
Doctor of Education Program Handbook

Student Copy

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JOHNS HOPKINS
SCHOOL *of* EDUCATION

Introduction

The Johns Hopkins University (JHU) School of Education (SOE) attracts the most innovative and progressive scholars without disciplinary boundaries to solve complex educational problems through discovery and dissemination of new knowledge. Grounded in the Johns Hopkins tradition of research and innovation, its researchers and faculty engage in scientific to explore the potential impact of evidence-based innovations on PreK to higher education contexts.

The JHU SOE offers the Doctor of Education (EdD) degree with two core areas of study, a specialization area, and applied research and evaluation. The University awards the degrees based on the recommendation of the appropriate faculty and the Academic Council of the School of Education. Doctoral programs include formal coursework, field research experiences, and research preparation for students who will assume leadership positions in schools, other educational organizations, or go on to careers in research or college-level teaching. This manual contains information about the content and operation of the online option in the EdD program.

School of Education Conceptual Framework

All doctoral programs in the School of Education are firmly grounded in its mission of providing quality education and human services for children, youth, and adults. This goal is at the heart of the School's Conceptual Framework. Faculty in the School of Education bring their teaching and research expertise to the development of innovative programs that provide leadership and service to the field locally, nationally, and internationally.

The School of Education is particularly committed to preparing candidates who use best-informed practices, technology, and authentic assessments to serve diverse learners and communities. In addition to having a passion for the education profession and process, as well as high standards and expectations for students, JHU candidates and the faculty who teach them are

expected to demonstrate dispositions in valuing diversity, reflecting multiple perspectives, employing best-informed practices, assessing performance, and integrating technology.



Figure 1: Johns Hopkins University School of Education Conceptual Framework

School of Education: Vision and Mission

The 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." Consistent with the University's mission, the SOE sees as its role "to support and advance the quality of education and human services for the continuous development of children, youth, and adults." Such a mission requires that we address the dramatically changing landscape of education in the 21st century, which includes advances in technology, in new research on the science of learning, and in the emergence of a private education sector.

The EdD program in the School of Education subscribes to the principles of the School of Education's Conceptual Framework, as well as to the School's vision and mission. The school prepares educational leaders committed to the service of students, families, communities and the profession, and seeks to cultivate the knowledge, skills, and dispositions of these educational leaders so they will:

- Develop educational innovations that are grounded in rigorous research and reflect best-informed practices.
- Collaborate with multiple stakeholders to build effective and equitable learning environments for diverse learners.
- Support literacy development for students, families, and communities.
- Use data and technology to improve educational access and outcomes.
- Model the highest ethical and professional standards of the field.

Doctor of Education Program

To address the dramatically changing landscape of education in the 21st century, the JHU SOE offers an innovative and dynamic EdD program. This online, part-time

EdD program is designed to prepare an exceptional corps of educational leaders for a wide variety of professional positions, both nationally and internationally, requiring knowledge and skills to produce meaningful change in educational organizations within a preK-16 setting and beyond. These individuals will be prepared to set a high standard for transformational leadership in education, apply evidence-based practices to improve educational outcomes, and meet the vast challenges associated with improving learning outcomes in both public and private educational environments. Admission to the doctoral program is limited to a small number of highly qualified individuals who matriculate as members of a cohort. Students are expected to possess substantial knowledge and experience upon admission.

Upon completion of the EdD, we expect each graduate will support the continued creation of new areas of scholarship as well as promote an increase in the utilization of research finding in professional practice. Upon program completion we expect that graduates will:

- Be prepared to participate in a diverse community of educational practice.
- Contribute to the public discourse on improvement of education.
- Engage in and promote evidence-based practices through the application of rigorous methodology.
- Link education research to policy and practice.
- Provide leadership in their education context by applying advanced theoretical perspectives to problems of practice.
- Be able to develop mutually beneficial partnerships between public and private interests.
- Be able to lead innovative education policy.

Academic preparation within the EdD program is grounded in both research and practice. Research competencies include critiquing and integrating research results reported in the literature as well as independently designing, conducting, interpreting, reporting, and disseminating the results of research. Students are required to show competency in basic statistical procedures and knowledge of basic statistical concepts prior to taking nine credits of research methods. Please refer to the Program of Study page on the Program Site for course descriptions. The ability to conduct research is developed within the context of a Problem of Practice (POP) that students have faced within their professional contexts. Students are expected to generate and disseminate new information and knowledge as they participate in and successfully complete their studies.

General Structure and Requirements

The structure of the EdD program provides students with a coherent and integrated experience within their chosen area of specialization. Online courses are designed to provide a common core of knowledge in the field of education as well as an environment in which students can demonstrate professional knowledge and prepare for subsequent completion of their Applied Dissertations.

Ninety (90) credit hours beyond the bachelor's degree are necessary to complete the EdD degree. Typically, students may transfer a maximum of 36 credit hours from their initial master's degree into their program. In addition, students will complete a Petition For Course Waiver Form to request an additional six (6) transfer credits for coursework taken after completion of the initial master's degree. Thus, a minimum of 48 and a maximum of 54 credit hours must be completed as a cohort after admission to the program. This coursework will include:

Science of Learning.....	12 credit hours
Educational Organizations, Contexts, and Systems	12 credit hours
Applied Research and Evaluation	9 credit hours
Specialization Area.....	12 credit hours
Applied Dissertation	<u>9 credit hours</u>
TOTAL	54 credit hours

Science of Learning Core Area

All students are required to take the following four Science of Learning core courses (12 credits):

ED.855.712 Multiple Perspectives on Learning and Teaching

ED.855.708 Mind, Brain Science and Learning

ED.893.708 Technologies and Creative Learning

ED.855.710 Multicultural Education

Educational Organizations, Contexts, and Systems Core Area

All students are required to take the following four Educational Organizations, Contexts, and Systems core courses (12 credits):

ED.855.718 Disciplinary Approaches to Education

ED.855.716 Contemporary Approaches to Educational Problems

ED.855.720 Leadership in Educational Organizations

ED.855.714 Power, Politics, and Policy in Education

Research Methods

All students must show competency in basic statistical procedures and knowledge of basic statistical concepts prior to taking the research methods coursework. In addition, students are required to take the following three applied research and evaluation core courses (9 credits):

ED.883.718 Research Methods and Systematic Inquiry I

ED.883.719 Research Methods and Systematic Inquiry II

ED.883.721 Evaluation of Education Policies and Programs

Specialization Requirement

The Specializations require completion of 12 credit hours of advanced coursework in a specialty area. The purpose of the specialization is to provide students with a scholarly perspective of an academic area or field of study and to provide a context in which the student explores his or her POP.

Statistics Requirement

All students are required to have a working knowledge of basic and inferential statistics. These topics, to include t-tests, ANOVA, Chi-square, and basic OLS regression, will not be directly addressed in the research courses; rather it will be assumed by all faculty members that students will enter the program with the ability to (1) recognize statistical tests, (2) conduct statistical tests with the appropriate data, (3) be able to interpret the results, and (4) draw appropriate, substantive conclusions from the results.

To this end, a series of modules have been prepared to establish a pre-requisite for students to ensure that they possess the appropriate competencies to proceed with the research for their Applied Dissertation. Students will be required to review the modules and take a short 10 question

quiz on which they must score an 80% or higher. Each of these modules will remain available to students over the course of their program to serve as a resource and can be revisited at any time. Included within each module is a short lecture, video showing the hand calculation of each test and a short tutorial on how to use SPSS to perform each of the statistical procedures.

Students who believe they have a satisfactory competency in this area, should complete the Statistics Pre-Requisite Waiver Form, which requires a brief rationale for the waiver. This rationale must address the 4 competencies listed above and indicate prior applicable coursework.

Residencies

Within the first year of the program and at the end of the program, students will be required to complete a residency, which may be provided virtually. All students will be required to attend the final residency, which will serve as the program's culmination during which students will defend their dissertation orally. These residencies, each lasting approximately three to five days, will allow face-to-face interactions with faculty and other students as well as time for the oral dissertation defense (during the final residency) and other activities related to the applied dissertation.

Doctoral Adviser

When applicants are accepted as doctoral students, they are assigned an interim major adviser. During the first year of study, students may retain their interim adviser, identify a major adviser they believe to be more compatible with their professional interests, or be assigned an adviser within the students' area of specialization. The selection of the permanent adviser is based upon the student's preferences within programmatic constraints, the shared interests of the student and the faculty member, and the teaching and advising responsibilities of the faculty member. The

major adviser is responsible for guiding the student through candidacy and dissertation requirements.

Students seeking a change of adviser at any time during their doctoral studies must inform their current adviser of their decision to request a change. Then, they must complete a Change of Adviser/Committee Member form and submit the completed form to the Director of the Doctor of Education program. This form must provide a rationale for the change and signature of the new adviser indicating that he or she is willing to advise the student. The selection of a new adviser will be based on the willingness and availability of the faculty member selected by the student.

Doctoral Advisory Committee

As students progress through the doctoral program, they will be assigned a Doctoral Advisory Committee. The Advisory Committee will assist with and evaluate candidacy requirements including the Year 2 POP project (i.e., the proposal), and the dissertation. The chair of the student's Advisory Committee must be a full-time School of Education faculty member. In addition to the chair, the Committee will include at least one other SOE faculty member and one other person, who may or may not be a member of the SOE faculty. This person must have an advanced degree.

A student may request a specific faculty member for his/her Advisory Committee by submitting the Change of Adviser/Committee Member form to the Director of the EdD Program.

Comprehensive Assessments of Competencies (Written and Oral)

Students enrolled in the EdD program will be required to submit a POP projects following each of the first two years of the program. These documents will be presented with a statement indicating how each of these projects aligns with and provides evidence of the accomplishment of program competencies for each of these years. The written responses following Year 2 will be

defended orally (either through video-conferencing technology or face-to-face) before the student's Doctoral Advisory Committee. This oral exam will cover the content of the Year 2 POP project as well as oral responses to program comprehensive questions reflecting the content of the EdD program to that date. The purpose of the POP projects and the oral comprehensive examination is to evaluate the student's ability to synthesize and integrate the required knowledge of his or her program of study and will also serve as indicators of readiness for conducting applied research. Most students are expected to complete their dissertations during the summer of Year 3.

Students will be expected to prepare for and successfully demonstrate evidence of competency through the development and conduct of a research project related to a POP from the individual student's context of professional practice. The advisory committee will review the POP projects with students, who will be provided an opportunity to expand upon and clarify their projects during the oral assessment. Students will earn an "unconditional pass," "conditional pass," or "fail" grade from their Doctoral Advisory Committee. Competencies that will be assessed include:

Year 1

1. Identify a contextualized POP;
2. Examine a POP through multiple theoretical perspectives;
3. Synthesize literature from multiple perspectives relevant to a POP;
4. Formulate clearly stated and researchable question(s) relevant to the POP;
5. Understand the research process, causality, and validity of inferences;
6. Conduct a needs assessment to refine the POP; and
7. Communicate the outcome of the needs assessment related to the POP.

Year 2

1. Synthesize the literature relevant to the POP;

2. Identify or design a potential solution (i.e., program intervention(s), change in policy, instructional intervention) to the POP
 - a. Conduct an exploratory pilot study by implementing the solution to the POP in a limited context
 - b. Develop appropriate formative assessments to examine the efficacy of the potential solution to POP
 - c. Validate measures to be used in the program evaluation
3. Design a program evaluation plan to evaluate the effectiveness of the proposed solution to the POP
4. Communicate the proposed solution and program evaluation plan related to POP

Year 3

1. Refine and extend synthesis of literature relevant to the Problem of Practice
2. Implement potential solution/program intervention(s)
3. Evaluate impact of solution/program intervention(s)
4. Communicate findings, conclusions, and recommendations relevant to the Problem of Practice

The Director and program faculty will evaluate students' progress within the EdD program in the spring of each year of the program. In addition, any student who fails a comprehensive assessment will be given a second opportunity to pass the assessments within three months of the failure. Failing an assessment for the second time will result in termination of the student's participation in the EdD program.

EdD Candidacy

Advancement to candidacy is a statement of approval issued by the SOE's Doctoral Studies Committee indicating that the student has completed all required coursework and has provided evidence of attaining program competencies in the necessary research skills and scholarly ability to proceed to the dissertation stage of doctoral study. Students review their academic record with their major advisor and Doctoral Advisory Committee during the second summer of the program. Upon the recommendation of the student's advisory committee, the SOE's Doctoral Studies Committee will award doctoral candidacy. Formal approval of advancement to candidacy for the doctoral degree is based upon the successful completion of the following activities:

- Applied Research and Evaluation (9 credit hours)
- Science of Learning (9 out of 12 credit hours)
- Educational Organizations, Contexts, and Systems (6 out of 12 credit hours)
- Coursework in Area of Specialization (9 out of 12 credit hours)
- Comprehensive assessments (application of content to a problem of practice)
- Approval of applied dissertation topic and project plan

Applied Dissertation Guidelines

Overview

The goal of this section of the EdD Handbook is to situate the Applied Dissertation within the larger online EdD program by providing (1) an overview of the Applied Dissertation, (2) a description of the Problem of Practice (POP) and (3) guidelines for researching and writing an Applied Dissertation. The doctoral coursework will provide a developmental context for the examination and continual refinement of the POP; documentation and implementation of the solution; and methods of evaluation and assessment. Your adviser and Specialist Mentor will

provide ongoing programmatic and academic support for the development of the Applied Dissertation.

Description of Applied Dissertation and the Problem of Practice

Unlike the traditional doctoral dissertation, the Applied Dissertation focuses on a solution to a significant POP within the student's context of professional practice. During the first year in the program, students will conduct a needs assessment to refine and clarify their POP. During the second year, students will propose a solution to their POP such as an intervention or policy change. At the end of the second year, students will demonstrate mastery of first and second year competencies through the submission and oral defense of a proposal for a dissertation study. Students will then evaluate the effectiveness of this solution as their final Applied Dissertation during the third year of the program.

Characteristics of the Applied Dissertation that make it unique to this program include:

- The Applied Dissertation is a culmination of three independently completed, but closely interrelated, projects;
- Major segments of each project are embedded within coursework and distributed across three years of the program;
- Projects focus on a POP within the organization with which the candidate is affiliated; and
- Projects possess potential for significant change or impact within the organization and/or have implications for policy.

The Applied Dissertation demonstrates a student's ability and mastery to frame a POP within education or a related field, develop a path to critical inquiry, and develop a set of evidence-based interventions or policy recommendations to address or solve the problem.

Scholarship

This program requires doctoral students to develop the knowledge, skills, and research competencies of a scholarly practitioner and to apply these aptitudes in the practice of education. Boyer (1997) proposed an expanded definition of scholarship including four domains: (1) Scholarship of Discovery; (2) Scholarship of Integration; (3) Scholarship of Application; and (4) Scholarship of Teaching. Competencies within this EdD program are focused on these four areas of scholarship. Students will engage in Discovery as they explore and refine their POP by conducting a needs assessment during the first year. Scholarship of Discovery will advance students' knowledge toward a solution to the POP during their second year of the program.

Students will demonstrate Scholarship of Integration by applying interdisciplinary knowledge gained through course-based and independent inquiry with a goal of contextualizing their POP from various theoretical perspectives and developing evidence-based solutions to their POP. During the third year of the program, students will Apply this integrated knowledge of theory and practice through the implementation and evaluation of a solution to the POP. Finally, students will demonstrate Scholarship of Teaching by communicating their findings to various stakeholders and engaging a community of practice.

Problem of Practice

The POP is the overarching issue driving the students' learning through the program. This POP is established through the students' experience in their context of professional practice and the process of multidisciplinary investigation during the first year of the program. A POP requires a theoretically grounded study, not to reveal a problem, but rather to refine the students' understanding of a problem that has been identified within their organizations or other professional

settings. This research suggests practical, operational outcomes or potential solutions that will be derived after a thorough needs assessment in the second semester of the first year of study.

Needs Assessment

The needs assessment will be designed and conducted during the first year, second semester. This inquiry will systematically assess the POP relative to an educational organization. This needs assessment will be developed in conjunction with and informed by an examination of the research literature and theory. This needs assessment will help the student to learn more about and further refine a problem facing the education system by identifying gaps or existing issues facing the organization with the goal of developing effective educational programs within the students' organization.

Recommendations for Action/Solution

During the second year, students will examine existing research to identify and design targeted, evidence-based interventions or policy recommendations that hold potential for providing a solution to the POP. A solution to the POP will be conceived of broadly to include classroom interventions, district policy changes, and program development as well as many other practical solutions to improve the context in which the student is employed. The solution to the POP will be piloted during year 2 as students begin to plan for full implementation during the third year of the program. Students will also design an evaluation protocol to ensure that the proposed solution to the problem is adequate to begin to ameliorate or address the POP. The goal of the students' work during the second year of the program will be a proposal that will include a solution to improve the organization and ensure a quality education as well as a program evaluation. This proposal will be defended in the presence of the students' committee. Upon successful completion of the proposal,

the student will be allowed to begin implementation and will be advanced to candidacy for the doctoral degree.

Outcomes and Impact

The impact of the POP, possible interventions, and proposed solutions should be anticipated through the learning process. Students should be able to critically evaluate and discuss the potential value of the interventions and proposed recommendations/outcomes of the POP toward the purpose of improving the educational environment. The Applied Dissertation will focus on documenting the students' progress through the curriculum by contextualizing the POP through each of the courses; leading to a well-documented study of a problem which will generate improvement and innovation in the field of education.

Components of Applied Dissertation

The Applied Dissertation is comprised of 4 primary components: (1) an introduction, (2) a clearly articulated and contextualized POP, (3) an evaluation of potential solutions to the POP, and (4) conclusions and lessons for the educational practitioner. The following outline illustrates the fundamental components of the Applied Dissertation including the year in the program when the work will be completed.

- I. Summary sections (Year 3)
 - A. Abstract
 - B. Executive summary

- II. Introduction of POP (Year 1; refine Year 2)
 - A. Overview of the POP
 - B. Literature review including theoretical frame
 - C. Statement of the problem including project objectives
 - D. Statement of “initial” POP research questions (Note: “initial” refers to the POP as reflected in the application and developed over the initial semester)

- III. Needs Assessment (Year 1; refine Year 2)
 - A. Context of Study
 - 1. Description of the context
 - 2. Overview of design
 - 3. Target audience – stakeholders and their information needs
 - 4. Needs assessment research questions – identification of POP
 - B. Method
 - 1. Sample and participant selection
 - 2. Tools including data sources such as extant data, assessments, and/or measures
 - 3. Procedure
 - a. Data collection – quantitative and qualitative
 - b. Data analysis
 - i. Data management plan
 - ii. Statistical tests
 - iii. Qualitative data coding

- C. Results of Needs Assessment
 - D. Discussion
 - 1. Contextualization of need
 - 2. Refining the POP
 - E. Constraints and implications
 - F. References (developed and moved to end of project each year)
 - G. Appendix: Summary matrix – showing alignment between the following elements:
 - 1. Needs assessment questions
 - 2. Variables
 - 3. Data gathering approaches
 - 4. Data analysis
- IV. Introduction of Solution of POP (Year 2; refined in Year 3)
- A. Overview of the solution of POP including alignment with needs assessment findings
 - B. Literature review
 - C. Statement of the proposed solution including project objectives
 - D. Statement of research questions for evaluation of proposed solution
- V. Evaluation procedure (Year 2; refined in Year 3)
- A. Method
 - 1. Sample, participant selection, and/or site identification
 - a. Selection procedures
 - b. Representativeness of the sample

- c. Use of comparison or control groups, if applicable
 2. Tools including assessments and measures
 3. Procedure
 - a. Data collection – quantitative and/or qualitative
 - b. Data analysis
 - i. Data management plan
 - ii. Qualitative data coding
 - iii. Statistical tests
 - B. Summary matrix – showing alignment between ...
 1. Evaluation questions
 2. Variables
 3. Data gathering approaches
- VI. Findings
- A. Results of the analyses organized by study question
- VII. Conclusions
- A. Summative statements
 - B. Recommendations, when applicable
- VIII. References (developed and moved to end of project each year)

The following questions are provided to guide students toward the successful write-up of their study. The questions below will help to position the students' work to address each element identified below:

1. Does the introduction for the Applied Dissertation...

- Establish the elements of the project:
 - What is the POP?
 - What is the approach for evaluation and implementation?
 - What are the expected outcomes?
- Situate readers in the perspective of the student's organization – the context for the POP?
- Clearly identify the appropriate multidisciplinary lenses that will be used to explain the POP?
- Guide the reader through the theoretical perspectives used to develop and refine the POP?

2. Does the Applied Dissertation clearly and convincingly articulate that the POP ...

- Is a significant problem within the field of education?
- Is situated within the students' employment experience?
- Is informed through multidisciplinary approaches to the problem?
- Has been identified and evaluated through the process of scientific inquiry?
- Has been informed and refined by critical review and synthesis of scholarly literature without disciplinary boundaries?

3. Are the research design and evaluation methods...

- Methodologically appropriate and rigorous to achieve a reliable and valid outcome?
- Situated within the appropriate theoretical and professional contexts?
- Presented in a manner that is clear, accurate, and informative to the reader?
- Able to reliably assess or evaluate the claims made in the POP?
- Inclusive of the needs assessment, implementation of intervention/solution, and evaluation of the solution?
- Able to provide valid and reliable conclusions to stakeholders and other educational professionals?

4. Does the conclusion present a logical and precise argument that...

- Has been rigorously evaluated?
- Is well situated within the students' area of specialization?
- Provides a viable solution to an educational POP?
- Illustrates a multidisciplinary approach to educational improvement?
- Leverages both practical experience and scholarly knowledge in the design of a POP solution?
- provides an example to others in the field about leading change to improve education by addressing POPs?

Duration of Program

All program requirements, including the dissertation and its defense, must be completed within five (5) years, beginning with the semester in which the student enrolls in the first course. This deadline may be extended if legitimate circumstances prevail. The student should submit a written request for such an extension to the Director of the EdD program.

Continuous Enrollment

Part-time students are expected to enroll for at least six (6) credits during the fall, spring, and summer semesters until all coursework requirements have been completed (3 years). Thereafter, students must enroll for at least one credit of dissertation research each fall, spring, and summer semester until completion of the dissertation research project. Dissertation credits can be accumulated in amounts ranging from 1 to 6 credits per semester. Students should plan to maintain continuous enrollment through the successful completion of their Dissertation Defense.

Leave of Absence

Doctoral students may be placed on leave of absence for personal reasons such as personal or family illness and military service obligations. The approval of the Director of the EdD program is required before leave is granted for a specific period, normally not exceeding two years. The period of the leave is considered an approved interruption of the degree program. Departure of a student from the doctoral program without prior arrangement is interpreted as withdrawal from the program. There is no fee for a semester leave of absence and students are not required to maintain continuous enrollment.

Withdrawal

Students wishing to withdraw from the program should first consult with their adviser. Formal notification of intent to withdraw must be submitted in writing to the Director of the EdD program and all course withdrawal procedures for the School of Education must be completed.

Graduation

Students who expect to receive their degree must submit an Application for Graduation. This form and detailed information on requirements for graduation are available on-line at: <http://www.students.education.jhu.edu/register/graduation>. The application must be submitted no later than the start of the student's final term of coursework. Commencement information is sent the first week in April. To receive his/her diploma, a student must pay all student accounts in full and resolve any outstanding charges of misconduct or violations of academic integrity.

References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.