

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.

For more information about the EdD program, please visit <https://education.jhu.edu/academics/edd/>. 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 an accredited college or university. Previous degrees must document high academic achievement (a minimum GPA of 3.0) 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), online 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 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, the applicant's impact on the recommender's professional practice, and knowledge of and support for the applicant's proposed area of research/Problem of Practice.

Additionally, applicants will submit a personal statement including responses to the following:

- Describe a significant Problem of Practice relevant to your current context/industry of professional practice.
- Indicate the importance of this problem within the applicant's industry and/or their specific context of professional practice.
- Discuss the potential underlying causes for or contributing factors related to this Problem of Practice.
- Discuss the ways in which this problem aligns with at least one or two areas of interest.

All applicants who meet the entrance requirements will be asked to submit video and written responses to question prompts.

International students must fulfill the general requirements for admission and complete additional requirements—see <https://education.jhu.edu/admission-financial-aid/admissions/international-applicants/>.

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 is submitted. Students may accept or decline the admission offer only; deferring to a future cohort is not an option.

Program Requirements

Program Structure and Requirements

Program requirements include a minimum of 90 graduate credits. Students must enter the program with a master's degree with a minimum of 36 graduate-level credits, which will be transferred into the EdD program. If a student does not have the required 36 master's credits, the student will be admitted on a conditional basis and must complete the additional graduate-level credits at an accredited college or university. Students with post-master's graduate credit in related education content completed prior to admission to the EdD program may petition to transfer in an additional six credits of equivalent coursework with appropriate documentation and with the approval of the EdD program director. Thus, 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):

- 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)*

In addition to successfully completing all the coursework requirements, candidates must also satisfy written assessments and an oral comprehensive examination that document attainment of competencies. They must also complete either an Applied Dissertation or a Dossier Style Dissertation research project, depending upon the year the candidate was admitted to the program as per the following table:

Code	Title	Credits
Students Admitted Fall 2022		
	Dossier Style Dissertation	
Students Admitted Fall 2021		
	Dossier Style Dissertation	
	OR	
	Applied Dissertation	
Students Admitted Fall 2013-2020**		
	Applied Dissertation	

* Students who extend their program of study may be required to enroll in additional independent study credits.

** With permission, students admitted between Fall 2013 and Fall 2020 may opt into the Dossier Style Dissertation if they choose not to do an intervention.

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. The Doctoral Dossier is embedded within the EdD program coursework, providing students the unique opportunity to examine an issue important to their field.

To begin their Doctoral Dossier process, students will spend their first year working on a **Scholarship of Integration** project (Project 1) that focuses on exploration and identification of underlying causes of and factors associated with their chosen POP. Using systems thinking, which includes perspective-taking, and the research literature, students will document their exploration in an introductory narrative that provides the rationale and supporting evidence for their decision to further pursue their research topic throughout their doctoral journey.

During the second year, following completion of the Scholarship of Integration project, students will choose one of the following two options for Project 2:

1. 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.

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

During the third year, following completion of Project 2, students will choose one of the following:

1. The scholarship option NOT chosen for Project 2, or
2. **Scholarship of Discovery:** Search for new knowledge. Students conduct evidence-based research that leads to knowledge creation.

Example projects include: written, oral, or other modalities of research, scholarly publications, empirical study, working paper, or book chapters.

During the fourth year, students will complete Project 3, write an Executive Summary that ties their three projects together, and write a final reflection of their doctoral journey. The Doctoral Dossier will be presented and assessed during the fourth year.

Students are expected to complete four years of coursework and independent research concurrently. This program is cohort-based, thus if students require a leave of absence for any reason, they will return in the appropriate course sequence with the next cohort the following year.

Problems of Practice and Dossier Style Dissertation (for students admitted Fall 2021 and Fall 2022*)

Students examine a Problem of Practice (POP), which is an area of concern that they have observed within their professional context. This POP becomes the focus of the student's Dossier Style Dissertation. The Dossier Style 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 synthesize research literature to understand factors relevant to the POP from a broader systems perspective. During the second year of the program, students conduct an empirical project to investigate their POP within their professional context. Students are expected to collect and analyze data to further understand and refine their identified problem. Based on the evidence in the literature review and empirical project, students will engage in a final project that may further explore an aspect of their POP or articulate a potential solution.

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 Project (Year 3). Characteristics of the Dossier Style Dissertation that make it unique to this program include:

- Written assignments within courses that focus on the student's POP.
- Coursework that leads students to consider applications that hold the potential for significant change or impact within their organization and/or have implications for policy.
- Dossier Style Dissertation components that are embedded within coursework and distributed across the three years of the program.

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 Dossier Style Dissertation will be presented at a final oral defense before a Dossier Style Dissertation Panel.

Typically, we expect that students would 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.

*Students admitted Fall 2021 can choose to complete either the Dossier Style Dissertation or the Applied Dissertation described below. Fall 2022 students may only complete the Dossier Style Dissertation.

Problems of Practice and Applied Dissertation (for students admitted Fall 2013-2021*)

Students examine a Problem of Practice (POP), which is an area of concern that 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). Characteristics of the Applied Dissertation that make it unique to this program include:

- Written assignments within courses that focus on the student's POP.
- Coursework that leads students to consider solutions that hold the potential for significant change or impact within their organization and/or have implications for policy.
- Dissertation components that are embedded within coursework and distributed across the three years of the program.

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.

*Students admitted Fall 2013-2020 must complete the Applied Dissertation. Students admitted Fall 2021 can choose to complete either the Dossier Style Dissertation or the Applied Dissertation. Fall 2022 students may only complete the Dossier Style Dissertation.

Learning Outcomes

Program Goals

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

- Participate 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.