

EDUCATION (ONLINE), EDD

Overview

To address the dramatically changing landscape of education in the 21st century, which includes new research on the science of learning, advances in technology, and the emergence of a for-profit education sector, the Johns Hopkins School of Education offers an innovative online Doctor of Education degree program. This EdD program is designed to prepare an exceptional corps of educational practitioner-scholars, both nationally and internationally, who can 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.

Please note there are different program requirements for different cohorts. Those requirements can be found under the tabs labeled: Program Requirements 2025 Cohort, Program Requirements 2023 & 2024 Cohorts, Program Requirements 2022 Cohort, Program Requirements 2021 Cohort, and Program Requirements 2013-2020 Cohorts.

For more information about the EdD program, please visit the website (<https://education.jhu.edu/doctoral-programs/doctor-of-education/>). If you have any questions about the EdD program, please contact soe.edd@jhu.edu.

Admission Requirements

At minimum, applicants to the EdD program should hold a master's degree from a regionally accredited college or university and have at least three years of relevant work experience. Previous degrees must document high academic achievement (**a minimum GPA of 3.25**) in an area of study closely associated with the objectives of the program. If the earned degree or credit is from an educational institution abroad, the candidate's academic record must be evaluated by a credential evaluation agency before consideration for admission. Applicants must submit the online admission application form, application fee, official transcripts from all post-secondary institutions attended, a curriculum vitae (résumé), a Problem of Practice Statement, online (asynchronous) interview, and two letters of recommendation signed by each recommender. These letters should include the following:

1. A professor with whom the applicant worked in their master's program who can speak to the applicant's **competency to conduct rigorous, applied scholarly work**,

AND

2. A colleague/supervisor from the applicant's professional context/industry who can attest to the applicant's qualifications to pursue a doctorate, and the applicant's impact on the recommender's professional practice.

International students must fulfill the general requirements for admission and complete additional requirements—see International Students Admission (<https://education.jhu.edu/admissions/international-students-admissions/>).

Note: This program is not eligible for student visa sponsorship.

Students who enter the program will be required to successfully complete a series of pre-orientation modules prior to enrollment in the program. All

students are expected to show competence in the content areas of these modules.

Please note that, for the online EdD program, an offer of admission is for the specific cohort to which an application has been submitted. Students may accept or decline the admission offer only; deferring to a future cohort is not an option.

Program Requirements 2025 Cohort

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a regionally accredited bachelor's and master's degree (with a minimum of 36 graduate-level credits for the master's). The master's credits will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student may be admitted. A student must complete the additional graduate-level credits at a regionally accredited higher education institution by the time the student has completed 30 credits in the EdD program. Students with *post-master's graduate credit (beyond the required 36 master's credits)* in related education content completed prior to admission to the EdD program may petition to transfer in an additional 6 credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components (subject to change):

Code	Title	Credits
Foundations of Education		
ED.883.524	Critical Theory	3
ED.883.526	Understanding Social Problems	3
ED.855.710	Multicultural Education	3
ED.855.712	Multiple Perspectives on Learning and Teaching	3
ED.855.718	Disciplinary Approaches to Education	3
Applied Research & Evaluation (select 12 credits)		12
ED.830.800	Introduction to Social Science Research	
ED.883.600	Basic Statistics	
ED.883.711	Introduction to Qualitative Inquiry	
ED.883.705	Program Evaluation	
ED.883.725	Participatory Action Research	
Areas of Interest/Electives (select 15 credits)		15
<i>Neurodiversity and Neuroeducation</i>		
ED.855.708	Mind, Brain Science and Learning	
ED.871.501	Introduction to Children and Youth with Exceptionalities	
ED.877.551	Survey of Autism and Other Pervasive Developmental Disorders	
ED.885.505	Creativity in Education	
ED.885.512	Twice Exceptional Learners	
ED.885.604	Social, Emotional, and Psychosocial Development of the Gifted	
ED.887.616	Fundamentals of Cognitive Development	
ED.887.617	Neurobiology of Learning Differences	
ED.887.619	Special Topics in Brain Sciences	
<i>Entrepreneurial Leadership in Education</i>		
ED.855.640	Partnerships and Educational Organizations	
ED.855.641	Data-Driven Decision Making	

ED.855.642	Talent Management & Organizational Finance for Entrepreneurial Leaders	
ED.855.720	Leadership in Educational Organizations	
<i>Urban Leadership</i>		
ED.855.720	Leadership in Educational Organizations	
ED.855.771	Approaches to Urban Education	
ED.855.772	Individuals in Urban Contexts	
ED.855.773	Organizations and Institutions	
ED.855.774	Partnerships and Community Organizing	
ED.889.601	Critical Theories of Race and Racism (in Education)	
<i>Learning Design and Technology</i>		
ED.893.545	Technology Integration for the 21st Century Learner	
ED.893.628	Gaming and Simulations for Learning	
ED.893.651	Computational Thinking for K-12 Educators	
ED.893.653	AI in Education	
ED.893.655	Applications of Learning Experience Design	
<i>Electives</i>		
ED.855.643	Leadership for School and Educational Organization Redesign	
ED.855.714	Power, Politics, and Policy in Education	
ED.855.851	Research on Effective Professional Development	
ED.893.708	Technologies and Creative Learning	
Doctoral Dossier Research		
ED.883.521	Doctoral Dossier Research I	3
ED.883.522	Doctoral Dossier Research II	3
ED.883.523	Doctoral Dossier Research III	3
ED.883.525	Doctoral Dossier Research IV	3
Total Credits		54

NOTE: Students will be eligible for Non-Resident status if they have no courses remaining in which to enroll. Students may have the following to complete (1) doctoral dossier and (2) coursework in which a grade of "Incomplete" was assigned. For more information on the EdD Non-Resident policy, please click here (<https://e-catalogue.jhu.edu/education/academic-student-policies/#text>).

In addition to successfully completing all coursework requirements, **students admitted in 2023 and thereafter** must also complete a Doctoral Dossier consisting of three faculty-mentored research projects.

Problems of Practice and Doctoral Dossier

Students examine a Problem of Practice (POP)—an area of concern they have observed within their professional context—that becomes the focus of the student's Doctoral Dossier, which consists of three main projects described below.

As part of our commitment to social justice, the EdD program does not privilege one form of communication over another. Thus, all components of the Doctoral Dossier can be communicated in a modality of the student's choosing: video, oral, scholarly writing, or public-facing writing. Additionally, students can choose the type of scholarship project they will work on during years two and three of the program. Our Doctoral Dossier is based upon Boyer's Four Domains

of Scholarship (<https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf>) (1990) and includes:

RESEARCH PROJECT 1 :

Scholarship of Integration: To begin their Doctoral Dossier process, all students will spend their first two semesters reviewing the research literature and using systems thinking to refine their Problem of Practice. The culmination of this process will be the Scholarship of Integration project, which is a synthesis of the literature reviewed that identifies and describes the underlying causes of and factors contributing to their chosen POP. This project is foundational to understanding the identified problem and determining what students choose to research in years two and three.

Example projects include: A podcast, video series, manuscripts for publication in a professional or scholarly journal, lengthy presentation targeting policymakers. Within all project modalities, the factors contributing to the POP are discussed through a synthesis of the research literature.

RESEARCH PROJECT 2 :

Following completion of the Scholarship of Integration project, students will **choose one of the following two options** for Research Project 2 :

Scholarship of Application: *Demonstrate the application of the research to practice.* The purpose of this project is to a) consider how the research perpetuates and/or disrupts oppression, b) critique relevant systems, structures, and institutions, and c) determine avenues to effectively disseminate evidence to a wider audience and stakeholder group.

Example projects include: historical analysis of a topic, curriculum creation, community organization, autoethnography, instructional pedagogy, and others.

Scholarship of Teaching: *Development and improvement of pedagogical practices.* Students examine teaching processes and assessments to improve practice.

Example projects include: autoethnography of one's teaching, innovative teaching materials, curricula, development of new courses, or development of a new pedagogical framework.

RESEARCH PROJECT 3 :

Following successful completion of Research Project 2, students will choose one of the following projects and orally present a proposal for their third project to a panel of faculty:

The **scholarship option NOT chosen for Project 2**, or

Scholarship of Discovery: Search for new knowledge. Students conduct evidence-based research that leads to knowledge creation.

Example projects include: investigating the effectiveness of a curriculum created during year 2 (Scholarship of Teaching), interviewing people related to a Problem of Practice whose voices are missing from the research literature; examining the perspective of LGBTQ+ teachers living in the southern United States using Photovoice, etc. This project

may be provided in any modality to better reach the student's intended audience.

RESEARCH SUMMATION:

During the final year, students will complete Research Project 3, write an **Executive Summary** that ties their three projects together, and write a **final reflection** on their doctoral journey. The Doctoral Dossier will be presented and assessed during the final Doctoral Dossier course. Additionally, students may choose to present their Doctoral Dossier work at a school-wide student conference.

The following table below provides an overview of the program requirements for the cohort admitted in 2025:

Cohort	Course Requirements	Comprehensive Exam	Applied Research
2025	<ul style="list-style-type: none"> Foundations of Education (15 credit hours) Applied Research & Evaluation (12 credit hours) Areas of Interest / Electives (15 elective credit hours) Doctoral Dossier Research (12 credit hours) 	No	<ul style="list-style-type: none"> Doctoral Dossier (3 research projects) Research Summation

NOTE: Courses and course sequences are subject to change.

Program Requirements 2023 and 2024 Cohorts

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a regionally accredited bachelor's and master's degree (with a minimum of 36 graduate-level credits for the master's). The master's credits will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student may be admitted. A student must complete the additional graduate-level credits at a regionally accredited higher education institution by the time the student has completed 30 credits in the EdD program. Students with *post-master's graduate credit (beyond the required 36 master's credits)* in related education content completed prior to admission to the EdD program may petition to transfer in an additional 6 credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components (subject to change):

Code	Title	Credits
Foundations of Education		15 credit hours
ED.855.710	Multicultural Education	3
ED.855.712	Multiple Perspectives on Learning and Teaching	3
ED.855.718	Disciplinary Approaches to Education	3
ED.883.524	Critical Theory	3
ED.883.526	Understanding Social Problems	3
Applied Research & Evaluation		12 credit hours
ED.883.520	Socially Responsible Research	3
ED.883.718	Research Methods and Systematic Inquiry I	3
ED.883.719	Research Methods and Systematic Inquiry II	3
ED.883.721	Evaluation of Education Policies and Programs	3
Areas of Interest/Electives		Select 15 credit hours from the following courses
<i>Mind, Brain, and Teaching</i>		
ED.855.708	Mind, Brain Science and Learning	3
ED.887.616	Fundamentals of Cognitive Development	3
ED.887.617	Neurobiology of Learning Differences	3
ED.887.618	Cognitive Processes of Literacy & Numeracy	3
ED.887.619	Special Topics in Brain Sciences	3
<i>Entrepreneurial Leadership in Education</i>		
ED.855.613	Entrepreneurship in Education	3
ED.855.640	Partnerships and Educational Organizations	3
ED.855.641	Data-Driven Decision Making	3
ED.855.642	Talent Management & Organizational Finance for Entrepreneurial Leaders	3
ED.855.720	Leadership in Educational Organizations	3
<i>Urban Leadership</i>		
ED.855.720	Leadership in Educational Organizations	3
ED.855.771	Approaches to Urban Education	3
ED.855.772	Individuals in Urban Contexts	3
ED.855.773	Organizations and Institutions	3
ED.855.774	Partnerships and Community Organizing	3
<i>Digital Age Learning and Educational Technology (formerly Instructional Design for Online Teaching and Learning)</i>		
ED.855.621	Instructional Theory in Online Teaching and Learning	3
ED.855.624	Trends and Issues in Instructional Design, Message Design, and Online Learning	3
ED.855.703	Research on Online and Blended Teaching and Learning	3
ED.855.754	Evaluation of Digital Age Learning Environments	3
ED.893.545	Technology Integration for the 21st Century Learner	3
<i>Other</i>		

ED.855.643	Leadership for School and Educational Organization Redesign	3
ED.855.714	Power, Politics, and Policy in Education	3
ED.855.851	Research on Effective Professional Development	3
ED.893.708	Technologies and Creative Learning	3
Doctoral Dossier Research		12 credit hours
ED.883.521	Doctoral Dossier Research I	3
ED.883.522	Doctoral Dossier Research II	3
ED.883.523	Doctoral Dossier Research III	3
ED.883.525	Doctoral Dossier Research IV	3

NOTE: Students will be eligible for Non-Resident status if they have no courses remaining in which to enroll. Students may have the following to complete (1) doctoral dossier and (2) coursework in which a grade of "Incomplete" was assigned. For more information on the EdD Non-Resident policy, please click here (<https://e-catalogue.jhu.edu/education/academic-student-policies/#text>).

In addition to successfully completing all coursework requirements, **students admitted in 2023 and thereafter** must also complete a Doctoral Dossier consisting of four faculty-mentored research projects.

Problems of Practice and Doctoral Dossier

Students examine a Problem of Practice (POP)—an area of concern they have observed within their professional context—that becomes the focus of the student's Doctoral Dossier, which consists of three main projects described below.

As part of our commitment to social justice, the EdD program does not privilege one form of communication over another. Thus, all components of the Doctoral Dossier can be communicated in a modality of the student's choosing: video, oral, scholarly writing, or public-facing writing. Additionally, students can choose the type of scholarship project they will work on during years two and three of the program. Our Doctoral Dossier is based upon Boyer's Four Domains of Scholarship (<https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf>) (1990) and includes:

RESEARCH PROJECT 1 :

Scholarship of Integration: To begin their Doctoral Dossier process, all students will spend their first two semesters reviewing the research literature and using systems thinking to refine their Problem of Practice. The culmination of this process will be the Scholarship of Integration project, which is a synthesis of the literature reviewed that identifies and describes the underlying causes of and factors contributing to their chosen POP. This project is foundational to understanding the identified problem and determining what students choose to research in years two and three.

Example projects include: A podcast, video series, manuscripts for publication in a professional or scholarly journal, lengthy presentation targeting policymakers. Within all project modalities, the factors contributing to the POP are discussed through a synthesis of the research literature.

RESEARCH PROJECT 2 :

Following completion of the Scholarship of Integration project, students will **choose one of the following two options** for Research Project 2 :

Scholarship of Application: *Demonstrate the application of the research to practice.* The purpose of this project is to a) consider how the research perpetuates and/or disrupts oppression, b) critique relevant systems, structures, and institutions, and c) determine avenues to effectively disseminate evidence to a wider audience and stakeholder group.

Example projects include: historical analysis of a topic, curriculum creation, community organization, autoethnography, instructional pedagogy, and others.

Scholarship of Teaching: *Development and improvement of pedagogical practices.* Students examine teaching processes and assessments to improve practice.

Example projects include: autoethnography of one's teaching, innovative teaching materials, curricula, development of new courses, or development of a new pedagogical framework.

RESEARCH PROJECT 3 :

Following successful completion of Research Project 2, students will choose one of the following projects and orally present a proposal for their third project to a panel of faculty:

The scholarship option **NOT** chosen for Project 2, or

Scholarship of Discovery: Search for new knowledge. Students conduct evidence-based research that leads to knowledge creation.

Example projects include: investigating the effectiveness of a curriculum created during year 2 (Scholarship of Teaching), interviewing people related to a Problem of Practice whose voices are missing from the research literature; examining the perspective of LGBTQ+ teachers living in the southern United States using Photovoice, etc. This project may be provided in any modality to better reach the student's intended audience.

RESEARCH SUMMATION:

During the final year, students will complete Research Project 3, write an **Executive Summary** that ties their three projects together, and write a **final reflection** on their doctoral journey. The Doctoral Dossier will be presented and assessed during the final Doctoral Dossier course. Additionally, students may choose to present their Doctoral Dossier work at a school-wide student conference.

The following table below provides an overview of the program requirements for cohorts admitted in 2023 and 2024:

Cohort	Course Requirements	Comprehensive Exam	Applied Research
2023 and 2024	• Foundations of Education (15 credit hours)	No	• Doctoral Dossier (3 research projects)

<ul style="list-style-type: none"> Applied Research & Evaluation (12 credit hours) 	<ul style="list-style-type: none"> Research Summation
<ul style="list-style-type: none"> Areas of Interest / Electives (15 elective credit hours) 	
<ul style="list-style-type: none"> Doctoral Dossier Research (12 credit hours) 	

NOTE: Courses and course sequences are subject to change.

Program Requirements 2022 Cohort

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a regionally accredited bachelor's and master's degree (with a minimum of 36 graduate-level credits for the master's). The master's credits will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student may be admitted. A student must complete the additional graduate-level credits at a regionally accredited higher education institution by the time the student has completed 30 credits in the EdD program. Students with *post-master's graduate credit (beyond the required 36 master's credits)* in related education content completed prior to admission to the EdD program may petition to transfer in an additional 6 credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components (subject to change):

Code	Title	Credits
Foundations of Education		12 credit hours
ED.855.710	Multicultural Education	3
ED.855.712	Multiple Perspectives on Learning and Teaching	3
ED.855.716	Contemporary Approaches to Educational Problems	3
ED.855.718	Disciplinary Approaches to Education	3
Applied Research & Evaluation		9 credit hours
ED.883.718	Research Methods and Systematic Inquiry I	3
ED.883.719	Research Methods and Systematic Inquiry II	3
ED.883.721	Evaluation of Education Policies and Programs	3
Specialization		12 credit hours
<i>Mind, Brain, and Teaching</i>		
ED.887.616	Fundamentals of Cognitive Development	3
ED.887.617	Neurobiology of Learning Differences	3

ED.887.618	Cognitive Processes of Literacy & Numeracy	3
ED.887.619	Special Topics in Brain Sciences	3
<i>Entrepreneurial Leadership in Education</i>		
ED.855.613	Entrepreneurship in Education	3
ED.855.640	Partnerships and Educational Organizations	3
ED.855.641	Data-Driven Decision Making	3
ED.855.642	Talent Management & Organizational Finance for Entrepreneurial Leaders	3
<i>Urban Leadership</i>		
ED.855.771	Approaches to Urban Education	3
ED.855.772	Individuals in Urban Contexts	3
ED.855.773	Organizations and Institutions	3
ED.855.774	Partnerships and Community Organizing	3
<i>Instructional Design for Online Teaching and Learning</i>		
ED.855.621	Instructional Theory in Online Teaching and Learning	3
ED.855.624	Trends and Issues in Instructional Design, Message Design, and Online Learning	3
ED.855.703	Research on Online and Blended Teaching and Learning	3
ED.855.754	Evaluation of Digital Age Learning Environments	3

Electives		Select 9 credit hours from the following courses
ED.855.643	Leadership for School and Educational Organization Redesign	3
ED.855.708	Mind, Brain Science and Learning	3
ED.855.714	Power, Politics, and Policy in Education	3
ED.855.720	Leadership in Educational Organizations	3
ED.855.851	Research on Effective Professional Development	3
ED.893.708	Technologies and Creative Learning	3
Dissertation Research		12 credit hours
ED.883.849	Dissertation Research	This course is offered as variable credit and may require enrollment for multiple semesters.

NOTE: Students will be eligible for Non-Resident status if they have no courses remaining in which to enroll. Students may have the following to complete (1) doctoral dossier and (2) coursework in which a grade

of "Incomplete" was assigned. For more information on the EdD Non-Resident policy, please click here (<https://e-catalogue.jhu.edu/education/academic-student-policies/#text>).

Additionally, students admitted in 2022 must also pass an oral comprehensive examination, demonstrating attainment of competencies, and complete a Dossier Style Dissertation research project.

Problems of Practice and Dossier Style Dissertation

Students examine a Problem of Practice (POP)—an area of concern they have observed within their professional context. This POP becomes the focus of the student's Dossier Style Dissertation, which is embedded within the EdD program coursework. The Dossier Style Dissertation includes two pathways: 1) Applied Project or 2) Empirical Project Deeper Dive.

Applied Project:

Year 1: During the first year in the program, students synthesize research literature to understand factors relevant to the POP from a broader systems perspective.

Year 2: Students conduct an empirical study examining their POP within their professional context. Students then defend their proposal for an applied project based on their findings as well as a brief literature review that supports their rationale and justification for their proposed applied project.

Year 3: Students create and defend their final applied project to their Doctoral Committee.

Empirical Project Deeper Dive:

Year 1: During the first year in the program, students synthesize research literature to understand factors relevant to the POP from a broader systems perspective.

Year 2: Students design a more robust empirical study to more deeply examine their POP within their professional context. Students orally present their proposed design to their Doctoral Committee.

Year 3: Students analyze and write up their data and orally defend their findings to their Doctoral Committee.

Although somewhat different from a traditional dissertation in its completion and focus, students are nevertheless expected to demonstrate mastery of the relevant literature, to obtain extant and/or collect additional data, and to interpret the results in light of previous studies.

All students will also demonstrate mastery of first- and second-year competencies through an oral comprehensive assessment.

Typically, students will complete three years of coursework and independent research concurrently. It is possible that some students may need more than three years to complete their research, in which case they will be required to enroll in at least one credit hour per semester after completion of the required 90 credit hours unless they choose to apply and be accepted for Non-resident status.

The following table below provides an overview of the program requirements for the 2022 cohort:

Cohort	Course Requirements	Comprehensive Exam	Applied Research
2022	<ul style="list-style-type: none"> Foundations of Education (12 credit hours) Applied Research & Evaluation (9 credit hours) Specialization (12 credit hours) Electives (9 credit hours) Dissertation Research (12 credit hours) 	<ul style="list-style-type: none"> Yes (Summer of Year 2) 	<ul style="list-style-type: none"> Dossier Style Dissertation: — Applied Project OR Empirical Project Deep Dive Proposal Defense (Year 2) Final Defense (Year 3)

NOTE: Courses and course sequences are subject to change.

Program Requirements 2021 Cohort

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a regionally accredited bachelor's and master's degree (with a minimum of 36 graduate-level credits for the master's). The master's credits will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student may be admitted. A student must complete the additional graduate-level credits at a regionally accredited higher education institution by the time the student has completed 30 credits in the EdD program. Students with *post-master's graduate credit (beyond the required 36 master's credits)* in related education content completed prior to admission to the EdD program may petition to transfer in an additional 6 credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components (subject to change):

Code	Title	Credits
Foundations of Education		12 credit hours
ED.855.710	Multicultural Education	3
ED.855.712	Multiple Perspectives on Learning and Teaching	3
ED.855.716	Contemporary Approaches to Educational Problems	3
ED.855.718	Disciplinary Approaches to Education	3
Applied Research & Evaluation		9 credit hours
ED.883.718	Research Methods and Systematic Inquiry I	3
ED.883.719	Research Methods and Systematic Inquiry II	3
ED.883.721	Evaluation of Education Policies and Programs	3

Specialization		12 credit hours
<i>Mind, Brain, and Teaching</i>		
ED.887.616	Fundamentals of Cognitive Development	3
ED.887.617	Neurobiology of Learning Differences	3
ED.887.618	Cognitive Processes of Literacy & Numeracy	3
ED.887.619	Special Topics in Brain Sciences	3
<i>Entrepreneurial Leadership in Education</i>		
ED.855.613	Entrepreneurship in Education	3
ED.855.640	Partnerships and Educational Organizations	3
ED.855.641	Data-Driven Decision Making	3
ED.855.642	Talent Management & Organizational Finance for Entrepreneurial Leaders	3
<i>Urban Leadership</i>		
ED.855.771	Approaches to Urban Education	3
ED.855.772	Individuals in Urban Contexts	3
ED.855.773	Organizations and Institutions	3
ED.855.774	Partnerships and Community Organizing	3
<i>Instructional Design for Online Teaching and Learning</i>		
ED.855.621	Instructional Theory in Online Teaching and Learning	3
ED.855.624	Trends and Issues in Instructional Design, Message Design, and Online Learning	3
ED.855.703	Research on Online and Blended Teaching and Learning	3
ED.855.754	Evaluation of Digital Age Learning Environments	3
Electives		Select 9 credit hours from the following courses
ED.855.643	Leadership for School and Educational Organization Redesign	3
ED.855.708	Mind, Brain Science and Learning	3
ED.855.714	Power, Politics, and Policy in Education	3
ED.855.720	Leadership in Educational Organizations	3
ED.855.851	Research on Effective Professional Development	3
ED.893.708	Technologies and Creative Learning	3
Dissertation Research		12 credit hours

ED.883.849	Dissertation Research	This course is offered as variable credit and may require enrollment for multiple semesters.
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NOTE: Students will be eligible for Non-Resident status if they have no courses remaining in which to enroll. Students may have the following to complete (1) doctoral dossier and (2) coursework in which a grade of "Incomplete" was assigned. For more information on the EdD Non-Resident policy, please click here (<https://e-catalogue.jhu.edu/education/academic-student-policies/#text>),

Additionally, students admitted in 2021 must also pass an oral comprehensive examination, demonstrating attainment of competencies, and complete either a Dossier Style Dissertation or Applied Dissertation research project. **For information regarding the Applied Dissertation, please see the 2013-2020 Cohorts tab.**

Problems of Practice and Dossier Style Dissertation

Students examine a Problem of Practice (POP)—an area of concern they have observed within their professional context. This POP becomes the focus of the student's Dossier Style Dissertation, which is embedded within the EdD program coursework. The Dossier Style Dissertation includes two pathways: 1) Applied Project or 2) Empirical Project Deeper Dive.

Applied Project:

Year 1: During the first year in the program, students synthesize research literature to understand factors relevant to the POP from a broader systems perspective.

Year 2: Students conduct an empirical study examining their POP within their professional context. Students then defend their proposal for an applied project based on their findings as well as a brief literature review that supports their rationale and justification for their proposed applied project.

Year 3: Students create and defend their final applied project to their Doctoral Committee.

Empirical Project Deep Dive:

Year 1: During the first year in the program, students synthesize research literature to understand factors relevant to the POP from a broader systems perspective.

Year 2: Students design a more robust empirical study to more deeply examine their POP within their professional context. Students orally present their proposed design to their Doctoral Committee.

Year 3: Students analyze and write up their data and orally defend their findings to their Doctoral Committee.

Although somewhat different from a traditional dissertation in its completion and focus, students are nevertheless expected to demonstrate mastery of the relevant literature, to obtain extant and/or collect additional data, and to interpret the results in light of previous studies.

All students will also demonstrate mastery of first- and second-year competencies through an oral comprehensive assessment.

Typically, students will complete three years of coursework and independent research concurrently. It is possible that some students may need more than three years to complete their research, in which case they will be required to enroll in at least one credit hour per semester after completion of the required 90 credit hours unless they choose to apply and be accepted for Non-resident status.

The following table below provides an overview of the program requirements for the 2021 cohort:

Cohort	Course Requirements	Comprehensive Exam	Applied Research
2021	<ul style="list-style-type: none"> Foundations of Education (12 credit hours) Applied Research & Evaluation (9 credit hours) Specialization (12 credit hours) Electives (9 credit hours) Dissertation Research (12 credit hours) 	Yes (Summer of Year 2)	Dossier Style Dissertation: <ul style="list-style-type: none"> Applied Project OR Empirical Project Deep Dive OR Applied Dissertation: <ul style="list-style-type: none"> Proposal Defense (Year 2) Final Defense (Year 3)

NOTE: Courses and course sequences are subject to change.

Program Requirements 2013-2020 Cohorts

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a regionally accredited bachelor's and master's degree (with a minimum of 36 graduate-level credits for the master's). The master's credits will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student may be admitted. A student must complete the additional graduate-level credits at a regionally accredited higher education institution by the

time the student has completed 30 credits in the EdD program. Students with *post-master's graduate credit (beyond the required 36 master's credits)* in related education content completed prior to admission to the EdD program may petition to transfer in an additional 6 credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Students must complete between 48 and 54 credits at the doctoral level at JHU. The program includes the following required coursework components (subject to change):

Code	Title	Credits
Foundations of Education		12 credit hours
ED.855.710	Multicultural Education	3
ED.855.712	Multiple Perspectives on Learning and Teaching	3
ED.855.716	Contemporary Approaches to Educational Problems	3
ED.855.718	Disciplinary Approaches to Education	3
Applied Research & Evaluation		9 credit hours
ED.883.718	Research Methods and Systematic Inquiry I	3
ED.883.719	Research Methods and Systematic Inquiry II	3
ED.883.721	Evaluation of Education Policies and Programs	3
Specialization		12 credit hours
<i>Mind, Brain, and Teaching</i>		
ED.887.616	Fundamentals of Cognitive Development	3
ED.887.617	Neurobiology of Learning Differences	3
ED.887.618	Cognitive Processes of Literacy & Numeracy	3
ED.887.619	Special Topics in Brain Sciences	3
<i>Entrepreneurial Leadership in Education</i>		
ED.855.613	Entrepreneurship in Education	3
ED.855.640	Partnerships and Educational Organizations	3
ED.855.641	Data-Driven Decision Making	3
ED.855.642	Talent Management & Organizational Finance for Entrepreneurial Leaders	3
<i>Urban Leadership</i>		
ED.855.771	Approaches to Urban Education	3
ED.855.772	Individuals in Urban Contexts	3
ED.855.773	Organizations and Institutions	3
ED.855.774	Partnerships and Community Organizing	3
<i>Instructional Design for Online Teaching and Learning</i>		
ED.855.621	Instructional Theory in Online Teaching and Learning	3
ED.855.624	Trends and Issues in Instructional Design, Message Design, and Online Learning	3
ED.855.703	Research on Online and Blended Teaching and Learning	3
ED.855.754	Evaluation of Digital Age Learning Environments	3
Electives		Select 9/12 credit hours*

ED.855.643	Leadership for School and Educational Organization Redesign	3
ED.855.708	Mind, Brain Science and Learning	3
ED.855.714	Power, Politics, and Policy in Education	3
ED.855.720	Leadership in Educational Organizations	3
ED.855.851	Research on Effective Professional Development	3
ED.893.708	Technologies and Creative Learning	3

Dissertation Research	Select 9/12 credit hours*
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ED.883.849	Dissertation Research	This course is offered as variable credit and may require enrollment for multiple semesters.
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* Cohorts Fall 2013-Fall 2016: 12 elective credits & 9 dissertation credits are required; Cohorts Fall 2017-Fall 2020: 9 elective credits & 12 dissertation credits are required.

NOTE: Students will be eligible for Non-Resident status if they have no courses remaining in which to enroll. Students may have the following to complete (1) doctoral dossier and (2) coursework in which a grade of "Incomplete" was assigned. For more information on the EdD Non-Resident policy, please click here (<https://e-catalogue.jhu.edu/education/academic-student-policies/#text>),

Additionally, students admitted in cohorts 2013-2020 must also pass an oral comprehensive examination, demonstrating attainment of competencies and complete an Applied Dissertation research project. Information regarding the Applied Dissertation is provided below.

Problems of Practice and Applied Dissertation

Students examine a Problem of Practice (POP)—an area of concern they have observed within their professional context. This POP becomes the focus of the student's Applied Dissertation research. The Applied Dissertation is embedded within the EdD program coursework, which provides students with a unique opportunity to examine an issue important to the organization in which they are employed.

During the first year in the program, students examine their articulated POP to identify underlying causes and associated factors. During the second year of the program, students develop a potential solution, such as an intervention or policy change, and a plan to study the implementation of this intervention as well as proximal outcomes. Students will demonstrate mastery of first- and second-year competencies through written and oral comprehensive assessments, which will serve as indicators of readiness for conducting their applied research. Students will then evaluate the effectiveness of this solution as their Applied Dissertation (Year 3).

Although somewhat different from a traditional dissertation in its completion and focus, students are nevertheless expected to demonstrate mastery of the relevant literature, to obtain extant and/or collect additional data, and to interpret the results in light of previous studies. The dissertation will be presented at a final oral defense before the student's Dissertation Advisory Committee.

Typically, students will complete three years of coursework and independent research concurrently. It is possible that some students may need more than three years to complete their research, in which case they will be required to enroll in at least one credit hour per semester after completion of the required 90 credit hours unless they choose to apply and be accepted for Non-resident status.

The following table below provides an overview of the program requirements for the 2013-2020 cohorts. As stated earlier, cohorts that began in Fall 2013-Fall 2016, will need to complete 12 elective credits and 9 dissertation credits. Those cohorts that began in Fall 2017-Fall 2020 will need to complete 9 elective credits and 12 dissertation credits.

Cohort	Course Requirements	Comprehensive Exam	Applied Research
2013-2020	<ul style="list-style-type: none"> Foundations of Education (12 credit hours) Applied Research & Evaluation (9 credit hours) Specialization (12 credit hours) Electives (9 or 12 credit hours) Dissertation Research (9 or 12 credit hours) 	Yes (Summer of Year 2)	Applied Dissertation <ul style="list-style-type: none"> Proposal Defense (Year 2) Final Defense (Year 3)

NOTE: Courses and course sequences are subject to change.

Learning Outcomes

Program Goals

Upon successful completion of the EdD, we expect that graduates will:

- Cultivate an identity as a self-reflexive, social justice-oriented learner within diverse educational or learning communities.
- Analyze and critique educational practice and research from a social justice and systems perspective.
- Apply relevant methodologies to address critical challenges in education.
- Demonstrate a curiosity for, and a systematic approach to, at least one major topic of study within education resulting in an emerging expertise.

- Integrate research and practice-based knowledge to develop research-informed decisions and opinions about educational experiences, processes, policies, and institutions.
- Communicate effectively to diverse audiences about educational research, experiences, processes, policies, and institutions.