Provost and Senior Vice President for Academic Affairs

July 3, 2023

Acting Secretary of Higher Education, Dr. Sanjay Rai
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Rai,

On behalf of Morgan State University, please find attached a proposal to establish the *"Doctor of Philosophy (Ph.D.) in Education with a pass-through (en Passant) Master of Science (M.S.) in Education"* and the proposals to establish the following new areas of concentration for the PhD/MS in Education:

> Assessment, Evaluation, and Research
> Community College Leadership
> Comparative and International Education
> Higher Education
> Math Education
> Science Education
> Urban Educational Leadership

This new degree and the areas of concentration were approved by the Board of Regents on May 2, 2023.

If additional information is required, please contact me at hongtao.yu@morgan.edu or (443)885-3350.

Sincerely,

Dr. Hongtao Yu
Provost and Senior Vice President for Academic Affairs, Morgan State University

cc: Dr. David Wilson, President, Morgan State University
        Dr. Phyllis Keys, Associate Vice President for Academic Affairs, MSU
        Dr. Glenda Prime, Dean, School of Education and Urban Studies, MSU
        Dr. Emily Dow, Assistant Secretary for Academic Affairs, MHEC

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

*Each **action** below requires a separate proposal and cover sheet.*

- ⦿ New Academic Program
- ◯ New Area of Concentration
- ◯ New Degree Level Approval
- ◯ New Stand-Alone Certificate
- ◯ Off Campus Program

- ◯ Substantial Change to a Degree Program
- ◯ Substantial Change to an Area of Concentration
- ◯ Substantial Change to a Certificate Program
- ◯ Cooperative Degree Program
- ◯ Offer Program at Regional Higher Education Center

Payment Submitted: ⦿ Yes ◯ No	Payment Type: ⦿ R*STARS # JCMSU221 ◯ Check # JCMSU221	Payment Amount: $850	Date Submitted: 6/23/23

Department Proposing Program	School of Education
Degree Level and Degree Type	Ph.D. in Education with a pass-through (en passant) M.S. in Education
Title of Proposed Program	Doctor of Philosophy in Education with a pass-through Master of Science
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00	CIP: 13.0101
Program Modality	◯ On-campus ◯ Distance Education (fully online) ⦿ Both
Program Resources	⦿ Using Existing Resources ◯ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	⦿ Fall ◯ Spring ◯ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu

Preferred Contact for this Proposal	Name: Dr. Phyllis Keys
	Title: Interim Associate Vice President for Academic Affairs
	Phone: (443) 885-3350
	Email: Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Proposed Doctor of Philosophy (Ph.D.) in Education[CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This degree will offer an option to education students focused on research and policy careers and will be offered along with the current Doctor of Education programs in Science Education, Math Education, and Urban Educational Leadership and Community College Leadership. The program will offer seven concentrations: five that build on the current offerings in the department, and two new areas: Assessment, Evaluation, and Research Methodology, which will be offered in partnership with the Ph.D. in Psychometrics and International Education and will examine higher education from a global perspective. The concentrations are:

- Assessment, Evaluation, and Research
- Community College Leadership
- Comparative and International Education
- Higher Education
- Mathematics Education
- Science Education
- Urban Educational Leadership

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed Doctor of Philosophy (Ph.D.) in Education is an advanced degree that will equip students to systematically examine both the theoretical and practical challenges that are evident throughout all aspects of education across the P-20 spectrum. The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in both qualitative and quantitative research methods the Ph.D. will prepare education students to understand and conduct research, policy analysis, and practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to the elimination of educational inequities will be a major focus of the content of courses in all of the concentrations. Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program aims to meet the three goals identified in the Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. program in Education at a Maryland Historical Black College and University; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will be attractive to working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators, 10%; and postsecondary administrators, 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

We also have sufficient evidence of demand from our current doctoral programs. The five current EdD programs enroll more than 50 new doctoral students every year even within the traditional fully in-person option. The department receives twice as many inquiries from prospective students who are seeking low residency programs as well as students seeking Ph.D. options. The provision of a Ph.D. with fewer credits required as well as an innovative delivery will attract more students into the program. The program's core coursework focuses on understanding educational inequity and preparing students to offer research-based strategies as well as inquiry-based methods to understand pertinent issues. We expect to be able to garner an incoming enrollment class of 20 Ph.D. students while maintaining our current enrollment of 40 EdD students with sufficient faculty resources.

D. Reasonableness of Program Duplication

Morgan State University's proposed Ph.D. program in Education does not duplicate programs offered statewide and, specifically, is not a duplication of any program in the University System of Maryland. Both Johns Hopkins University and the University of Maryland, College Park offer a Ph.D. in Education. The Morgan State University program focuses on understanding

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/

[3] Information obtained from the Maryland Department of Labor Occupational Projections
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

educational inequity with areas of concentration in Assessment, Evaluation, and Research; Community College Leadership; Comparative and International Education; Higher Education; Mathematics Education; Science Education; and Urban Educational Leadership. These concentrations emphasize educational inequity and are not matched by either the John Hopkins or the University of Maryland programs.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. These programs offer one or two of the proposed concentrations for the Morgan State Ph.D. None of the HBIs offer similar comprehensive areas of concentration, and none of the programs indicate a focus on educational inequity.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education will be housed in the Department of Advanced Studies, Leadership and Policy and will serve as one of the six doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. It will build on the curriculum of the existing EdD programs in the department. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and

cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market

- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program must have already earned a master's degree. Students will be admitted to a particular concentration. The concentrations are:

- Assessment, Evaluation, and Research
- Community College Leadership
- Comparative and International Education
- Higher Education
- Mathematics Education
- Science Education
- Urban Educational Leadership

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)

ASLP 640 Race and Public Policy in Education (3)

ASLP 642 Equity and Social Justice in Education (3)

Research (18 Credits) *

ASLP 620 Introduction to Educational Research (3)

ASLP 700 Methods of Inquiry (3)

ASLP 710 Quantitative Research Methods (3)

ASLP 712 Qualitative Research Methods (3)

> * Students will be expected to complete an additional 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Concentrations (27credits)

Assessment, Evaluation, and Research Concentration (27 credits)

PSYM 620 Principles and Methods of Program Evaluation (3)

PSYM 670 General Linear Models (3)

PSYM 730 Assessment Design (3)

PSYM 750 Test Equating, Scaling, and Linking (3)

PSYM 810 Pro-Seminar in Selected Topics in Advanced Psychometrics (3)

    Students will be expected to complete an additional 12 credits as approved by the advisor.

Community College Specialization Concentration (27 credits)

EDHE 600 The American Community College (3)

EDHE 615 The Community College Presidency (3)

EDHE 623 Workforce Development and Community/Industry Partnerships (3)

EDHE 702 Strategic Planning, Finances, and Marketing (3)

EDHE 704 Community College Leadership and Governance (3)

EDHE 706 Teaching and Learning in Community Colleges (3)

EDHE 708 Student Success in Community Colleges (3)

EDHE 710 Economic Impact and Community Colleges (3)

RDHE 727 Legal Aspects of Higher Education (3)

Comparative and International Education Concentration - (27 Credits)

RDHE 710 Introduction to International, Comparative/Global Education (3)

RDHE 712 Cross-Cultural Competence and International Education (3)

RDHE 715 Global Student Mobility Perspectives in Higher Education (3)

RDHE 727 Legal Aspects of Higher Education (3)

RDHE 754 Higher Education Politics and Policy Analyses (3)

    Students will be expected to complete an additional 12 credits as approved by the advisor.

Higher Education Concentration (27 credits)

RDHE 702 Historical Foundations of Higher Education (3)

RDHE 707 Finance and Budgeting in Higher Education (3)

RDHE 722 Organizational Theory in Higher Education (3)

RDHE 727 Legal Aspects of Higher Education (3)

RDHE 731 Governance and Administration in Higher Education (3)

RDHE 754 Higher Education Politics and Policy Analyses (3)

RDHE 763 Leadership in Higher Education (3)

    Students will be expected to complete an additional 6 credits as approved by the advisor.

Mathematics Education Concentration (27 credits)

EDMA 620 History, Philosophy and Sociology of Mathematics Education (3)

EDMA 621 History, Development, and Evaluation of Mathematics Curriculum (3)

EDMA 635 Mathematics Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
>Students will be expected to complete an additional 9 credits as approved by the advisor.

Science Education Concentration (27 credits)
EDSC 620 History, Philosophy and Sociology of Science Education (3)
EDSC 621 History, Development, and Evaluation of Science Curriculum (3)
EDSC 635 Science Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
>Students will be expected to complete an additional 9 credits as approved by the advisor.

Urban Educational Leadership Concentration - (27 credits)
EDPL 702 Theories, Practices, and Contemporary Issues in Urban Education (3)
EDPL 703 Education and Society (3)
EDPL 801 Policy and Politics in Education (3)
EDPL 802 Seminar in Administration and Social Policy (3)
EDPL 804 Social Policy and Futurism (3)
>Students will be expected to complete an additional 9 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education
Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July

residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
Concentration course (3)

Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)

Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits
Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

ASLP 600: Introduction to Doctoral Studies in Education
Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education
This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research
Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education
This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education
This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources

The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Community College Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Community College Leadership	Community college administration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Community college Community College Boards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000

TOTAL (Add 1 – 7)	$128,000	$136,000	$142,000	$148,000	$156,000

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains

the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education

This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision

This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership

This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management

This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning

The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations

This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision

This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision

This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College

Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges

Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting

Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management

Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College

Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges

Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education

Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II

Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting

This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis

This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency

Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards

Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience

Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will

examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)
This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics
This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum
This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education
The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education
This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers
This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education
This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education

This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education

This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society

This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy

This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy

This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science

This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum

This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science

Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction

This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education

This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education

This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education

In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)
A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)
This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I
A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets
Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education
Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II
A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research
This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research
This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education

Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education

This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II

The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education

This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings

and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions
This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs
The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education
This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars
Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development
This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism
The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)

This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)

Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)

This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)

The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)

This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis. The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)

Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)

Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)

This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)

This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)

This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice, victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)

Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)

This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to organize materials, as well as how to synthesize the findings into an integrated, well-written literature

review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each __action__ below requires a separate proposal and cover sheet.

○ New Academic Program   ○ Substantial Change to a Degree Program

◉ New Area of Concentration   ○ Substantial Change to an Area of Concentration

○ New Degree Level Approval   ○ Substantial Change to a Certificate Program

○ New Stand-Alone Certificate   ○ Cooperative Degree Program

○ Off Campus Program   ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Assessment, Evaluation, and Research for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00 CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: **https://catalog.morgan.edu**

Preferred Contact for this Proposal	Name: Dr. Phyllis Keys
	Title: Associate Vice President for Academic Affairs
	Phone: (443) 885-3350
	Email: Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: *[signature]* Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Proposed Concentration in Assessment, Evaluation, and Research for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Assessment, Evaluation, and Research with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and research positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This concentration will offer an option to education students focused on research and policy careers and will be offered in conjunction with the Ph.D. in Psychometrics at Morgan State University. This degree will prepare students for assessment and evaluation jobs at any educational institution. Developing educational researchers who approach assessment and evaluation issues from addressing educational inequity perspective is necessary in our current educational system.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed concentration in Ph.D. in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across the P-20 spectrum, focusing on assessment and evaluation

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in both qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, and practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the

Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Assessment, Evaluation, and Research; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings, it will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] Graduates from this concentration will be positioned for jobs such as survey researchers, expected to grow by 6%, data scientist, 36% growth rate, and postsecondary education administrators 7% growth rate. According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators 10%; and postsecondary administrators by 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw. As a new concentration, we expect to enroll a class of 2-5 students every year.

D. Reasonableness of Program Duplication

Morgan State University's proposed Ph.D. program in Education with a concentration in Assessment, Evaluation, and Research does not duplicate any programs offered statewide and, specifically, does not duplicate any program in the University System of Maryland.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in Assessment, Evaluation and Research.

F. Relevance to the identity of Historically Black Institutions (HBIs)

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/

[3] Information obtained from the Maryland Department of Labor Occupational Projections https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Assessment, Evaluation, and Research will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. The concentration courses will come from the Psychometrics program. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Assessment, Evaluation, and Research must have already earned a master's degree, preferably in a research field.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

Research (18 Credits) *

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)
> * Students will be expected to complete 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Assessment, Evaluation, and Research Concentration (27 credits)

PSYM 620 Principles and Methods of Program Evaluation (3)
PSYM 670 General Linear Models (3)
PSYM 730 Assessment Design (3)
PSYM 750 Test Equating, Scaling, and Linking (3)
PSYM 810 Pro-Seminar in Selected Topics in Advanced Psychometrics (3)
> Students will be expected to complete an additional 12 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July

residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
ASLP 712   Introduction to Qualitative Research (3)

Summer Year 1: 3-6 Credits
PSYM 730   Assessment Design (3)
PSYM 620   Principles and Methods of Program Evaluation (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
PSYM 750   Test Equating, Scaling, and Linking (3)
PSYM 810   Pro-Seminar in Selected Topics in Advanced Psychometrics (3)

Spring Year 2: 9 Credits
PSYM 670   General Linear Models (3)
ELECTIVE   Advanced Research Elective (3)

ELECTIVE   Advanced Research Elective (3)

Summer Year 2: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).

> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

    Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

    Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

    Summer Year 1: 6 Credits
PSYM 730   Assessment Design (3)
PSYM 620   Principles and Methods of Program Evaluation (3)

    Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
    Fall Year 2: 6 Credits

    ASLP 642   Equity and Social Justice in Education (3)
    ASLP 710   Quantitative Data Analysis (3)

    Spring Year 2: 6 Credits

    ASLP 712   Introduction to Qualitative Research (3)
    PSYM 670   General Linear Models (3)

    Summer Year 1: 6 Credits
    PSYM 750   Test Equating, Scaling, and Linking (3)
    PSYM 810   Pro-Seminar in Selected Topics in Advanced Psychometrics (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

    Fall Year 3: 6 Credits

ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

ASLP 600: Introduction to Doctoral Studies in Education
Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education
This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research
Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education
This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education
This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods
Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources

The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Assessment, Evaluation and ResearchTeaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Assessment, Evaluation and ResearchLeadership	Assessment, Evaluation and Researchadministration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Community college Assessment, Evaluation and ResearchBoards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education

This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision

This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership

This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management

This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning

The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations

This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision

This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision

This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College

Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges

Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting

Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management

Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College

Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges
Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education
Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II
Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting
This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis
This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency
Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards
Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience
Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education
This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will

examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)

This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics

This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum

This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education

This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education

This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education
This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education
This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society
This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy
This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy
This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science
This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum
This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science

Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction

This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education

This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education

This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education

In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)

A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)

This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I

A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets

Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education

Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II

A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research

This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research

This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education

Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education

This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II

The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education

This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings

and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions
This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs
The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education
This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars
Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development
This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism
The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis. The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)

Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)

This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)

This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)

This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice, victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)

Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)

This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to

organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each action below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23	
Department Proposing Program	School of Education and Urban Studies			
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education			
Title of Proposed Program	AoC in Community College Leadership for PhD/MS in Education			
Total Number of Credits	54			
Suggested Codes	HEGIS: 801.00	CIP: 13.0101		
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both			
Program Resources	◉ Using Existing Resources ○ Requiring New Resources			
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024			
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu			
Preferred Contact for this Proposal	Name: Dr. Phyllis Keys			
	Title: Associate Vice President for Academic Affairs			
	Phone: (443) 885-3350			
	Email: Phyllis.Keys@morgan.edu			
President/Chief Executive	Type Name: Dr. David Wilson, President			
	Signature: [signature] Date: 7/3/23			
	Date of Approval/Endorsement by Governing Board: 05/02/2023			

Revised 1/2021

Morgan State University
School of Education and Urban Studies
Proposed Concentration in Community College Leadership for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101]with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in community college leadership with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This degree will offer an option to education students focused on research and policy careers and will be offered along with the current EdD in Community College Leadership. This degree will not only prepare them for the positions in community college, but it will give them first-hand experience in leadership and governance, decision making, strategic planning, teaching and learning, student success, and most importantly research. Developing new researchers in the field of two-year community and technical colleges will bring about the answers to the many unanswered questions and broaden the lens as it relates to the literature. Research moves the needle from the mundane to the exceptional, and thereby improving the quality of life for students enrolled at two-year colleges.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed Doctor of Philosophy (Ph.D.) in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across the P-20 spectrum, focusing on the unique challenges of community colleges.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in both qualitative and quantitative research methods the Ph.D. will prepare education students to understand and conduct research, policy analysis, and practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to the elimination of educational inequities will be a major focus of the content of courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Community College Leadership; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] Postsecondary education administrators jobs are expected to grow by 7% According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators, 10%; and postsecondary administrators, 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

There continues to be a shortage of community college leaders in the pipeline for mid-level and executive level positions due to the overwhelming number of retirements, resignations, and transitions from higher education. There is a dire need for the Ph.D. in Community College Leadership to assist and support the community college leadership pipeline.

We also have sufficient evidence of demand from our current EDD program in community college. The EdD enrolls over 15 students every year and we have frequent inquiries for students looking for a PhD option. The provision of a Ph.D. with fewer credits required as well as an innovative delivery will attract more students into the program. The program's core coursework focuses on understanding educational inequity and preparing students to offer research-based strategies as well as inquiry-based methods to understand pertinent issues. We expect to be able to garner an incoming enrollment class of 5 Ph.D. students while maintaining our current enrollment of 15 EdD students with sufficient faculty resources.

D. Reasonableness of Program Duplication

Morgan State University's proposed Ph.D. program in Education with a concentration in

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/

[3] Information obtained from the Maryland Department of Labor Occupational Projections https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

community college does not duplicate any programs offered statewide and, specifically, does not duplicate any program in the University System of Maryland. Morgan State current offers the only doctoral degree in community college leadership and this concentration will offer an option to our students.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in community college leadership.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy. Given that community colleges enroll a majority of Black students in college at any given time, offering opportunities for leaders who are trained in understanding and providing programs for these students will strengthen these institutions.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Community College Leadrship will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. It will build on the curriculum of the existing EdD program in the department. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and

cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market

- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Community College Leadership must have already earned a master's degree.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

Research (18 Credits) *

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)

> * Students will be expected to complete an additional 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)
ASLP 998 (3)

Community College Specialization Concentration (27 credits)
EDHE 600 The American Community College (3)
EDHE 615 The Community College Presidency (3)
EDHE 623 Workforce Development and Community/Industry Partnerships (3)
EDHE 702 Strategic Planning, Finances, and Marketing (3)
EDHE 704 Community College Leadership and Governance (3)
EDHE 706 Teaching and Learning in Community Colleges (3)
EDHE 708 Student Success in Community Colleges (3)
EDHE 710 Economic Impact and Community Colleges (3)
RDHE 727 Legal Aspects of Higher Education (3)

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
EDHE 600   The American Community College (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
EDHE 706   Teaching and Learning in Community Colleges (3)

Summer Year 1: 3-6 Credits
EDHE 702   Strategic Planning, Finances, and Marketing (3)
EDHE 704   Community College Leadership and Governance (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to

submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
    Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
EDHE 708   Student Success in Community Colleges (3)

    Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
EDHE 710   Economic Impact and Community Colleges (3)
RDHE 727   Legal Aspects of Higher Education (3)

    Summer Year 2: 6 Credits
EDHE 615   The Community College Presidency (3)
EDHE 623   Workforce Development and Community/Industry Partnerships (3)

    Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

    Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a

matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).

After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
EDHE 600   The American Community College (3)
EDHE 706   Teaching and Learning in Community Colleges (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
EDHE 702   Strategic Planning, Finances, and Marketing (3)

Summer Year 1: 6 Credits
EDHE 615 The Community College Presidency (3)
EDHE 623 Workforce Development and Community/Industry Partnerships (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits
RDHE 727   Legal Aspects of Higher Education (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
EDHE 710   Economic Impact and Community Colleges (3)
EDHE 708   Student Success in Community Colleges (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).

After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

ASLP 600: Introduction to Doctoral Studies in Education

Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education

This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research

Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education

This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 642: Equity and Social Justice in Education

This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods

Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources
The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Community College Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Community College Leadership	Community college administration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Community college Community College Boards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

ASLF 601: Educational Economics and Finances
This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education
This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

EDHE 600 - The American Community College
Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges
Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I
This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting
Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management
Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College
Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges

Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education

Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II

Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting

This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis

This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency

Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards

Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience

Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)
This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)
This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDSR 620 - Action Research in Urban Education
This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research
Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)
A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)
This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I
A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets

Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education

Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II

A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research

This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research

This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education

Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education

This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II
The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education
This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education
An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education
Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis
The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education
This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions

This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs

The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education

This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars
Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development
This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting

qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis. The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)
Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)
This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)
This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to

examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each __action__ below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Comparative and International Education for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00	CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02 03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu

Preferred Contact for this Proposal	Name:	Dr. Phyllis Keys
	Title:	Associate Vice President for Academic Affairs
	Phone:	(443) 885-3350
	Email:	Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

<div align="center">
Morgan State University

School of Education and Urban Studies

Proposed Concentration in Comparative and International Education for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)
</div>

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Comparative and International Education with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and research positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability. This concentration is primarily for international students who currently enroll in our doctoral programs and will allow the students to examine educational issues from a global perspective. Domestic students interested in understanding global educational issues will also be welcomed.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed concentration in Ph.D. in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across a global education perspective.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

Marylanders by creating the first Ph.D. concentration in Comparative and International Education; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings, it will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract international students interested in educational research.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

Graduates from this program will primarily be seeking employment outside the US and in global education institutions. As such there is no clear statistics on this demand. We have sufficient evidence of demand from our current doctoral programs. Our doctoral programs currently enroll nearly 10% of international students in each incoming class and receive inquiries from twice the number of students interested in comparative and international education. We expect to enroll 5-7 students annually in this particular concentration.

D. Reasonableness of Program Duplication

University of Maryland, College Park, offers a Ph.D. in International Education Policy that may be similar to this new concentration. The program is focused on understanding global policy in relation to education and offers the ability to specialize in various aspects of international education. Morgan State University's program is specifically focused on eliminating educational inequities, and the duplication of the curriculum is minimal beyond the general duplication in every Ph.D. program in Education.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in Comparative and International Education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The

proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy and the global economy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Comparative and International education will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Comparative and international education must have already earned a master's degree, preferably in a research field.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)
Academic Core (9 Credits)
ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

*Research (18 Credits) **

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)
> * Students will be expected to complete 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Comparative and International Education Concentration - (27 Credits)

RDHE 710 Introduction to International, Comparative/Global Education (3)
RDHE 712 Cross-Cultural Competence and International Education (3)
RDHE 715 Global Student Mobility Perspectives in Higher Education (3)
RDHE 727 Legal Aspects of Higher Education (3)
RDHE 754 Higher Education Politics and Policy Analyses (3)
> Students will be expected to complete an additional 12 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

<u>Delivery</u>

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
Concentration course (3)

Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical

thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits

Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Course Descriptions
Ph.D. in Education Core Course Descriptions[2]

ASLP 600: Introduction to Doctoral Studies in Education
Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education
This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research
Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education
This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education
This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods
Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

---

[2] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources

The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Assessment, Evaluation and ResearchTeaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Assessment, Evaluation and ResearchLeadership	Assessment, Evaluation and Researchadministration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Community college Assessment, Evaluation and ResearchBoards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[3]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

[3] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Appendix A
Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education
This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis
Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision
This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership
This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management
This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning
The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations
This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision
This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision

This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College

Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges

Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting

Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management

Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College

Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges

Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education

Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II

Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting

This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis

This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency

Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards

Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience

Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will

examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)

This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics

This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum

This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education

This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education

This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education

This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education

This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society

This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy

This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy

This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science

This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum

This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science

Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction

This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education

This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education

This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education

In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)
A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)
This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I
A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets
Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education
Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II
A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research
This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research
This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education

Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education

This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II

The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education

This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings

and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions
This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs
The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education
This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars
Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development
This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism
The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis. The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)

Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)

This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)

This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)

This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice, victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)

Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)

This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to

organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.

MHEC
ENGAGE • INFORM • SUPPORT

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each *action* below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Higher Education for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00 CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu

Preferred Contact for this Proposal	Name:	Dr. Phyllis Keys
	Title:	Associate Vice President for Academic Affairs
	Phone:	(443) 885-3350
	Email:	Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Proposed Concentration in Higher Education for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Higher Education with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and research positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability. This concentration will replace our current Ph.D. in higher education and has been modified to incorporate the elimination of educational disparities as a major focus of the program. This concentration will also require fewer credits than the current program and offer two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed concentration in Ph.D. in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout the higher education spectrum with emphasis for four-year institutions.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the

Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Higher Education; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings, it will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students, with the low residency focus attracting more out-of-state students than the current offering .

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; and postsecondary administrators, 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

We also have sufficient evidence of demand from our current PhD program. The current program enrolls 8-12 students annually, and we expect a slight increase to 12-15 students with the low residency option. Graduate from the program have found jobs commensurate to their new skill within three months of graduating from the program. This program will also offer a shorter time to degree than our current offering.

D. Reasonableness of Program Duplication

University of Maryland, College Park, offers a Ph.D. in Higher Education that may be similar to this new concentration. This new program is replacing our current PhD in Higher Education and the two programs have co-existed in the state with minimal competition.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/

[3] Information obtained from the Maryland Department of Labor Occupational Projections
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

State. Howard is the only program that offers a PhD in Higher Education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy and the global economy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Higher education will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Higher education must have already earned a master's degree, preferably in a research field.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

Research (18 Credits) *

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)

> * Students will be expected to complete 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Higher Education Concentration (27 Credits)

RDHE 702 Historical Foundations of Higher Education (3)
RDHE 707 Finance and Budgeting in Higher Education (3)
RDHE 722 Organizational Theory in Higher Education (3)
RDHE 727 Legal Aspects of Higher Education (3)
RDHE 731 Governance and Administration in Higher Education (3)
RDHE 754 Higher Education Politics and Policy Analyses (3)
RDHE 763 Leadership in Higher Education (3)

Students will be expected to complete an additional 6 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be

taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
Concentration course (3)

Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits

Concentration course (3)

Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits

ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

* Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).

After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits

ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)

ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits

ASLP 640   Race and Public Policy in Education (3)

ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits

Concentration course (3)

Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)

Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework

Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)

ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)

Concentration course (3)

Summer Year 1: 6 Credits

Concentration course (3)

Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits

Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

<div align="center">

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

</div>

ASLP 600: Introduction to Doctoral Studies in Education

Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education

This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research

Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education

This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education

This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods

Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 712: Qualitative Research Methods
This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)
Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy
This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance
This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense
This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources
The Department of Advanced Studies, Leadership, and Policy at Morgan State University has

adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Assessment, Evaluation and ResearchTeaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Assessment, Evaluation and ResearchLeadership	Assessment, Evaluation and Researchadministration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Community college Assessment, Evaluation and ResearchBoards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Appendix A
Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education
This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis
Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision
This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership
This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management
This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning
The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations
This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision
This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision

This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College

Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges

Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting

Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management

Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College

Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges

Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education

Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II

Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting

This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis

This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency

Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards

Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience

Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will

examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)
This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics
This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum
This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education
The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education
This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers
This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education
This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education
This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education
This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society
This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy
This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy
This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science
This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum
This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science

Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction

This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education

This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education

This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education

In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)
A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)
This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I
A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets
Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education
Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II
A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research
This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research
This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education

Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education

This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II

The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education

This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings

and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions

This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs

The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education

This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars

Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development

This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism

The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis. The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)

Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)

This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)

This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)

This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice, victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)

Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)

This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to

organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.
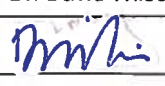
Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each __action__ below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Mathematics Education for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00 CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: **https://catalog.morgan.edu**

Preferred Contact for this Proposal	Name:	Dr. Phyllis Keys
	Title:	Associate Vice President for Academic Affairs
	Phone:	(443) 885-3350
	Email:	Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: _(signed)_ Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Morgan State University
School of Education and Urban Studies
Proposed Concentration in Mathematics Education for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101]with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Mathematics Education with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This degree will offer an option to education students focused on research and policy careers and will be offered along with the current EdD in Mathematics Education. This degree will prepare them for positions in math education and give them first-hand experience in leadership and governance, decision-making, strategic planning, teaching and learning, student success, and, most importantly, research. Developing new researchers in the field of mathematics education focused on the elimination of educational disparities is crucial for the field.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed Doctor of Philosophy (Ph.D.) in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across the P-20 spectrum, focusing on the unique challenges of urban education.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the

Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Mathematics Education at an HBCU; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] Occupations in mathematics broadly is expected to grow by 29%, with no specifics for math educators. According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators, 10%; and postsecondary administrators, 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

We also have sufficient evidence of demand from our current EdD program in Math education. The EdD enrolls 3-5 students every year, and we have frequent inquiries for students looking for a Ph.D. option. The provision of a Ph.D. with fewer credits required as well as an innovative delivery, will attract more students into the program. The program's core coursework focuses on understanding educational inequity and preparing students to offer research-based strategies and inquiry-based methods to understand pertinent issues. We expect to be able to garner an incoming enrollment class of 2-5 Ph.D. students while maintaining our current enrollment of 5 EdD students with sufficient faculty resources.

D. Reasonableness of Program Duplication

University of Maryland, College Park, offers a Ph.D. in Mathematics Education that may be similar to this new concentration. Morgan State current offers an EdD in Mathematics Education that has not been in competition with the UMD program. Our curriculum focus on the elimination of educational disparities also differentiates from the program. We will be the only HBCU in the state and country to offer this PhD concentration.

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx

[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/

[3] Information obtained from the Maryland Department of Labor Occupational Projections
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in Mathematics Education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Mathematics Education will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. It will build on the curriculum of the existing EdD program in the department. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Mathematics Education must have already earned a master's degree.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

*Research (18 Credits) ***

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)

> * Students will be expected to complete an additional 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Mathematics Education Concentration (27 credits)

EDMA 620 History, Philosophy and Sociology of Mathematics Education (3)
EDMA 621 History, Development, and Evaluation of Mathematics Curriculum (3)
EDMA 635 Mathematics Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
Students will be expected to complete an additional 9 credits as approved by the advisor..

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
Concentration course (3)

Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits
Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits
Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

ASLP 600: Introduction to Doctoral Studies in Education
Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education
This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research
Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education
This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education
This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods
Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources

The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Urban education Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Mathematics Education	Urban education administration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Urban education Urban education Boards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Appendix A
Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education
This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis
Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision
This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership
This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management
This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning
The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations
This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision

This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision

This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College

Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges

Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting

Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management

Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College

Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges
Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education
Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II
Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting
This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis
This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency
Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards
Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience
Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)

This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics

This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum

This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education

This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education

This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education

This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education

This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society

This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy

This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy

This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science

This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum

This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science
Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction
This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education
This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education
This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education
In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education
This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)

A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)

This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I

A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets

Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education

Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II

A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research

This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research

This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education
Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education
This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II
The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education
This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions

This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs

The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education

This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars

Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development

This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism
The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis.

The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)
Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)
This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)
This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)
This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice,

victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)
Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)
This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

*Each **action** below requires a separate proposal and cover sheet.*

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Science Education for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00 CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu

Preferred Contact for this Proposal	Name:	Dr. Phyllis Keys
	Title:	Associate Vice President for Academic Affairs
	Phone:	(443) 885-3350
	Email:	Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Proposed Concentration in Science Education for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Science Education with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This degree will offer an option to education students focused on research and policy careers and will be offered along with the current EdD in Science Education. This degree will prepare them for positions in math education and give them first-hand experience in leadership and governance, decision-making, strategic planning, teaching and learning, student success, and, most importantly, research. Developing new researchers in the field of science education focused on the elimination of educational disparities is crucial for the field.

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed Doctor of Philosophy (Ph.D.) in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across the P-20 spectrum, focusing on the unique challenges of urban education.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the

Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Science Education at an HBCU; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] Science educator occupations are expected to grow by 7%. According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators by 10%; and postsecondary administrators by 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

We also have sufficient evidence of demand from our current EdD program in Science education. The EdD enrolls 3-5 students every year, and we have frequent inquiries for students looking for a Ph.D. option. The provision of a Ph.D. with fewer credits required as well as an innovative delivery, will attract more students into the program. The program's core coursework focuses on understanding educational inequity and preparing students to offer research-based strategies and inquiry-based methods to understand pertinent issues. We expect to be able to garner an incoming enrollment class of 2-5 Ph.D. students while maintaining our current enrollment of 3-5 EdD students with sufficient faculty resources.

D. Reasonableness of Program Duplication

University of Maryland, College Park, offers a Ph.D. in Science Education that may be similar to this new concentration. Morgan State currently offers an EdD in Science Education that has not been in competition with the UMD program. Our curriculum focus on the elimination of educational disparities also differentiates from the program. We will be the only HBCU in the state and country to offer this Ph.D. concentration.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx
[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/
[3] Information obtained from the Maryland Department of Labor Occupational Projections
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in Science Education.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Science Education will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. It will build on the curriculum of the existing EdD program in the department. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Mathematics Education must have already earned a master's degree.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)
Academic Core (9 Credits)
ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

Research (18 Credits) *
ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)

> * Students will be expected to complete an additional 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)
ASLP 998 (3)

Science Education Concentration (27 credits)
EDSC 620 History, Philosophy and Sociology of Science Education (3)
EDSC 621 History, Development, and Evaluation of Science Curriculum (3)
EDSC 635 Science Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
Students will be expected to complete an additional 9 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education
Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.
Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous

coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)
Concentration course (3)
Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)

Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits
Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits
Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits

Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

<u>**Course Descriptions**</u>

ASLP 600: Introduction to Doctoral Studies in Education
Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education
This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research
Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education
This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education
This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods
Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

ASLP 712: Qualitative Research Methods

This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)

Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy

This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance

This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense

This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources
The Department of Advanced Studies, Leadership, and Policy at Morgan State University has

adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Urban education Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Community College Leadership	Urban education administration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Urban education Urban education Boards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Appendix A
Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education
This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis
Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision
This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership
This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management
This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning
The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations
This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision

This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision
This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College
Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges
Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I
This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting
Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management
Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College
Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges

Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education

Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II

Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting

This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis

This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency

Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards

Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience

Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)
This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics
This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum
This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education
The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education
This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers
This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education

This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education

This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education

This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society

This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy

This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy

This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science

This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum

This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science

Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction

This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education

This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education

This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education

In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)

A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)

This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I

A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets

Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education

Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II

A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research

This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research

This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education
Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education
This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II
The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education
This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education
Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis
The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education
This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education
This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education
This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research

This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis

Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions

This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs

The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education

This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars

Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development

This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism
The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)
This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)
Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)
This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)
The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)
This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis.

The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)
Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)
This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)
This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)
This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice,

victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)
Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)
This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Morgan State University

Each action below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ⦿ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ⦿ Yes ○ No	Payment Type: ⦿ R*STARS # JCMSU221 ○ Check # JCMSU221	Payment Amount: $250	Date Submitted: 6/23/23

Department Proposing Program	School of Education and Urban Studies
Degree Level and Degree Type	Ph.D. with a pass-through (en passant) M.S. in Education
Title of Proposed Program	AoC in Urban Education Leadership for PhD/MS in Education
Total Number of Credits	54
Suggested Codes	HEGIS: 801.00 CIP: 13.0101
Program Modality	○ On-campus ○ Distance Education (fully online) ⦿ Both
Program Resources	⦿ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	⦿ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.morgan.edu

Preferred Contact for this Proposal	Name:	Dr. Phyllis Keys
	Title:	Associate Vice President for Academic Affairs
	Phone:	(443) 885-3350
	Email:	Phyllis.Keys@morgan.edu

President/Chief Executive	Type Name: Dr. David Wilson, President
	Signature: Date: 7/3/23
	Date of Approval/Endorsement by Governing Board: 05/02/2023

Revised 1/2021

Proposed Concentration in Urban Education Leadership for Doctor of Philosophy (Ph.D.) in Education [CIP code: 130101] with a pass-through (e*n passant*) Master of Science (M.S.) in Education (New M.S./Ph.D. Program)

The Department of Advanced Studies, Leadership, and Policy is proposing a new Doctor of Philosophy in Education with a concentration in Urban Education leadership with a focus on preparing individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies. This new program will further the department's continued contribution to Morgan State's ascendancy to an R1 institution by enhancing students' research capability.

This degree will offer an option to education students focused on research and policy careers and will be offered along with the current EdD in Urban Education Leadership. This degree will not only prepare them for positions in urban education, but it will give them first-hand experience in leadership and governance, decision-making, strategic planning, teaching and learning, student success, and, most importantly, research. Developing new researchers in the field of urban education focused on the elimination of educational disparities is crucial for the field

A. Centrality to institutional mission statement and planning priorities

Central to Morgan State University's position as a Preeminent Public Urban Research University is responsible for addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area and beyond. The proposed Doctor of Philosophy (Ph.D.) in Education is an advanced degree that will equip students to systematically examine the theoretical and practical challenges evident throughout all aspects of education across the P-20 spectrum, focusing on the unique challenges of urban education.

The program will be a low residency program designed for current professionals equipping them with the skills and competencies to address pertinent issues in education. Through rigorous training in qualitative and quantitative research methods, the Ph.D. will prepare education students to understand and conduct research, policy analysis, practice, and the relationships among them. In keeping with Morgan's urban mission, the study of the causes, effects, and approaches to eliminating educational inequities will be a major focus of the content of the courses.

Graduates will be equipped to assume roles as university faculty members, senior-level educational leaders, policymakers, and researchers. This proposal will specifically address Morgan's Strategic Goal 1 (Enhance Student Success and Well-Being); Goal 3 (Elevate Morgan Status to R1 Very High Doctoral Research University); Goal 5 (Serve as the Premier Anchor Institution for Baltimore City and Beyond); and Goal 6 (Accelerate Global Education Initiatives and expand University's International Footprint).

B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed Ph.D. program and concentration aims to meet the three goals identified in the

Maryland Higher Education Commission (MHEC), 2022 *State Plan for Post-Secondary Education*[1]. The proposed Ph.D. program will offer options that will ensure equal educational opportunities for all Marylanders by creating the first Ph.D. concentration in Urban education Leadership; the program will offer options that will serve the needs of both traditional and non-traditional students; and by proposing fewer credits than the current department doctoral offerings will facilitate the efficient completion of degree requirements, thus improving the student experience.

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. This will meet the state's goal of innovation to improve access and student success. The new program will attract working professionals likely to be part-time or full-time students.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

According to the Bureau of Labor Statistics (BLS) 2020-2030 employment projections, jobs in the education, training, and library occupational group will be expected to grow by 15% by 2030.[2] Postsecondary education administrators jobs are expected to grow by 7% According to the Maryland Department of Labor, jobs for Postsecondary education teachers are expected to grow by 15%; public school administrators, 10%; and postsecondary administrators, 14% between 2020 and 2030.[3] This job growth is also expected in the neighboring states from which this low residency program is likely to draw.

There continues to be a shortage of urban education leaders in the pipeline for mid-level and executive level positions due to the overwhelming number of retirements, resignations, and transitions from higher education. There is a dire need for the Ph.D. in Urban education Leadership to assist and support the urban education leadership pipeline.

We also have sufficient evidence of demand from our current EDD program in urban education. The EdD enrolls over 15 students every year and we have frequent inquiries for students looking for a PhD option. The provision of a Ph.D. with fewer credits required as well as an innovative delivery will attract more students into the program. The program's core coursework focuses on understanding educational inequity and preparing students to offer research-based strategies as well as inquiry-based methods to understand pertinent issues. We expect to be able to garner an incoming enrollment class of 5 Ph.D. students while maintaining our current enrollment of 15 EdD students with sufficient faculty resources.

D. Reasonableness of Program Duplication

Morgan State University's proposed Ph.D. program in Education with a concentration in urban education does not duplicate any programs offered statewide and, specifically, does not

---

[1] 2022 Maryland State Plan for Postsecondary Education. https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx
[2] Information obtained from the Bureau of Labor Statistics occupational outlook at http://www.bls.gov/ooh/
[3] Information obtained from the Maryland Department of Labor Occupational Projections
https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

duplicate any program in the University System of Maryland. Morgan State current offers the only doctoral degree in urban education leadership and this concentration will offer an option to our students.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, Maryland's preeminent Public Urban Research University, is distinct from other HBIs in the state in that it engages in high research activity while simultaneously being of significant service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that will offer a Ph.D. in Education. Four other HBIs offer PhDs in Education nationwide: Howard, North Carolina A & T, Florida A & M, and Jackson State. None of these programs offer a concentration in urban education leadership.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Ph.D. program enhances the university's unique and important role in the state by increasing the number of qualified graduates from diverse backgrounds. The existing doctoral programs in the department already graduate the highest number of doctoral students at the university. Our graduates have gone on to occupy various positions in Baltimore and beyond and regularly find positions at educational institutions serving the Black community. The proposed Ph.D. program will continue this role and will allow our graduates even broader access with a focus on policy.

G. Adequacy of curriculum design and delivery

The Ph.D. in Education with a concentration in Urban Education Leadership will be housed in the Department of Advanced Studies, Leadership, and Policy and will serve as one of the five doctoral programs in the department and the School of Education and Urban Studies at Morgan State University. It will build on the curriculum of the existing EdD program in the department. The Ph.D. will be administered by a program director who will work with the current program directors for the other doctoral programs who will ensure that student experiences are relevant to their educational field.

Requirements for degree completion include 54 credits of coursework, a paper presented at a peer-reviewed conference, a comprehensive examination, a dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Education are the following:

- To advance research on educational inequity issues
- To generate and disseminate original research.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market
- To prepare candidates to create a collaborative learning community that integrates all

the various educational contexts.

- Prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

Doctor of Philosophy (Ph.D.) Structure and Requirements

All students admitted to the Ph.D. program with a concentration in Urban Education Leadership must have already earned a master's degree.

Program of Study (54 credits)

All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

*Research (18 Credits) ***

ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)

* Students will be expected to complete an additional 6 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)

ASLP 998 (3)

Urban Educational Leadership Concentration - (27 credits)

EDPL 702 Theories, Practices, and Contemporary Issues in Urban Education (3)
EDPL 703 Education and Society (3)
EDPL 801 Policy and Politics in Education (3)
EDPL 802 Seminar in Administration and Social Policy (3)
EDPL 804 Social Policy and Futurism (3)
Students will be expected to complete an additional 9 credits as approved by the advisor.

En Passant (Pass Through) M.S. in Education

Students who decide not to continue to the Advanced Doctoral curriculum may earn an En Passant (Pass Through) M.S. in Education 30 credits. In order for students to receive the MS in Education, they must complete the 9 credits of academic core, 9 credits of the research core, and 12 credits in one area of concentration.

Delivery

The department intends to offer the Ph.D. program via two delivery formats: a high residency option with full in-person learning and a low residency program with online synchronous coursework and on-campus residencies in January and July. The program will attract part-time students who enroll in 6 credits a semester and will be likely to complete the degree in 5-6 years or full-time students who will take 9 credits a semester and will be expected to graduate in 3-4 years. The sample plan provided is for a part-time student attending in person. Full-time students will be taking an additional concentration course every semester. Remote learning students will take one of their spring courses during the January residency and one of their summer courses during the July residency. Research courses that are better offered in person will be scheduled for the residency periods.

Sample Plan of Study Sequence (Full-Time) – 54 credits

Year 1: 21-24 Credits of Coursework

Fall Year 1: 9 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)
Concentration course (3)

Spring Year 1: 9 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)
Concentration course (3)

Summer Year 1: 3-6 Credits
Concentration course (3-6)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 21 Credits of Coursework and Comprehensive Examination
Fall Year 2: 9 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Concentration course (3)

Spring Year 2: 9 Credits
ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Comprehensive Examination
Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 3 & Beyond: Research work & Dissertation Proposal Defense and Dissertation Completion/Defense

Fall Year 3: 6 Credits
ELECTIVE   Advanced Research Elective (3)
ELECTIVE   Advanced Research Elective (3)

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

Sample Plan of Study Sequence (Part-Time) – 54 credits

Year 1: 18 Credits of Coursework

Fall Year 1: 6 Credits
ASLP 600   Introduction to Doctoral Studies and Academic Writing (3)
ASLP 620   Introduction to Educational Research (3)

Spring Year 1: 6 Credits
ASLP 640   Race and Public Policy in Education (3)
ASLP 700   Modes of Inquiry (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Preliminary Progress Assessment (taken after the completion of first 15 credits)
Ph.D. students are required to complete the Preliminary Progress Assessment (PPA) upon completion of their first year in the doctoral program (i.e., upon completion of 15 credits following their matriculation into the doctoral program). The PPA will be scheduled annually in August as students begin their second year of doctoral work. Students will be asked to submit a 10–15-page sample of their written work (e.g., revised class paper, research proposal, conference paper, manuscript for publication). Committee will also review students' first-year transcripts to evaluate class performance and progress in the program.

Year 2: 18 Credits of Coursework
Fall Year 2: 6 Credits

ASLP 642   Equity and Social Justice in Education (3)
ASLP 710   Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712   Introduction to Qualitative Research (3)
Concentration course (3)

Summer Year 1: 6 Credits
Concentration course (3)
Concentration course (3)

Year 3: 12 Credits of Coursework and Comprehensive Examination

Fall Year 3: 6 Credits

Concentration course (3)
ELECTIVE   Advanced Research Elective (3)

Spring Year 3: 6 Credits
Concentration course (3)
Concentration course (3)

Summer Year 3: Comprehensive Examination

Students take written Comprehensive Exams to demonstrate mastery, integration, and applied understanding of key concepts and theories. Students must demonstrate critical thinking, writing competence, and the ability to propose original research projects. Students will advance to candidacy on passing their comprehensive exams

Year 4 & Beyond: Dissertation Proposal Defense and Dissertation Completion/Defense

ELECTIVE   Advanced Research Elective (3)
ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

> * Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ASLP 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ASLP 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).
>
> After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ASLP 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ASLP 998 will also count as 9 credits of load). ASLP 997 will not count toward curricular credits. Other courses cannot be substituted for ASLP 997 (Dissertation Guidance). The only eligible grade for ASLP 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ASLP 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 54 credits

<div align="center">

Course Descriptions
Ph.D. in Education Core Course Descriptions[4]

</div>

ASLP 600: Introduction to Doctoral Studies in Education

Upon completing the course, the learners will: Understand the essay form, and its importance to academic writing Explore skills essential for academic writing including chapter, part, paragraph, and sentence construction; use of quotes; the purpose and function of APA; how to avoid plagiarism; MSWord tricks and techniques.

ASLP 602: Philosophy of Education

This course explores the major philosophical and historical paradigms in education in Western culture, including idealism, process philosophy, pragmatism, and Marxism. We will read major texts to analyze and discuss the value, meaning, and future of Western Ci.

ASLP 620: Introduction to Educational Research

Introduces students to various methods and techniques of educational research; provides an intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

ASLP 640: Race and Public Policy in Education

This interdisciplinary course will explore intersections of public policy and race in education. Students will study the process of policymaking, and analyze the impact on individuals, communities, and institutions. The course will situate the local perspective of Baltimore's history of educational policy in the larger landscape of national policies from past to present.

ASLP 642: Equity and Social Justice in Education

This course examines the cultural and systemic inequities that occur in various educational systems. It examines various educational practices that work to change these inequities.

ASLP 700: Modes of Inquiry

The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies other analytical tools.

ASLP 710: Quantitative Research Methods

---

[4] This listing includes only the core courses for the program. The concentration and elective courses can be found in Appendix A

Familiarizes students with the design of quantitative research studies in education. Participants will study the relationship between research questions, research design, and statistical analyses.

ASLP 712: Qualitative Research Methods
This course introduces students to the field of qualitative research and prepares them in the skills, techniques, and knowledge necessary to undertake independent research using a variety of qualitative approaches (e.g., grounded theory, case study, phenomenology).

ASLP 860 Proposal Defense (3)
Students will register for this course during the semester that they plan to defend their dissertation proposal. Beginning the semester with several pieces of the proposal, students will integrate these components into a defensible draft over the course of the semester. The proposal defense date will be set by the course professor, the student's advisor, and the student.

ASLP 993: Doctoral Pre-Candidacy
This course conveys full-time status to a doctoral student as a full-time student engaged in study prior to the achievement of doctoral candidacy. Students studying for comprehensive examinations or preparing for a proposal defense enroll in this course. This course is a non-curricular course and cannot be used as a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ASLP 997 - Dissertation Guidance
This course enables a student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is non-curricular and is not considered as part of the overall program credit requirement. However, this course maintains the student's status as a matriculated, full-time student (student registers for 3 credit hours each semester but is acknowledged as having a 9 credit hour load).

ASLP 998 - Dissertation Defense
This course allows students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. This course maintains the student's status as a matriculated, full-time student (student is registered for 3 credit hours, but is acknowledged as having a 9 credit hour load).

G. Specialized accreditation
None required.

H. Adequacy of Articulation
Not applicable

I. Adequacy of Faculty Resources

The Department of Advanced Studies, Leadership, and Policy at Morgan State University has adequate resources to start the Ph.D. program in Fall 2024. The department currently has 21 tenure/tenured track faculty members with experience in doctoral education who have been teaching and advising students in our EdD program as well as the current master's programs. The department has over 300 currently enrolled doctoral students with over 150 in the dissertation phase. This has led to high advising loads of 6-12 students for the current faculty. The department will be hiring three additional faculty members during the 2022/2023 academic year to help reduce the burden on the current faculty. All the tenured/tenure track faculty members are full-time with doctoral degrees and will be teaching, mentoring, and supervising dissertation research in the program. However, given the more involved nature of the Ph.D. dissertation and the expected growth in the number of students with the innovative delivery, additional faculty members will need to be hired to ensure successful experiences for the students. We incorporate the request for one new faculty line in this proposal.

Name of Faculty, Degrees, Areas of Expertise
(All the faculty that will be involved in the program will be full-time tenured/tenure track faculty)

Name	Degrees	Areas of Expertise
Frimpomaa Ampaw Chair and Professor	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance; Quantitative Methodology
Rhonda Baylor Assistant Professor	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students Quantitative Methodology
Krishna Bista Professor	B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Urban education Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning
Shondricka Burrell Assistant Professor	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Self-efficacy in science learning. Teacher candidates' critical consciousness using science

Name	Degrees	Areas of Expertise
Virginia Byrne Assistant Professor	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	online and technology-enhanced learning environments Student affairs administration
Russell Davis Assistant Professor	B.A. English Language and Literature, Hampton University M.A. Counseling Psychology, Hampton University Ed.D. Urban education Leadership	Urban education administration
Vanessa Dodo Seriki Associate Professor	B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility of STEM educational opportunities
Roni Ellington Associate Professor	B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.
Uttam Gaulee Professor	B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Student success, Workforce development, and institutional effectiveness.

Name	Degrees	Areas of Expertise
Rosemary Gillett-Karam Associate Professor	Ph.D. Educational Leadership and Administration, University of Texas at Austin	Women in Urban education Urban education Boards
Niah Grimes Assistant Professor	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence
Leah Hollis Associate Professor	B.A. English Rutgers University M.A. English Literature, University of Pittsburgh Ed.D. Administration, Training, and Policy Boston University	Workplace Bullying Bullying in Higher education
Omari Jackson Associate Professor	B.A. Sociology, University of Michigan M.A. Sociology, Wayne State University Ph.D. Sociology, Wayne State University	Middle-class Blacks and Urban Education Educational Policy
Whitney Johnson Associate Professor	B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Teacher Education, Curriculum, and Educational Policy, Michigan State University	Mathematics education School experiences of Black students in Mathematics
Chad Kee Assistant Professor	M.A. Sociology University of North Carolina at Charlotte Ph.D. Higher Education, Iowa State University	Diversity, equity, and inclusion assessments; College and university leadership and governance; Advancing teaching and pedagogy.
Steve Mobley Associate Professor	B.A. Communication and Culture, Howard University	Black identities within HBCUs; Intersectional experiences of Black communities within PWIs

Name	Degrees	Areas of Expertise
	M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	
Sean Robinson Professor	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development Mentoring in Graduate Education
Tracy Rone Associate Professor and Assistant Dean	B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles	Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children
Gretchen Rudham Assistant Professor	M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership,
Dia Sekayi Associate Professor	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research
Robin Spaid Associate Professor	Ed.D. Virginia Polytechnique Institute and State University	Equity issues; workforce development programs; food insecurity
Benjamin Welsh Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania	History of education Critical theories

I. Adequacy of Library Resources

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and allows access to 1,900 periodical titles. The library

subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, a computer laboratory, and other computers in many locations. The library also maintains print and online journal titles; and online databases that support the social sciences and cognate areas disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The Department of Advanced Studies, Leadership and Policy is located inside the Banneker Hall building, on the main campus of Morgan State University. Banneker Hall was erected in 1939 and underwent a major renovation which was completed in 2008. Its building footprint is 17,991 square feet and 72,638 gross square feet. The Department of Advanced Studies, Leadership and Policy is located on all three floors of the Banneker Hall Building. We have adequate instructional classrooms for the proposed courses. All classrooms in Banneker Hall are equipped with instructional equipment including videoconferencing capability.

L. Adequacy of financial resources with documentation[5]

Table 1: 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)	187,440	374,880	562,320	749,760	843,480
a. Number of F/T Students	10	20	30	40	45
b.1 Annual Tuition/Fee Rate In-State	9,666	9,666	9,666	9,666	9,666
b.2 Annual Tuition/Fee Rate Out-of-state	17,568	17,568	17,568	17,568	17,568
c. Total F/T Revenue (a x b)	96,660	193,320	289,980	386,640	434,970
d. Number of P/T Students	10	20	30	40	45
e.1 Credit Hour Rate In-state	537	537	537	537	537
e.2 Credit Hour Rate Out-of-state	976	976	976	976	976
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	90,780	181,560	272,340	363,120	408,510
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	**$195,440**	**$394,880**	**$592,320**	**$794,760**	**$903,480**

---

[5] For the entire degree program

Reallocated Funds: No funds will be reallocated to support the program

Tuition and Fee Revenue: The PhD in Education will be offered on both a full-time and part-time basis. Given our current demand and inquiries, we are conservatively estimating enrolling a new cohort of 20 students every year across all the concentration areas. We anticipate that half of our students will choose the full-time and the other half will choose the part-time option. Given that graduate students can establish Maryland residency, we used the in-state tuition to calculate the revenue for full-time students. Given our low residency option, we anticipate that half of our part-time students will come from out of state and include that in our calculation.

Grants and Contracts: We anticipate that the Ph.D. program will be supported by external grants or contracts that the faculty will obtain.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	116,000	116,000	116,000	116,000	116,000
a. # FTE	1	1	1	1	1
b. Total Salary	80,000	80,000	80,000	80,00	80,000
c. Total Benefits	36,000	36,000	36,000	36,000	36,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # 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. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. 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	12,000	20,000	26,000	32,000	40,000
TOTAL (Add 1 – 7)	**$128,000**	**$136,000**	**$142,000**	**$148,000**	**$156,000**

Faculty [#FTE. Salary and Benefits]: An existing faculty member will be tasked to serve as the program director, and this will necessitate hiring another faculty member to pick up on teaching courses and lightening the expected dissertation load. This faculty member will be expected to procure grants to support the program. The average salary with benefits for regular faculty will be $116,000.

Administrative and Support Staff [#FTE. Salary and Benefits):
The current support staff, which includes an assistant to the chair and three administrative assistants, will be adequate to support the program.
Equipment: No special equipment is needed.
Library: No additional subscriptions is needed
New or Renovated Space: No additional space is needed for the program.
Other Expenses: Funding for student and faculty travel to academic and professional conferences will be needed to support the research vision of the program.

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. Additionally, the department will collect data from our current students and alumni to ensure our program's effectiveness in meeting student learning objectives and job placement. We will evaluate students' research, papers, and conduct regular surveys of our alumni.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   The oversight of Morgan's distance education program is provided by the National Council for State Authorization Reciprocity Agreements (NC-SARA), a non-profit that regulates

distance education, improving the efficiency, consistency, and effectiveness provided at institutions within the United States. The Division of Academic Affairs at Morgan maintains the required disclosures and evidence of participation in SARA on their website (https://www.morgan.edu/academic-affairs/resources).

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

As a component of SARA membership, President Wilson regularly affirms Morgan's compliance with C-RAC guidelines. Evidence of our compliance is shown through an institutional commitment to online learning. Morgan maintains membership in Maryland Online and provides faculty training and quality course design using workshops (often with incentive grants) that promote the Quality Matters system. Online courses are required to meet the standard of the Quality Matters Rubric before being offered. The Director of Morgan Online maintains additional resources for programs and courses that fall under C-RAC guidelines. For more, go to: https://www2.morgan.edu/online.

This program will have a low residency option where synchronous remote courses will be offered. The remote courses will use online technology and meet the full Quality Matters standard.

Ph.D. in Education Concentration and Elective Course Descriptions

ASLC 601: Curriculum Theory and Development

This course presents social, psychological and political foundations of the curriculum; it examines curriculum issues, theories, trends and practices followed in planning and developing the curriculum. Recent developments in curriculum such as the Afro-centric curriculum, bilingual education, and various approaches to multicultural education are examined.

ASLC 602 - Curriculum, Instruction and Assessment in Higher Education

This course, specially intended for those who plan to be curriculum developers and academic affairs specialists in higher education, will devote significant attention to academic and curricular planning, selecting and utilizing instructional strategies. It will also provide an overview of the assessment of student learning outcomes in higher education Students will be required to develop either a proposal for a new curriculum or the critique of an existing curriculum in a higher education institution.

ASLD 601: Group Dynamics

This course presents methods of organizing and operating groups to deal with the management of educational change. This course presents techniques of effective communication, group interaction, planning and implementation for solving educational problems in large and small groups. Students will develop skills and apply them to problems in educational settings.

ASLF 601: Educational Economics and Finances

This course is designed to help students understand education finance in a capitalistic society course will capture how public schools are financed and topics such as revenues, expenditures, costs, affordability and economic theories.

ASLJ 601: Legal Aspects of Education

This course involves the analysis of legal issues related to education and includes an examination of major court decisions. It covers the legal structure of education, as well aws topics related to religion, academic freedom, employment law, due process, free speech, and freedom of expression, search and seizure, desegregation, tort, liability and intellectual property, copyright, among others. The case method is used primarily with considerable reliance on the internet.

ASLL 601: Learning Theory

This course introduces participants to the fundamentals of human cognition and learning. It encourages participants to explore the implications of theories of learning for the enhancement of classroom teaching and learning.

ASLS 660: Urban Systems Analysis

Emphasis is placed on the interactive effect between systems. Various types of systems and their impact on the urban environment will be assessed.

ASLT 632: Instructional Systems Analysis for Mathematics and Science Education
This course employs the concepts of Instructional Systems Analysis to integrate educational technology into mathematics and science classrooms. The course explores electronic instructional media that are appropriate for the delivery of mathematics and science instruction.

CUIN 660 - Urban Systems Analysis
Emphasis is placed on the interactive effect between systems. Techniques of systems analysis will be studies with an emphasis on their application to the roles of the urban education administrator.

EDAD 555 - Introduction to Urban Educational Administration and Supervision
This course presents a comprehensive analysis of the structure, governance and management of public schools in the U.S. with emphasis on problems facing urban school administration and supervision. Organizational, social, and behavioral theories explaining phenomena of leadership, decision-making and communication processes are introduced. Basic aspects of fiscal and business management of schools are presented with opportunities for simulated practice.

EDAD 601 - Theories and Practice of Urban Educational Leadership
This course introduces students to theories and practices related to education. Special attention is given to practices and theories that deconstruct power and privilege. Students will also construct a conceptual framework, in efforts to facilitate the dissertation process.

EDAD 602 - Educational Planning and Management
This course provides an overview of the philosophies, attitudes, and approaches used in the education planning and management. The course is designed to prepare the aspiring and practicing school administrator for the responsibilities at the building level.

EDAD 605 - Clinical Studies/Internship: Educational Planning
The rationale for the internship is based on the assumption that the program must do more for the student than simply grant a degree; the program must enhance the student's professional resume as well.

EDAD 607 - Administration of Public Educational Organizations
This course presents a comprehensive analysis of the structure, governance, and management of public educational organizations in the United States. We examine organizational, social and behavioral theories explaining phenomena of leadership, decision-making, and communication processes.

EDAD 795 - Research Seminar in Urban School Administration and Supervision

This is an advanced seminar course taken at the end of the curriculum sequence. Students are required to identify and assess an urban educational problem, develop a change strategy to solve the problem, and evaluate the success of the project.

EDAD 798 - Practicum in Educational Administration and Supervision
This course is a field experience in educational administration and supervision. It is intended to provide the student with an opportunity to put into practice concepts developed in prior courses. The practicum will be adjusted to fit the background and experience of the individual student. An extensive seminar is included which permits an opportunity for sharing experiences. This course should be taken at the conclusion of the program.

EDHE 600 - The American Community College
Provides an in-depth study of the comprehensive community college. The emphases of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges.

EDHE 601 - Leadership and Administration in Community Colleges
Examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

EDHE 602 - Professional Development Seminar for Careers in Community Colleges-Year I
This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges.

EDHE 604 - Community College Finance and Budgeting
Examines theories and principles of finance and budgeting and applies these theories to community college situations. The course content is based on the theories and principle concepts of formula-based funding, budget development, and allocation processes.

EDHE 605 - Community College Planning and Management
Examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

EDHE 606 - The Learning College
Focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and the use of technology in learning centered colleges.

EDHE 607 - Student Development in Community Colleges

Analyzes legal issues related to education, includes an examination of major court decisions. It covers the legal structure of education, as well as topics related to religion, academic freedom, and due process, among others.

EDHE 608 - Technology in Contemporary Community Colleges
Examines how technology influences current teaching and learning processes in the contemporary community college.

EDHE 609 - Contemporary Issues in Urban Education
Provides overview of major social policy issues in contemporary urban education. Emphasis is on educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration.

EDHE 611 - Professional Development for Careers in Community Colleges II
Assists doctoral students in becoming accomplished professionals. Students are provided assistance with identifying and developing their talents and leadership skills.

EDHE 612 - Writing Publishing & Presenting
This course is designed to increase the student's ability to write for publication and to present at meetings and conferences.

EDHE 613 - Public Policy Analysis
This course introduces public policy analysis as a skill and tool for community college leaders. The course examines how community college leaders must understand public policy and its impact on community colleges. The course examines major roles of public policy in education.

EDHE 615 - The Community College Presidency
Utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus is an in-depth study of the practical, day-to-day functions of the president.

EDHE 616 - Community College Trustees and Governing Boards
Provides an opportunity for students to learn more about the role of community college trustees. It also examines forms of governance, board/CEO roles, leadership issues, as well as board efficiency and productivity.

EDHE 617 - Clinical Internship-The Community College Experience
Provides an opportunity for the intern to link theory to practice. The intern should be engaged in a specific focus such as the analysis of problems and/or organizational issue or special project within the selected college.

EDHE 622 - Issues in General Education

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

EDHE 623 - Workforce Development and Community/Industry Partnerships: Issues for Teaching

This course investigates the background, development, function and goals of workforce development at the community college, as well as explores the implications of community and industry partnerships with community colleges. The course will emphasize practical applications of workforce related concepts and research in administration and instruction at the community college.

EDHE 625 - Discipline Foundation

This course is designed to examine the history, broad concepts, and the theoretical foundation of a selected discipline. Students will gain a comprehensive understanding of major theories and paradigms related to the area of concentration. The foundation component allows for individually designed approaches and will prepare students to move from the theoretical to the practical in selected disciplines.

EDHE 626 - Seminar in the Scholarship of Teaching

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and the conduct of the class-room-based research.

EDHE 627 - Mixed Methods Research for Community College Leaders

Introduces the basic concepts, procedures, practices, and techniques associated with the mixed methods approach to educational research. Students will examine the nature and purpose(s) of mixed methods research, fundamental research designs, strategies, data collection, validation, and analysis.

EDHE 628 - Assessing Student Learning

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

EDHE 630 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (I)

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

EDHE 631 - Contemporary Instructional Theories and Practices for Community College Educators: Research Seminar (II)
This course expands and advances the examination of research and practice in a specific community college academic discipline. Students will conduct inquiry into topics related to research and practices and will develop a preliminary instructional practicum plan for implementation.

EDMA 620 - History, Philosophy and Sociology of Mathematics
This course examines the ways in which the teaching and learning of mathematics are influenced by the history, philosophy and sociology of the discipline. It explores the ways in which cultural forces have shaped mathematics and continue to influence its teaching.

EDMA 621 - Planning Developing and Evaluating the Mathematics Curriculum
This course develops skill in all aspects of curriculum development in K—16 mathematics. Designing the needs assessment, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies are some of the skills addressed in this course.

EDMA 630 - Methods of Concept Development in Mathematics Education
The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of mathematics. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in mathematics.

EDMA 641 - Practicum in Mathematics Education
This course requires the design, development and implementation of an mathematics education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDMA 650 - Professional Development and Practice of Mathematics Teachers
This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education.

EDMA 651 - Seminar: Current Topics and Trends in Mathematics Education

This seminar course covers a variety of current and cutting-edge topics in mathematics education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDMA 660 - Special Topics in Mathematics Education

This course provides opportunity for individual exploration of issues in mathematics education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDPL 801: Policy and Politics in Education

This course will introduce students to the role of policy, politics, and power and their relationship to issues of culture, the economy, race, gender, and globalization in the American education system.

EDPL 702: Theories, Practices, and Contemporary Issues in Education

This course presents an overview of major theories, practices, and social policy issues in contemporary urban education and urban educational leadership across the educational spectrum (P12 – higher education).

EDPL 703: Education and Society

This course will introduce students to the American education system and the history of its role in American society. It will examine education as an institution, with social and structural factors that contribute to educational disparities. Furthermore, educational issues surrounding race, class, and gender in public K12 education through higher education will be explored.

EDPL 802 - Seminar in Administration and Social Policy

This seminar will explore current educational, political, social and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities to prepare them to analyze, plan and evaluate urban school reform.

EDPL 805 - Clinical Studies/Internship: Administration and Social Policy

This course gives students the opportunity to apply theory to practice and develop their leadership and planning skills through an action research project; the focus is on administration and social policy.

EDSC 620 - History, Philosophy and Sociology of Science

This course explores key issues in the history, philosophy, and sociology of science and provides students with a basis for critical analysis of science education policy documents (i.e., current national standards) and curricula.

EDSC 621 - Planning, Developing and Evaluating the Science Curriculum

This course explores all aspects of K-16 science curriculum development. This includes exploration of educational philosophies that undergird science curricula and curriculum design models, designing needs assessments, translating needs into curriculum materials, supporting the implementation and selecting appropriate evaluation strategies.

EDSC 630 - Methods of Concept Development in Science Education

The course draws on learning theory and applies ideas about how learners acquire concepts to the teaching of science. Students in this course apply theoretical principles to the design and evaluation of lessons that facilitate concept acquisition in science.

EDSC 641 - Practicum in Science Education

This course requires the design, development and implementation of a science education intervention at the level of the student's practice. Students will be supervised at all stages of the intervention and will share experiences in a seminar setting.

EDSC 650 - Professional Development and Practice of Science Teachers

This seminar will examine the issues concerning the professional development of teachers. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in science education.

EDSC 651 - Seminar: Current Topics and Trends in Science Education

This seminar course covers a variety of current and cutting-edge topics in science education practice, research and theory. The course provides an opportunity for students to develop skill in conceptualizing and writing scholarly papers.

EDSC 660 - Special Topics in Science Education

This course provides opportunity for individual exploration of issues in science education. Participants will identify an issue and undertake an exploration of the literature relevant to that issue. A literature review is the mode of assessment for the course.

EDSM 610 - Student Learning, Thinking and Discourse in Mathematics and Science Education

This seminar course examines theory and research in student learning, thinking and discourse. Extensive reading in constructivism, schema theory, conceptual change, problem-solving and control strategies as a basis for understanding the environment in mathematics and science classrooms will be done.

EDSM 611 - Science, Technology, and Society

Science, Technology, and Society (STS) are an approach to the teaching of science that emphasizes the teaching of science concepts in the contexts of technology and society. This seminar course will examine the extensive literature on the relationship among science, technology, and society, and how this area of thinking has been affecting efforts to revise curriculum development and practices in science education.

EDSM 620 - History, Philosophy, and Sociology of Science
Traditional science curricula have largely ignored any explicit attention to the history, philosophy and sociology of science. However current trends in both the research and practice of science education have placed increased emphasis on the implications of these for understanding the nature of science. This course will identify key issues in the history, philosophy and sociology of science and will provide students with a basis for critical analysis of science education curricula.

EDSM 621 - Communities of Inquiry: Issues in Curriculum and Instruction
This seminar course critically examines the classrooms as communities of inquirers. Cooperative groups, classroom discourse analysis and social constructivism are explored as bases for the creation of learning communities in science and mathematics classrooms.

EDSM 630 - Assessment and Evaluation in Science and Mathematics Education
This course examines approaches for assessing and evaluating student learning, thinking, and discourse. Approaches to classroom assessment will be critically examined. The course seeks to develop competence in the use of alternative strategies such as journals, portfolios and discourse analysis.

EDSM 631 - Issues and Applications of Technology in Science and Math Education
This course examines issues and assumptions driving society towards increased an use of technology, and the effects on individuals and groups. Students will examine effective uses of technology. Student projects will involve the development of technological applications for instructional purposes.

EDSM 632 - Instructional Systems Analysis for Mathematics and Science Education
In this course students are encouraged to go beyond the development of technical skill in using educational technologies to reflect deeply on how these technologies can be integrated into instructional systems that qualitatively change the way that teaching and learning occurs in schools. Students combine their knowledge of learning theories with a knowledge of educational technologies in the design of effective learning experiences in mathematics and science.

EDSR 620 - Action Research in Urban Education
This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies.

EDSR 628 - Applied Social Research

Focuses on skills necessary for social research in general and survey research in particular. These include, but are not limited to, conceptual design of a research project, constructing operational definitions, sampling logic, instrument design and development, collection and coding of data, computer aided analysis of the data, and writing the research report.

EDSR 630 - Educational Statistics I (Descriptive)

A study of descriptive techniques for the analysis of educational data. Students will be introduced to the use of computer application packages such as SPSS in performing such analyses.

EDSR 631 - Educational Statistics II (Inferential)

This course focuses on the use of inferential techniques for the testing of hypotheses in educational research. At the end of the course students should have acquired the competence to conduct statistical analyses in their own research and to be more critical consumers of published research.

EDSR 719 - Quantitative Data Analysis in Education I

A study of the applications of statistical and graphical methods to educational data is the focus of this course. The course is limited to the use of descriptive statistics to analyze quantitative data in educational research.

EDSR 739 - Management and Analysis of Large Data Sets

Use of statistical packages for data analysis. Emphases on data management, date structures, and related statistical procedures. Course will involve both lecture and laboratory.

EDSR 818 - Advanced Qualitative Research Methods in Education

Focusing on advanced qualitative methodology, philosophy, and epistemology, the course deepens the student's understanding of various methodological approaches (e.g., phenomenology, narrative inquiry, arts-based research), data collection (interviewing, text analysis, observation), data analysis, and trustworthiness in a dissertation proposal context.

EDSR 819 - Quantitative Data Analysis in Education II

A study of the applications of statistical and graphical methods to educational data is the focus of this course. Students are taught to conduct and interpret statistical analysis using inferential methods.

EDSR 822 - Mixed Methodology in Educational Research

This course provides instruction on the design and implementation of mixed methodology studies in Education. The concurrent or sequential use of quantitative and qualitative data collection and analysis is addressed along with effective strategies for presenting results.

EDSR 829 - Advanced Qualitative Research: Field Research

This primarily experiential course will focus on how to conduct fieldwork and to write reports on qualitative research. Central topics include framing a study, collecting data, considering ethical and political issues, analyzing and interpreting data, and writing for particular purposes. Students are expected to conduct one of the following types of qualitative studies: a micro-ethnography, a life history, a case study, or an action research project.

EDSR 889 - Research Practicum in Higher Education
Before being admitted to candidacy and undertaking their dissertation projects, students must demonstrate their ability to design and conduct research. Generally this will involve participation in a published or refereed article that is presented at professional conferences such as AAHE, AERA, ASHE, AIR, and the like. The Practicum may also be a cooperative or collaborative research project conducted either with a member of the faculty or with a student or faculty member(s) from another institution. The Research Practicum (i.e., Field Research Project) provides an opportunity to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Research Practicum (Field Research Project) may be given based on this review of types of qualitative study: a micro ethnography, a life history, a case study, or an action research project.

RDHE 707 - Finance and Budgeting in Higher Education
This course introduces students to higher education budgets, financial analysis, and funding sources. The focus is on local, state and national issues as they impact on the operation of higher education institutions, policy development and their financial status.

RDHE 785 - Supervised Practicum in Student Affairs II
The two internship courses (RDHE 685 and RDHE 785) provide students with separate opportunities to integrate theory and practice, and to reflect on their own professional development. 150 hours per internship are required. Faculty permission required prior to registering.

RDHE 701 - Pro-Seminar in Higher Education
This course is designed to provide a forum for the discussion of range of topics related to research, development, policy analysis, organization, administration, and management of higher education. This course, offered exclusively to students in the Ph.D. in Higher Education Program, examines the core values, structures, processes, language, and stakeholders in American higher education. Considerable emphasis is placed on the examination of the modes of inquiry and the nature of research, especially to assist the student in making an early selection of topics for the Research Practicum and the Dissertation.

RDHE 702 - Historical Foundations of Higher Education

An overview of the development of American higher education from the colonial period to the present, this course explores the origin of contemporary practices and challenges. The contributions of African-Americans and other minority groups to higher education are highlighted.

RDHE 703 - Diversity and Multiculturalism in Higher Education

Designed to improve the student's understanding of best practices concerning diversity, multiculturalism, and social justice in various contexts, this course utilizes interdisciplinary readings and experiential activities for applying course concepts. Global awareness, and multicultural and intercultural competence are expected outcomes.

RDHE 704 - Higher Education Policy Analysis

The course is designed to strengthen students' capacity to analyze and interpret higher education policies using case studies. Using case studies, a variety of higher education data in various contexts will be considered.

RDHE 705 - Quality Assurance and Accountability in Higher Education

This course, a unique requirement among other Ph.D. in Higher Education preparation programs in the United States, provides through a modified Web-based format an overview of the practices and modalities in higher education related to quality assurance and accountability. It acquaints students as well with common used definitions of quality assurance, and it provides an in-depth review of best practices in accreditation, assessment (student achievement and institutional effectiveness), including such topics as TQM, CQI, and Benchmarking.

RDHE 706 - Technological Applications in Higher Education

This course is designed to develop and enhance the skills of students in .making academic and administrative applications of technology to higher education practice, policy development, and research requirements. Specific emphasis will be placed on the use of software packages developed for the social sciences and education, as well as the utilization of electronic databases. Students will be expected to demonstrate their competency in applying appropriate computer applications to academic assignments and research projects.

RDHE 720 - Contemporary Issues and Concepts in Higher Education

This course, usually but not always proceeded by "Historical Foundations in Higher Education", is designed for the discussion and analysis of a wide range of current issues and concepts in higher education. The course will rely on significant use of the Internet and World Wide Web for both written assignments and in class discussions. Students must be acquainted with current journals (including e-journals) dealing with topics in higher education.

RDHE 722 - Organizational Theory and Administration/Management in Higher Education

This course examines organizational theory, structures, systems, and behavior in various higher education institutions. Patterns of governance and administration will also be addressed. Case studies are used for the application of theory to practice.

RDHE 725 - The American Community College Student

This course is designed for those persons who have had limited experience in higher education institutions, specifically in community colleges. As such, it covers a range of topics related to the American community college student, such as demographic and background characteristics, values, attitudes and perspectives.

RDHE 727 - Legal Aspects of Higher Education

This course exposes students to the vast range of administrative problems in higher education that have legal implications. This course will assist faculty, administrators, and student affairs professionals in recognizing the legal parameters around which decisions are made.

RDHE 731 - Governance and Coordination in Higher Education

Enhancing the student's understanding of organizational structure across institutional types, the course explores the principles of leadership expressed through supervisory boards, the presidency, faculty and staff. Accrediting bodies at the regional and national levels are also discussed.

RDHE 733 - Assessment and Evaluation Methods in Student Affairs

Students develop a practical understanding of assessment and evaluation techniques in student affairs by applying them to real-life situations. A range of techniques is explored and evaluated according to purpose, including qualitative, quantitative, and mixed methods data collection.

RDHE 735 - Student Affairs Administration in Higher Education

This course enhances the student's understanding of the role of student affairs administration and the functional areas of student affairs. Contemporary challenges in managing student affairs programs and services, including the use of research and assessment, are discussed.

RDHE 738 - Institutional Research and Planning in Higher Education

This course provides an overview of the nature and scope of policy research at the institutional and state level, as well as an overview of the various approaches to strategic planning in American colleges and universities. The course also addresses the corollary requirement for data and information system to support planning processes and the policy research agenda of colleges and universities. Registration in this course requires competencies in the basic modes of inquiry, particularly statistical analysis.

RDHE 744 - Politics of Higher and Post Secondary Education

The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of leadership in higher education settings by building an understanding of the politics of education.

RDHE 745 - Student Development Theory and Research
This course provides a comprehensive review and critique of key student development and environmental theories. Psychosocial theories, cognitive theories, and social identity theories are discussed; case studies are used to help students apply theory to practice.

RDHE 754 - Higher Education Politics and Policy Analysis
Students explore the power relationships in higher education by focusing on the interaction between systems, politics, and policy. Existing policies are analyzed using organizational, political, and systems theories to understand policy acceptance or rejection. Access and equity are important themes.

RDHE 755 - Issues and Problems at Urban and Special Mission Institutions
This course focuses on the nature, character, challenges of Minority Serving Institutions (MSIs), notably HBCUs, HSIs, and Tribal Colleges, and their importance in ensuring the success of racial/ethnic minorities within the higher education arena.

RDHE 765 - Counseling and Student Affairs
The course introduces students to general helping approaches used by student affairs professionals. The focus is on theoretical foundations, helping skills, relevant mental health issues of college students, legal and ethical issues, and current problems and future trends.

RDHE 789 - Field Research in Higher Education
This course requires research dealing with higher education entities such as state, federal, and regulatory agencies. The student may also obtain professional experience and gain interest to professional networks such as NAFEO, ACE, HACU, WIHE, AACC, and Middle States Accreditation.

RDHE 791 - Selected Topics in Higher Education Seminars
Maximum of 6 Credits may be taken depending upon student need) These one-credit seminars involve specialty topics designed to enhance the knowledge, skills and abilities of particular doctoral students in response to the results of required diagnostic assessment at entry. The rationale for offering of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program. [Note: Similar courses may also be offered with the prefix "EDHE."]

RDHE 889 - Research and Professional Development

This course is a research based learning opportunity intended to expand the student's research, theoretical and/or professional interests to an audience beyond the dissertation committee. Potential projects include: conference presentations, article publications, proposal development, and grant writing.

SFED 651 - Social Policy and Futurism

The study of the future is a subset of social policy determination and its allied field social planning. This course will provide information and academic content that will be useful as alternatives for dealing with the future.

PSYM 570: Applied Statistical Inference (3)

This course covers advanced inferential statistics and techniques of data analysis commonly employed in psychological, educational and social science research with emphasis on hypothesis testing, design of experiments, regression analysis and analysis of variance and covariance. Application of statistical computer packages is emphasized as is statistical report writing.

PSYM 660: Categorical Data Analysis, (3)

Systematic study of analysis of categorical data, including generalized linear models and emphasizing log-linear and logic models Topics discussed include assessing association in contingency tables and sets of tables, logistic regression and conditional logistic regression, weighted least squares modeling, repeated measurements analyses, and bioassay analysis.

PSYM 670: General Linear Models, (3)

This course provides a critical examination of general linear models, including least squares estimation theory, simple and multiple regression models, polynomial regression models, analysis of variance, and analysis of covariance It also provides for an advanced treatment of various experimental designs, including completely randomized factorial, randomized block, hierarchical, repeated measures, and Latin square designs. Application of statistical computer packages is emphasized.

PSYM 720: Methods of Qualitative Research, (3)

The course examines research methods that are descriptive, field-based, interpretive, and discovery-focused, in contrast to methods that use quantitative summaries of data to test null hypotheses. Topics covered include varieties of qualitative research (including case studies, ethnography, and phenomenology), identifying questions and phenomena for research, planning and conducting qualitative research, coding and other analytic procedures, developing an interpretation, and trustworthiness issues in qualitative inquiry.

PSYM 760: Multivariate Analysis, (3)

This course focuses on the analysis of data with multiple dependent variables. It explores the statistical theories and applications of multivariate data models to various research situations and includes topics about multivariate multiple regression, canonical correlation, discriminant analysis, multivariate analysis of variance, principal component analysis, cluster analysis, and factor analysis.

The course also covers the use of computer and computer programs in managing data and performing multivariate data analyses.

PSYM 780: Multilevel Longitudinal Data Analysis, (3)
Multilevel models include a broad range of models called by various names, such as random effects models, multilevel models, and growth curve models. This course introduces the background and computer skills needed to understand and utilize these models.

RDHE 700: Modes of Inquiry (3)
The course examines the paradigms, theoretical frameworks, and types of evidence at play in the knowledge creation process in social research. Epistemological assumptions are examined. Skills taught include argument construction and faulty argument identification using logical fallacies and other analytical tools. **Prerequisite(s)** ASLP 600

SOCI 543: Race, Education, and Social Inequality (3)
Issues relevant to the education of ethnic minorities are studied. In addition, a variety of topics is considered including the values of ethnic groups toward education, their accessibility to the educational system, the extent of educational ethnocentrism, and the place of ethnic studies within policy control of the educational system.

SOCI 650 Applied Sociology and Social Justice I (3)
This course is the first part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. Applied Sociologists are professionals who use the principles of sociology outside academia to provide their clients and the public with an in-depth understanding of some specific facet of society that requires information gathering and analysis. Applied sociology prepares students for a wide variety of professional opportunities in community development, social policy analysis and evaluation, social institutions (e.g. support roles in education, health, law, and criminal justice), social work, and leadership in business, government, social service agencies and not-for-profit organizations.

SOCI 660 Applied Sociology and Social Justice II (3)
This course is the second part of our year-long seminar that provides students with a solid foundation in Applied Sociology and Social Justice, to prepare them for a career in Applied Sociology. It delves into theories of justice and interrogates the connection between Sociology and social justice, both historically and contemporarily. As the semester progresses, the course transitions from theory and history to practice, highlighting contemporary issues, such as class, race, gender, education, healthcare, and environmental injustice. Finally, the course asks students to examine themselves, to determine regional and topical areas of social justice on which they might want to work in the future.

SOCI 700 Gender, Race, and Crime (3)
This course will be used to examine gender, race/ethnicity, class, crime, and the criminal justice system and its implications within a critical assessment of the application of programs and practices. This includes but is not limited to an exploration of criminology, criminal justice, juvenile justice,

victimology, and the experiences of perpetrators, victims, and practitioners across varying racial, ethnic, gender, age, socio-economic classes, and locations.

SOCI 725 Criminal Justice, Law, Policy, and Procedures (3)
Criminal Justice Law, Policy, and Procedures - This course examines law, policy, and procedures for civilians, law enforcement, courtroom workgroups, and corrections officials.

SOCI 810 Preparing the Literature Review (3)
This course instructs students on how to conduct secondary source research and compile the findings into a literature review. Special attention will be paid to effective search strategies, how to organize materials, as well as how to synthesize the findings into an integrated, well-written literature review. At the end of the course students should have made significant progress in writing the literature review for their dissertation proposal.

SOCI 820 Independent Research (3)
The course should be used as a tool for students to begin the research for their dissertation proposals. Students will focus on research design, creating and securing permissions from host communities for study, as well as research on the historical and current context of the proposed communities that will be the focus of their studies. Special attention will be paid to archival research, US Census data, and other databases that provide anchor data and statistics. Finally, students will work on external funding applications.

ASLP 850 Methodology Preparation and Proposal Development (3)
This course will be used to assist students in developing their formal dissertation proposals. Students will complete their methodology and research design sections, including a specific timeline and budget. Students will be expected to obtain IRB approval for their dissertation research during this course.