student. The advisor contacts their assigned students each semester to check on progress and answer questions. In cases where a student is experiencing difficulties in the program, the advisor provides guidance on accessing support resources to promote student retention and success.

During its annual evaluation process and faculty summit, JHU-AAP gauges faculty satisfaction and solicits feedback on ways to further facilitate faculty success and satisfaction. Both full-time and adjunct faculty are provided with professional development opportunities and ongoing administrative and instructional support services throughout the year.

JHU-AAP's proposed program costs are competitive with comparable master's degree programs offered by colleges and universities nationally and in the region.

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

1. Discuss how the program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Johns Hopkins University is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. JHU-AAP is in the process of strengthening its relationship with the WBHR-LSAMP Program, and specific outreach to HBIs, including attendance at information sessions offered by HBIs to help ensure students at these schools are aware of this program modification (see section B.1.b for details on JHU-AAP's outreach efforts).

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

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.

Johns Hopkins University is authorized by MSCHE and MHEC to offer distance education programs. JHU-AAP has years of experience administering successful online graduate programs. The MSOL program is supported in the same way as other online master's degree programs at JHU-AAP.

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.

Johns Hopkins University adheres to the Council of Regional Accrediting Commissions (C-RAC's) Interregional Guidelines for Distance Education. JHU's mission 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 addition, the mission of the Advanced Academic Programs is to offer high-quality graduate courses, certificates, and degree programs containing a mixture of theory and practice that serve the current and long-term needs of today's adult learners. The online option of the program is essential to fulfilling the mission of both the University and JHU-AAP, by delivering quality education to all students, regardless of their geographic location. The online coursework for the MSOL is delivered asynchronously by using the tools in the learning management system, Canvas. The department takes special care to address course environment issues such as student participation, communication, and ease of navigation in the learning management system. These courses make use of a broad set of tools and approaches with support from faculty and the IRC.

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

JHU-AAP offers 27 online master's degrees and 14 online graduate certificates, amounting to over 70% of our course offerings. Many of JHU-AAP's programmatic offerings have an online component, several are offered solely online, and all new programs are designed to include an online modality. The Associate Dean for Advanced Academic Programs reports directly to the Dean of the Krieger School of Arts and Sciences, and JHU-AAP is recognized as a vital component of KSAS. KSAS anticipates that enrollment in online education will continue to grow and has allocated funds and resources for JHU-AAP accordingly.

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

Johns Hopkins University uses the same system of governance and academic oversight to review modifications to online programs as that used for on-ground programs. The Academic Program Chairs, a faculty body made up of tenured KSAS faculty, review modifications. If approved, the proposal is then forwarded to the Homewood Academic Council for review by faculty from both KSAS and the Whiting

School of Engineering. Lastly, JHU-AAP undergoes a review by the Homewood Academic Council every five years.

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

To ensure coherence and cohesiveness, the courses in the new program will follow the same rigorous development process for all online JHU-AAP degree programs and incorporate the Quality Matters™ research-based set of eight standards for quality online courses.

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.

To evaluate the effectiveness of online offerings, the course instructor and instructional designer, under the direction of the Program Director, identify all the learning components of the course, including learning activities, assessment, and evaluation of how well educational objectives and learning outcomes are met. This is an iterative process that goes through several levels of review prior to the course development. Once the courses launch, the design team continually monitors the courses and consults with the instructors to adjust the courses as needed. All new online courses participate in a midterm and end-of-term course evaluation process.

Following the modification implementation, students complete a course evaluation at the midterm of each semester and after the offering of each course. In those evaluations, students assess the course content, delivery methods, and faculty performance. Each semester, Program Directors evaluate course offerings, as well as faculty performances, based on student reviews. On an annual basis, Program Chairs, Directors, faculty, and administrators will review the curriculum to determine if new topics need to be covered or if other changes need to be made, following JHU-AAP procedures for such review. The midterm feedback is used to determine if any mid-point term corrections are needed, and the end-of-term feedback is used to assess whether further course refinements are needed prior to offering the course again.

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.

The IRC will support program faculty, the Program Director, Assistant Director, and Coordinators. The IRC provides oversight for all online course developments, including faculty training and development. The IRC has a formal, structured faculty development approach for preparing faculty to develop and teach an online course. All faculty are required to complete Canvas and Zoom training. The training provides an overview of online learning pedagogy and introduces the faculty to the course technologies. Faculty may also sign up for one-on-one training sessions with staff of the IRC and consult with the program leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support, which is available to faculty 24/7.

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

JHU-AAP classes are offered as asynchronous learning experiences, allowing maximum flexibility in a student's schedule. Course content is delivered mainly via text notes, voice-over PowerPoints, streaming video, and threaded discussions to provide a connection between students and faculty through visual, auditory, and text-driven interactions. Classes are kept small to encourage active community building among fellow students and faculty. Prearranged real-time online meetings allow for direct access to faculty. To address student concerns or questions about an online learning environment, an orientation course, offered by Johns Hopkins University, introduces the students to the online learning tools and is required before taking their first online class.

JHU-AAP online students have access to the following academic support services:

Academic advising. Upon acceptance to the degree program, students are assigned a faculty advisor. 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. Advisors contact all students each semester to check on progress and answer questions.

Library services. Students have online access to the Milton S. Eisenhower Library, 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 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 website to take visitors through all its services and materials.

Services for students with disabilities. 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 JHU-AAP's Disability Services Administrator.

Transcript access. Official transcripts are mailed upon written request from the student at no charge.

Student ID JCard. The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts.

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

The JHU-AAP division prepares a five-year budget every year that includes sufficient resources to maintain and expand all online programs. The budget contains funding for marketing, outreach, and recruitment for all programs as well as staff, admissions, student and faculty support services, finance and administration, and instructional

design and technology support. The budget also provides funding for new program viability analyses, new program marketing launches, and new course development costs. Faculty and staff development costs are included in greater detail in *Finance Table 1: Resources and Narrative Rationale* and *Finance Table 2: Program Expenditures and Narrative Rationale*.

JHU-AAP's in-house IRC, in collaboration with the centralized Johns Hopkins University IT department, works effectively to provide a robust, scalable, and innovative technical infrastructure to faculty, staff, and students. This infrastructure supports all JHU-AAP's academic programs and includes a variety of systems and applications used to create an immersive and effective online environment, including Canvas, Zoom, and VoiceThread.

i) The institution assures the integrity of its online offerings.

Once a student is accepted into an academic program by the admissions committee, that student is assigned a unique ID and password which will allow them to log into JHU-AAP's secure network, manage their course registrations, and participate in their online courses. As an additional security measure, students are required to verify their identity prior to the start date of their first online course. Students complete this step successfully when they log into JHU-AAP's website using their assigned credentials and then by completing a questionnaire that includes personal information. The form is then compared to the information provided in the student's application. Once verified by JHU-AAP staff, the student is granted access to their registered courses. Finally, JHU-AAP adheres to all FERPA privacy regulations.

JHU-AAP requires all students to uphold the integrity of their work and are subject to The Advanced Academic Program's Graduate Academic Misconduct Policy. Additionally, all new students are automatically enrolled in Avoiding Plagiarism, a non-credit academic integrity course that aims to help students understand the different types of infractions, such as plagiarism and cheating, and encourage them to avoid such behavior.

Finally, while it is ultimately the responsibility of the instructor to evaluate the quality and authenticity of student work, the department will be using a tool to help in that effort: *Turnitin*. *Turnitin* is not only an originality checker; it also has robust commenting and rubric features.

Appendix A

Course Descriptions

Required Courses

485.605 Ethics, Integrity and the Responsibility of Leaders

The first part of this course introduces students to the classical literature in philosophical ethics, including consequentialist, deontological, principilist, and communitarian approaches. The second part of the course explores the ethical responsibilities professionals have toward themselves, corporations, the government, and the public. In the third part of the course, students apply an appropriate decision-making framework and gain experience in decision-making surrounding ethical issues. Course discussions will center on issues involving research, research designs and populations, privacy and confidential or sensitive information. During their final project, students will codify an individual code of ethics in relation to professional codes of conduct.

Course Level Objectives:

- Analyze core ethical methodologies, principles, and values
- Analyze leadership readiness for a culture of ethics and develop strategies to overcome potential resistance
- Create strategies for accountability and transparency of ethical leadership within the organization
- Apply ethical frameworks, considerations, and methodologies
- Distinguish between compliance, moral conduct, and moral character

485.615 Leading and Managing Change

Leading and managing organizational change requires knowledge and skills for analysis, development and the reengineering of processes. This course provides an overview of organizational change management theories and aligns specific strategies to organizational processes. Using the case study method, students will examine examples of organizational change across industries and the leadership characteristics that contribute to organizational dynamics and facilitate sustainability.

Course Level Objectives:

- Compare and contrast four change management models: McKinsey S-7, Lewin's CM, Deming Cycle and Kotter's 8-Steps
- Analyze primary factors of leadership for effective organizational changes including communication, negotiation, decision-making, and organizational culture
- Evaluate primary factors of leadership for effective organizational changes including communication, negotiation, decision-making, and organizational culture
- Apply the following three approaches to change initiatives: organization-wide, bottom-up, and employee-focused
- Assess organizational readiness for change
- Create a strategic change management plan

485.635 Leadership and Organizational Behavior

The study of leadership and organizational behavior increases our understanding of the complex nature of employees and how their individual interactions impact corporations, government agencies, academic institutions and other working environments. Leadership, on the one hand, involves making sound judgments to inspire others to perform well while working toward a common goal. Organizational behaviors, on the other hand, reflect the impact of environmental characteristics and job duties on the health, safety and wellbeing of employees. Therefore, leadership and organizational behavior are

inextricably linked. To understand this connection, this course presents the primary theories of leadership which drive interaction and the key elements of organizational behavior. The course helps students build knowledge and skills to develop protocols for leadership and organizational behavior that result in increased efficiency and productivity in the workplace.

Course Learning Objectives:

- Analyze key elements of leadership and organizational behavior (i.e., people, structure, and technology) and describe prospective interactions in the workplace
- Apply various frameworks of organizational structure to organizational operations
- Compare and contrast the outcomes of leadership theories
- Self-assess individual leadership style
- Create protocols for leadership and organizational behavior to increase efficiency and productivity
- Apply best practices in leadership and organizational behavior to create and/or maintain an ethical and human-centered organizational culture

485.717 Organizational Development and Innovation

This course explores the historically rich field of organizational development (OD). The goal of organizational development is to increase the efficiency and productivity of organizational processes through planned intervention. To do so effectively, organizational development as an approach will encompass the analysis, development, and implementation of planned efforts, often organization-wide and managed from the top. Students will examine common OD efforts that may include diagnostic activities, systems realignment, team-building, sensitivity training, or technology innovation. The outcomes of OD are rich with reward: organizations which embrace this approach also foster a learning culture and incorporate related behaviors that are dynamic, flexible, innovative and creative.

Course Learning Objectives

- Describe the primary attributes of organizational development including organizational growth issues, leadership traits, hierarchical structures, organizational culture, organizational systems and processes, and external influences.
- Analyze the primary elements of OD on intervention outcomes: work redesign, span of control, formalization of roles
- Evaluate the primary elements of OD on intervention outcomes: work redesign, span of control, formalization of roles
- Compare and contrast OD interventions
- Construct an OD implementation project plan

485.718 Strategic Planning for Leaders

This course explores models and principles of strategic planning and the leadership characteristics that promote effective strategic planning, including setting priorities, allocating resources to support priorities, and focusing energies to strengthen operations and employee engagement. The outputs of strategic planning include documentation and communication that guides the achievement of an organization's identified goals. Students learn to recognize the degree of alignment between these goals and actual outcomes from execution of the strategic plan, as a measure of the organization's strategic advantage. Students will extract a set of practical principles useful in any future leadership role.

Course Learning Objectives

- Compare and contrast the following strategic planning models: Balanced Scorecard, SWOT analysis, Blue Ocean strategy, and VRIO visioning
- Analyze Bolman and Deal's frame theory
- Apply Bolman and Deal's frame theory
- Identify characteristics of strategic leaders

- Evaluate strategic planning outcomes
- Create a strategic plan for a current organization

485.719 Crisis Mitigation

This course provides the opportunity to study the process of crisis mitigation in organizations. Primary activities include spending time assessing risks, developing and prioritizing response mechanisms, and training staff and stakeholders in threat detection. Students utilize up-to-date strategies to observe and interpret signals of disruption, and build viable, actionable scenarios to defend the organization's people and processes. Crisis mitigation, as part of an organization's crisis management effort, occurs on several levels (i.e., individual, departmental, and organization-wide) and across many functions (i.e., IT, HR, finance, and marketing). This course provides students with the knowledge and skills to lead crisis management in organizations with authority and engagement and to decrease vulnerabilities in diverse circumstances.

Course Learning Objectives

- Develop a risk assessment plan
- Analyze potential vulnerabilities in a company, brand, and institution's performance
- Develop response strategies to mitigate related risks
- Prioritize response strategies to mitigate related risks
- Utilizing foresight methods and scenario-building, respectively, outline prospective threats to an organization from rapid change in technology, globalization, and socio-political climates,
- Create a crisis management plan (including strategies for *prevention*, *response*, and *recovery*)

750.820 Capstone: Current Issues in Leadership

The program culminates in this Capstone Seminar, which requires each student to complete an independent, faculty-approved project that will address a substantive or methodological challenge in Organizational Leadership. A successful capstone will include research that provides evidence of the student's mastery of the theoretical knowledge and analytical skills central to the degree's learning outcomes. The capstone provides an opportunity to apply the skills acquired throughout the program to a key challenge facing their organization or community. This course will introduce a variety of research and statistical methods intended to provide a basis for designing the capstone. Students will prepare a literature review, a bibliography, select a research method appropriate to their study, and analyze data in their capstone project.

Course Learning Objectives

- Apply analytical skills to solve complex problems in leadership practices
- Develop ethical principles for leadership practices
- Apply ethical principles to leadership practices
- Incorporate creativity and strategy into implementable leadership practices
- Evaluate professional frameworks of leadership practice
- Develop strategic plans
- Communicate strategic plans
- Compare and contrast industry standards and techniques of leadership practices

Electives

410.706 Building and Leading Teams in Health Care

In order to provide the best care possible, health care professionals are working together more now than ever before. As a result, strong leadership and teamwork skills are becoming a necessity in joining the health care field. This course will provide hands-on activities to help students develop problem-solving skills, learn basic negotiation and mediation strategies, and understand their own tendencies as a leader

and team member. Using real-world examples, students will explore how strong leadership and teamwork can drive innovative solutions to public health issues.

Course Learning Objectives

- Use your understanding of your tendencies as a team member and leader to demonstrate effective leadership and productive membership of a team
- Apply negotiation skills to navigate group dynamics
- Apply empathy and cultural competency to effectively tackle ethical situational judgment scenarios
- Explain how innovation can be used to address important medical questions
- Argue the necessity and importance of strong teams in health care

485.620 Managerial Economics

The field of managerial economics integrates the concepts of microeconomics and logical decision-making to facilitate the development of organizational policies and strategies. These organizational policies and strategies in turn provide leaders with an effective cost-benefit analysis for implementing change. In this course, students study the principles governing managerial economics and apply them to guide the allocation of limited resources to competing entities within the organization. The goal is to optimize spending to maximize value and output. This course recognizes the impact of markets and the challenges of managing production and performance costs. Students then have the opportunity to build skills for distinguishing between business decisions that provide an immediate benefit return, and those decisions designed for longer term investment. The course also addresses optimization tools and techniques to strengthen decision-making during times of uncertainty.

Course Learning Objectives

- Compare and contrast theories of managerial economics (i.e., Theory of the Firm, and Compensatory Theory)
- Develop strategies to manage demand and cost conditions
- Apply theory to optimize decision-making
- Analyze organizational financial structures
- Evaluate an organization's strategy to sustain financial stability

470.666 Institutional Fundraising: Raising Maximum Dollars from Government Agencies, Corporations & Foundations

Students in this course address the fundamentals of securing commitments from institutional donors. Students in the course learn from the perspective of a staff or board leader of a non-profit, raising funds for priority projects and engaging in capacity building from government agencies, corporations and foundations. The course will cover all aspects of fundraising including developing a strategic plan to meet project objectives.

Course Learning Objectives

- Evaluate potential donors based on project needs
- Analyze capacity building needs and funds
- Develop frameworks for decision-making and relationship building
- Apply data skills to develop a donor portfolio

485.700 Team Building: Individual and Group Dynamics

Individual and group dynamics are at the core of evidence-based practices. A mindful leader will direct individuals and groups and the interaction that occurs among multiple groups toward accomplishment of a mission or purpose. Additionally, leaders must come to terms with the concept of self-leadership – which involves personal resilience and methods for building cultures of resilience. The knowledge of how groups and follower functions is essential to sound decision making, implementing new concepts,

changing direction, solving problems, and motivating others. To acquire this knowledge, students will dissect modern theories and research in individual and group dynamics, identify “fit” and apply accepted principles of dynamics to a work environment. Students will also differentiate between small and large group dynamics, evaluate the role of a group leader, by focusing on issues such as boundaries, group identity, cohesion, conflict, power, group recognition, and intergroup alliances.

Course Learning Objectives

- Identify frameworks of collaboration and understanding, including authentic communication, shared decision-making, and cross-cultural competence
- Apply frameworks of collaboration and understanding, including authentic communication, shared decision-making, and cross-cultural competence
- Compare and contrast Tuckman’s model of team stages, Belbin’s theory of team roles, Maslow’s hierarchy of needs, Briggs-Myer theory, theory of social identity, and systems theory
- Analyze behavior in the workplace from the individual perspective and the group perspective
- Evaluate forces that influence human behavior in the workplace.
- Describe group processes in an organizational context.
- Analyze group processes in an organizational context.

485.712 Project Management: Leading Projects to Successful Outcomes

Project management, as a strategic organizational competence, focuses on the goals, resources and timeline of workplace endeavors designed to achieve a unique product or service. Leading projects to a successful outcome will require attaining all project goals within given constraints. This course provides students the opportunity to learn the stages critical to successful project management and build skills to lead project teams through establishing scope, calculating cost, and assessing risk. Students in this course distinguish between project management and true leadership of projects, and proactively observe, assess and remedy extenuating circumstances to reach successful outcomes. The course will examine current project management processes associated with project. Students will develop mastery of the fundamental project management concepts using case studies and software tool to lead successful projects through the entire project life cycle. Students will also acquire the leadership skills to monitor project statuses, document lessons learned, and successfully close a project.

Course Learning Objectives

- Evaluate the impact of leadership on project management
- Master the ability to lead the project from inception to closure and learn from best practices
- Evaluate traditional (PMBOK) and emerging (Agile) Project Management frameworks
- Apply the project management code of ethics and professional conduct to solve challenging scenarios on projects
- Develop self-learning, critical thinking, and evidence-based decision-making skills

485.715 Portfolio Management

Portfolio management aligns the selection, prioritization and control of an organization’s projects and programs to the organization’s strategic objectives and capacity to deliver. This course will examine the process of portfolio management in organizations and its relationship to projects and programs. Students learn to construct optimal portfolio(s) for an organization that manage risk effectively while supporting strategic operations, change management and sustainability. The concepts and principles of project portfolio maturity (PPM) models are evaluated and applied to ensure strengthening organizational capability for successful divestiture and allocation of resources. Through the use of case studies and hands-on assignments, students will master the foundations of portfolio management in order to maximize their leadership skills for successful projects and programs in organizations.

Course Learning Objectives

- Compare and contrast program, portfolio and project management

- Assess challenges in managing an organizational portfolio
- Develop leadership strategies to address complexities in organizational portfolios
- Apply program and portfolio strategies to address organizational complexities
- Design a portfolio management practice and governance for an organization
- Develop a framework to address organization complexities through integration of program and portfolio management practices.
- Lead an organizational complexity assessment

485.720 Leadership: A Developmental Process

The theory of developmental leadership encompasses three basic assumptions: leadership skills can be learned, the individual is the focus, and many leadership roles exist. This course explores the elements of a successful developmental process for leaders in organizations. Students will learn the characteristics of effective leaders and examine the impact of cognition and emotion on individual behaviors and attitudes. Through the case study method, students will examine the following areas of leadership development: information and communication, decision-making, interpersonal relationships, personal resources, and effective use of self.

Course Learning Objectives

- Evaluate leadership behaviors, skills, and attitudes
- Compare and contrast the impact of cognition and emotion on leadership outcomes
- Create a personal leadership proclamation

Appendix B

Program Comparison

Table 1: MS in Organizational Leadership Side-by-Side Comparison.

MHEC Approved Curriculum: 36 credits	Proposed Curriculum: 30 credits
<p>All courses required (12)</p> <ul style="list-style-type: none"> • Ethics, Integrity, and the Responsibility of Leaders • Applying Research: Access, Methods, and Accountability • Leading and Managing Change • Managerial Economics • Leadership and Organizational Behavior • Team Building: Individual and Group Dynamics • Project Management: Leading Projects to Successful Outcomes • Strategic Planning for Leaders • Crisis Mitigation • Leadership: A Developmental Process • Information Technology for Leaders • Current Issues in Leadership: Capstone 	<p>Required (7)</p> <ul style="list-style-type: none"> • Ethics, Integrity, and the Responsibility of Leaders • Leading and Managing Change • Leadership and Organizational Behavior • Strategic Planning for Leaders • Crisis Mitigation • Organizational Development and Innovation • Current Issues in Leadership: Capstone <p>Elective (3)</p> <ul style="list-style-type: none"> • Managerial Economics • Team Building: Individual and Group Dynamics • Leadership: A Developmental Process • Portfolio Management • Building and Leading Teams in Health Care • Institutional Fundraising • Project Management: Leading Projects to Successful Outcomes
	<p>Changes</p> <ul style="list-style-type: none"> • Required courses to electives: <ul style="list-style-type: none"> ○ Managerial Economics ○ Leadership: A Developmental Process ○ Project Management: Leading Projects to Successful Outcomes ○ Team Building: Individual and Group Dynamics • Deleted <ul style="list-style-type: none"> ○ Applying Research: Access, Methods, and Accountability ○ Information Technology for Leaders • New Required <ul style="list-style-type: none"> ○ Organizational Development and Innovation • New Elective <ul style="list-style-type: none"> ○ Portfolio Management ○ Building and Leading Teams in Health Care ○ Institutional Fundraising

Appendix C

Curriculum Map

APPROVED CURRICULUM: COURSES AND EXPERIENCES I = Introduce R = Reinforce M = Mastery A = Assessment	Program Level LEARNING OBJECTIVES MS in Organizational Leadership Proposed Curriculum 30-credit requirement remains Allow students to take three electives instead of just one Change 485.700 Team Building from required course to elective Change 485.712 Project Management from required course to elective					
	Program Goal #1	Program Goal #2	Program Goal #3	Program Goal #4	Program Goal #5	Program Goal #6
	Apply analytical skills to solve complex problems	Incorporate creativity and strategy into implementable leadership practices	Develop and apply ethical principles	Evaluate professional frameworks	Design, develop, and communicate strategic plans	Compare and contrast industry standards and techniques
List courses in this column below (apply appropriate color code)						
NB: (1) None of the courses except the Capstone has a prerequisite. So, any course may introduce or reinforce material relative to the program goals. And one hopes for signs of mastery as the students get well into the program. (2) Also, because each student will have a portfolio by which they keep track of their progress, an artifact from each course may contribute to assessment of the student's progress in the program. (3) For all but the capstone, the "M,A" designations may be conditional on how far along the student is in the program.						
485.605 Ethics, Integrity, and the Responsibility of Leaders	I, R	I	I,R,M,A	I,R	I	I,R
485.615 Leading and Managing Change	I,R,M,A	I,R,M,A	I,R	I,R	I,R	I,R
485.620 Managerial Economics	I	I	I	I,R	I	I
485.635 Leadership and Organizational Behavior	I,R	I,R,M,A	I,R	I,R	I,R	I,R
485.700 Team Building: Individual and Group Dynamics	I,R	I,R	I	I	I	I,R
410.706 Building and Leading Teams in Health Care	I,R	I	I	I	I	I
485.712 Project Management: Leading Projects to Successful Outcomes	I,R,M,A	I,R,M,A	I	I,R,M,A	I	I,R,M,A

485.715 Portfolio Management	I,R	I,R	I	I,R	I,R	I,R
485.717 Organizational Development and Innovation	I,R	I,R	I,R	I,R	I,R,M,A	I,R,M,A
485.718 Strategic Planning for Leaders	I,R	I,R,M,A	I,R,M,A	I,R,M,A	M,A	I,R
485.719 Crisis Mitigation	I,R,M,A	I,R,M,A	I,R,M,A	I,R	I,R,M,A	I,R,M,A
485.720 Leadership: A Developmental Process	I	I,R	I	I	I,R	I,R
470.666 Institutional Fundraising: Maximum Dollars from Government Agencies, Corporations & Foundations	I,R	I	I	I,R	I	I,R
485.820 Capstone: Current Issues in Leadership	M,A	M,A	M,A	M,A	M,A	M,A

Key
Required Course
Elective Course

Appendix D

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