



Provost and Senior Vice President for Academic Affairs

May 16, 2022

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

Dear Dr. Fielder,

On behalf of Morgan State University, please find attached a proposal to establish the “*Doctor of Philosophy (Ph.D.) in Applied Sociology and Social Justice with a pass-through (En Passant) Master of Science (M.S.) in Applied Sociology and Social Justice*” which was approved by the Board of Regents on May 3, 2022.

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

Sincerely,

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

cc: Dr. David Wilson, President, Morgan State University
Dr. Phyllis Keys, Interim Associate Vice President for Academic Affairs, MSU
Dr. M’bare N’gom, Dean, College of Liberal Arts, MSU
Dr. Emily Dow, Assistant Secretary for Academic Affairs, Maryland Higher Education Commission



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

Institution Submitting Proposal	Morgan State University
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount: \$850	Submitted: 5/15/22

Department Proposing Program	College of Liberal Arts		
Degree Level and Degree Type	PhD with En Passant MS		
Title of Proposed Program	Applied Sociology and Social Justice		
Total Number of Credits	60		
Suggested Codes	HEGIS: 2208.01	CIP: 45.1102	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer
	Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: 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. Hongtao Yu, Provost & Senior Vice President for Academic Affairs	
	Signature:		Date: 05/16/2022

	Date of Approval/Endorsement by Governing Board:	05/03/2022
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Revised 1/2021

Morgan State University
College of Liberal Arts

Proposed Doctor of Philosophy (Ph.D.) in Applied Sociology and Social Justice with a pass-through (*en passant*) Master of Science (M.S.) in Applied Sociology & Social Justice (New M.S./Ph.D. Program)

A. Centrality to institutional mission statement and planning priorities

The proposed Doctor of Philosophy (Ph.D.) in Applied Sociology and Social Justice is a terminal degree that will equip students to systematically examine inequities throughout all sectors of society. Sociology and Social Justice Ph.D. students will be trained to apply the Sociological lens to reform the criminal justice system; promote community development and social change; advocate for racial, gender, and economic justice; as well as apply advanced applied sociological methods to the study of all social problems. Morgan State University is the Preeminent Public Urban Research University with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore metropolitan area. Central to the mission of the institution, the Applied Sociology and Social Justice Program seeks to provide a rigorous graduate degree program to prepare students for successful careers in academia as well as in the non-profit sector, program development and evaluation, policy analysis, consulting, as well as in a range of other arenas. This program will develop the critical skills and competencies to address societal issues, both nationally and globally. The program complements the strategic goal of the university: diversity and inclusion of all students, which will enable them to experience a distinctive educational experience. As a doctoral-level degree, it is innovative based on the scarcity of similar graduate programs at other universities and novel in that its publicity may provide a bridge/pipeline to attract students desiring to advance their studies with a dual focus on *studying* the social problems that underlie society as well as *addressing* those injustices.

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

According to the Maryland Higher Education Commission (MHEC), 2017-2021 *State Plan for Post-Secondary Education* fourth strategy, post-secondary institutions should continue to provide equal educational opportunities for all Marylanders including supporting the unique missions of Historically Black Institutions.¹ The proposed Ph.D. program is designed to educate and train a diverse group of students who will address social justice-related issues in today's complex world. Such scholarship will emphasize a multidisciplinary integration of social justice scholarship and praxis, while maintaining a critical perspective in fairness and equity.

In addition, the State Plan advocates for innovation in all aspects of Maryland higher education to improve access and student success. The new Ph.D. program in Applied Sociology and Social Justice will be innovative in the delivery of its content, as it will have both high residency and low residency options. The program will include differentiated in-person instruction for diverse learners, which consists of: engaging classroom experiences, learning management tools/software, and experiential learning assignments. In addition, the program will offer remote learning to maximize the flexibility of the education offered to

¹ 2017-2021 Maryland State Plan for Postsecondary Education.
<https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

students. Such inclusive instructional methods will accommodate both full-time and part-time graduate students while optimizing their socio-educational experiences both in and outside of the classroom. The new program will be as attractive to working professionals as it is to traditional full-time students.

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

In a survey report by the American Sociological Association (ASA), graduate school enrollment for African American sociology students increased from 56.9 percent in 2010 to 68.4 percent in 2015.² Despite this increase in demand, Howard University remains the only HBCU in the country and regionally that offers a doctorate in sociology (albeit without a focus in social justice). Many sociology programs across the country require more than 50 credits to complete an advanced degree, whereas this program would require 36 credits to complete a Ph.D. for a student who already has a Master's in Sociology. Trends in graduate education show that reimagining doctoral programs and making them relevant is essential to producing academics and professionals who significantly contribute to the advancement of human society. Some of these trends include focusing on the non-traditional student and broadening access to achieve diversity, equity, and inclusion goals.³ Lessening the time to degree completion is a strategy to meet the needs of an atypical group of students. HBCUs play an important role in filling the gap in higher education by moving the nation towards a more pluralistic ideal. Decreasing the time for required campus residency, creating innovative educational modalities for learning, and requiring tangible research outcomes in a rich diverse setting, which will be expected of graduates as they progress in their respective careers, are several of the features offered by the proposed Ph.D. program.

Several universities have graduate-level programs focusing on social justice, advocacy, and social action such as George Washington University in Washington D.C. and the University of Washington in Seattle, Washington. A smaller number of universities offer a Ph.D. program in social justice focusing on gender, race, and sexuality, critical social policy, exclusion of various populations from their communities, social policy, human rights, and community-engaged practices: Arizona State University, University of British Columbia (Canada), University of Massachusetts (Boston), University of Toronto (Canada). These universities represent a varied focus and interdisciplinary approach to social justice studies. The proposed Applied Sociology and Social Justice program will use an applied approach to social justice issues in the context of sociological perspectives.

One of the world's leading financial institutions, Bank of America, collaborated with Morgan State University by giving one million dollars to address issues of inequities and to reskill Black/African American and Hispanic-Latino individuals. Specifically, Baltimore was an urban city in need of support economically and politically to calm race relations following the Black Lives Matter movement and the death of George Floyd. Political scientists Morris Levy and Dennis Chong examined 40 years of polling data from the National Opinion Research Center's (NORC) General Social Service (GSS) survey to look at trends and changes in public opinion. From the respected GSS survey, the researchers concluded there was support for the free expression of controversial opinions on topics such as race, sexual

² American Sociological Association, Graduate School Enrollment by Race or Ethnicity, 1980-2015.

<https://www.asanet.org/research-and-publications/research-sociology/trends/graduate-students-sociology-enrolled-full-time-race-or-ethnicity>.

³ LeMelle, T. (2002). The HBCU: yesterday, today, and tomorrow. *Education*, 123, 190-197.

orientation, religion, and extreme political views. Furthermore, it was noted that tolerance for racism was waning.⁴ According to the Harvard Business Review, research has shown that a more just society could benefit from Corporate Social Justice, a new paradigm (CSJ) that big businesses such as Amazon, Walmart, Uber, and DocuSign have adopted.⁵ The research suggests that it is naïve to think that being removed from social justice is beneficial—social justice is everybody’s business.

On March 8, 2021, Maryland Governor, Larry Hogan, issued a posthumous pardon for victims of racial lynchings in the state of Maryland between 1854 - 1933 acknowledging Maryland’s history of tolerance for violence and social injustices against African Americans. Governor Hogan stated, “The State of Maryland has long been on the forefront of civil rights, dating back to Justice Thurgood Marshall’s legal battle to integrate schools and throughout our national reckoning on race.”⁶ The historic initiative by Governor Hogan to publicly address racial and social injustices firmly supports the need for this proposed program. However, there are a limited number of academic institutions that specialize in social justice equity outside of the schools of public health and social work. The proposed program will serve the needs of the state of Maryland by producing and promoting intersectional scholarship that will bring equity and inclusion into the framework for change.

The proposed Ph.D. program addresses the need for academic offerings to meet the growing demand to serve an increasing number of African American sociology students, but will also meet the national demand for social scientists to be trained with a strong applied and methods foundation. This is critical as the Chronicle of Higher Education and Forbes have recently documented a decline in tenure-track jobs.⁷ In addition, the American Sociological Association has recently responded with a series of workshops and writings on jobs outside of academia for Sociology PhDs.⁸ The proposed doctoral program is “ahead of the curve” because it is structured to position its graduates with applied research skills that can be used in academia, the non-profit sector, program development and evaluation, policy analysis, consulting, as well as a range of other arenas. Various forms of inequality, diversity, equity, and inclusion initiatives have become standard within organizations due to concerns of structural inequality. An applied doctoral degree in Sociology will be the first of its kind at an HBI and will address growing workforce demands by: (1) training students to apply their research expertise beyond academia and (2) training students to engage the most pressing societal issues of our time.

D. Reasonableness of Program Duplication

Morgan State University’s proposed Ph.D. program in Sociology and Social Justice 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

⁴ Levy, Morris and Dennis Chong. <https://www.newsday.com/opinion/commentary/racism/tolerance-Millennials-america-1.35343903>

⁵ Zheng, Lily. “We’re Entering the Age of Corporate Social Justice.” <https://hbr.org/2020/06/were-entering-the-age-of-corporate-social-justice>

⁶ The Office of Governor Larry Hogan: In Historic First, Governor Hogan Issues Posthumous Pardon for Victims of Racial Lynching. <https://governor.maryland.gov/2021/05/08/in-historic-first-governor-hogan-issues-full-posthumous-pardon-for-victims-of-racial-lynching/>.

⁷ Adrianna Kezar, A Grim Future Beckons, The Chronicle of Higher Education, 2020, https://www.chronicle.com/article/the-future-of-the-academic-work-force?cid2=gen_login_refresh&cid=gen_sign_in. Richard Vedder, Tenure is Dying, Forbes, 2020, <https://www.forbes.com/sites/richardvedder/2020/04/13/academic-tenure-rip/?sh=4021af8915cf>

⁸ American Sociological Association, Thriving Outside Academia: Advice from Sociologists in Practice Settings, <https://asa.enoah.com/Store/Webinars-Pro-Seminars/BKctl/ViewDetails/SKU/ASAOEWEB0421>

(UMCP) offer a Ph.D. in Sociology. The Morgan State University program focuses on emerging scholarship trends with specific emphasis on Criminal Justice Reform, Community Development and Social Change, Race, Gender, Economic Justice, and Advanced Applied Sociological Methods. The Johns Hopkins program centers its focus on “a core curriculum, elective courses, and research apprenticeship.” The University of Maryland program is based on specialty areas which include Demography, Social Inequality & Mobility, Social Psychology, and Social Change and States.

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 service locally, nationally, and internationally. Morgan State University is the only HBI in the state of Maryland that offers a Master’s degree in Sociology and will be the second HBI in the country to offer a PhD in Sociology, with the only current program being housed at Howard University. There is strong demand for Sociology graduate programs that serve Black students, with the Journal of Blacks in Higher Education reporting that the social sciences, specifically sociology, is the second most popular field of study of Black bachelor degree earners.⁹ In an American Sociological Association report, the results showed that in 1997 African Americans earned 16.2 percent of all sociology bachelor degrees and in 2015 they earned 19.2 of all sociology bachelor degrees.¹⁰

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. This program is foundational to the core mission of Morgan State as Maryland’s Preeminent Urban Public Research University; Morgan has a vision of intensive research, effective public service and community engagement as set forth within this proposed Ph.D. program.

HBI’s have historically served the educational needs of Black community members and worked for justice.¹¹ Recently named the 28th best Master’s in Sociology program in the country, the Morgan State Sociology Department will build on this foundation and recruit and train researchers to engage in community-centered research at the highest level.¹² The applied nature of the program will position it to play an important role in the restructuring of Baltimore and Black communities, more broadly. Criminal justice and community-engaged work have seen a rise in state and national funding in recent years, and the program aims to use this crucial development in assisting Morgan in moving closer to R1 status.

⁹ Journal of Blacks in Higher Education, https://www.jbhe.com/features/64_degreelevels.html

¹⁰ American Sociological Association, Bachelor's Degrees Awarded in Sociology, by Race or Ethnicity, 2020, <https://www.asanet.org/research-and-publications/research-sociology/trends/bachelors-degrees-awarded-sociology-race-or-ethnicity>

¹¹ U.S. Department of Education, Historically Black Colleges and Universities and Higher Education Desegregation, 1991, <https://www2.ed.gov/about/offices/list/ocr/docs/hq9511.html>

¹² Intelligent.com Announces Best Master's in Sociology Degree Programs for 2021, https://www.prweb.com/releases/intelligent_com_announces_best_master_s_in_sociology_degree_programs_for_2021/prweb17833813.htm

G. Adequacy of curriculum design and delivery

The Ph.D. in Applied Sociology and Social Justice will be housed in the Department of Sociology and Anthropology at Morgan State University. It will build on the curriculum of the existing M.S. in Sociology Program.

Requirements for degree completion include coursework, a submitted paper to a peer-reviewed journal, comprehensive examination, dissertation proposal, and a dissertation.

The educational objectives for the Ph.D. in Applied Sociology and Social Justice are the following:

- To advance graduate research on social justice issues, including but not limited to criminal justice reform, community development and social change, and race, gender and economic justice, locally, nationally, and internationally.
- To instruct students in advanced sociological and transdisciplinary methods that can be used to advise local, state, and federal government agencies, nonprofit groups, as well as business and industry sectors.
- To equip social science professionals with the research skills and the knowledge to deliver evidence-based solutions to social problems.
- To equip future academics with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market.
- To nurture an environment of collaboration and collective problem-solving among students and faculty.

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

The general requirements of the Ph.D. can be understood as two separate paths depending on a student's previous degrees.

- 1) If a student is admitted to the Ph.D. program having earned a baccalaureate degree only:
 - *Earning the Ph.D. in Sociology and Social Justice will require 60 credits of coursework, Comprehensive Exams, a second-year journal article submitted for peer review, a Dissertation Proposal, and a Dissertation (Defense).
 - **Students interested in obtaining the Master's degree en route to the PhD should be able to complete all the requirements in a 2-year period.
- 2) If a student is admitted to the Ph.D. program and has earned an M.S. or an M.A. in Sociology:
 - * Earning the PhD in Sociology and Social Justice will require a minimum of 36 credits of coursework (transcript from MA/ MS in Sociology Program will be evaluated to determine how many credits beyond the 36 may need to be taken at MSU), a second-year journal article submitted for peer-review, a Dissertation Proposal, and a Dissertation (Defense).

Program of Study Sequence – 60 credits

(for students who have earned only a baccalaureate degree and are pursuing the Ph.D.)

Year 1: 21 Credits of Coursework

Fall Year 1: 9 Credits

SOCI 500	Proseminar in Sociology (3)
SOCI 510	Statistics (3)
SOCI 511	Classical Sociological Theory (3)

Spring Year 1: 9 Credits

SOCI 520	Techniques of Social Research (3)
SOCI 521	Contemporary Sociological Theory (3)
ELECTIVE	Concentration Elective (3)

Summer Year 1: 3 Credits

ELECTIVE	Concentration Elective (3)
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Year 2: 18 Credits of Coursework and Comprehensive Examination

Fall Year 2: 9 Credits

SOCI 650	Applied Sociology and Social Justice I (3)
ELECTIVE	Concentration Elective (3)
ELECTIVE	Concentration Elective (3)

Spring Year 2: 9 Credits*

SOCI 660	Applied Sociology and Social Justice II (3)
ELECTIVE	Concentration Elective (3)
ELECTIVE	Concentration Elective (3)

**Students take written Comprehensive Exams, which measure mastery of Statistics, Techniques of Social Research, Classical Sociological Theory, and Contemporary Sociological Theory during the Spring semester of Year 2. Students must pass Comprehensive Exams and submit an article for peer review to earn the M.S. degree. The Applied Sociology and Social Justice (SOCI 650) Professor will assist students with the development of the article.*

Year 3: 18 Credits of Coursework and Dissertation Proposal Defense

Fall Year 3: 9 Credits

SOCI 810	Preparing the Literature Review (3)
SOCI 820	Independent Research (3)
ELECTIVE	Concentration Elective (3)

Spring Year 3: 9 Credits

SOCI 850	Methodology Preparation and Proposal Development (3)
SOCI 860	Proposal Defense (3)
ELECTIVE	Concentration Elective (3)

**Dissertation Proposal defended by end of semester*

Year 4 & Beyond: 3 Credits of Coursework and Dissertation Completion/Defense

Fall Year 4 & Beyond: 3 Credits

SOCI 997/998 Dissertation Guidance / Dissertation Defense 3/9*

****Student Advances to Candidacy** -- Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for SOCI 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 SOCI 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 SOCI 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (SOCI 998 will also count as 9 credits of load). SOCI 997 will not count toward curricular credits. Other courses cannot be substituted for SOCI 997 (Dissertation Guidance). The only eligible grade for SOCI 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for SOCI 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Requirements: 60 credits

Program of Study Sequence – 36 Credits

(for students who have earned a Master's degree before entering the Ph.D. program)

Year 1: 18 Credits of Coursework

Fall Year 1: 9 Credits

SOCI 650	Applied Sociology and Social Justice I (3)
SOCI 500	Proseminar in Sociology (3)
ELECTIVE	Concentration Elective (3)

Spring Year 1: 9 Credits

SOCI 660	Applied Sociology and Social Justice II (3)
ELECTIVE	Concentration Elective (3)
ELECTIVE	Concentration Elective (3)

Year 2: 15 Credits of Coursework and Dissertation Proposal Defense

Fall Year 2: 9 Credits

SOCI 810	Preparing the Literature Review (3)
SOCI 820	Independent Research (3)
ELECTIVE	Concentration elective (3)

Spring Year 2: 6 Credits

SOCI 850	Methodology Preparation and Proposal Development (3)
SOCI 860	Proposal Defense (3)
SOCI 993	Doctoral Pre-Candidacy (3)

This course taken only if student requires 9 credits to maintain full-time status – it is not a curricular requirement and does not count toward graduation

**Dissertation Proposal defended by end of semester*

Year 3 & Beyond: 3 Credits of Coursework and Dissertation Completion/Defense

Fall Year 3 & Beyond: 3 Credits

SOCI 997/998	Dissertation Guidance / Dissertation Defense	3/9*
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****Student Advances to Candidacy** -- Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for SOCI 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 SOCI 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 SOCI 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (SOCI 998 will also count as 9 credits of load). SOCI 997 will not count toward curricular credits. Other courses cannot be substituted for SOCI 997 (Dissertation Guidance). The only eligible grade for SOCI 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for SOCI 998 (Dissertation Defense) is "P/F" (Pass/Fail).

Total Program Credits: Minimum of 36 credits*

**actual credits required for graduation to be determined through transcript review on a case-by-case basis*

Criminal Justice Electives

(*En Passant* Ph.D. students must complete the 4 required CRIMINAL JUSTICE courses from this list and 5 electives from the GENERAL LIST. Ph.D. students who have been admitted with a Master's Degree from another program must complete 3 of the required Criminal Justice Electives from this list and 2 electives from the GENERAL LIST)

CRIMINAL JUSTICE

SOCI 625	Criminal Justice Reform
SOCI 700	Gender, Race, and Crime
SOCI 725	Criminal Justice, Law, Policy, and Procedures
SOCI 750	Crime Analysis

**Additionally, any Sociology Department Elective can count if approved by Graduate Coordinator*

GENERAL

SOCI 531	Sociology of Oppression
SOCI 543	Race, Education, and Social Inequality
SOCI 553	The Black Family in America
SOCI 560	Urban Sociology
SOCI 562	Collective Behavior
SOCI 566	Sociology of Baltimore
SOCI 600	Evaluation Research
ENGL 555	Writing and Producing the Documentary
ENGL 758	The Style of Technical Writing
ENGL 875	The Business Plan and Project Report
HIST 520	A History of American Urbanization
HIST 580	Historical Origins of Contemporary Problem
JOUR 535	Social Justice Reporting
PUBH 605	Policy, Advocacy, and Ethics
PUBH 608	Substance Abuse in Minority Populations
PUBH 780	Community Engagement in Public Health
SOWK 622	Coping with Losses and Grief
SOWK 632	Juvenile Delinquency, Prevention, Development, and Intervention
SOWK 654	Socio-Historical Impact of HIV/AIDS in African American Families: A Social Justice Approach
SOWK 670	Spirituality, Religions, and the Helping Tradition
SOWK 701	History of Social Welfare Policy
SOWK 705	Contemporary Social Policy Analysis

Community Development and Social Change Concentration Electives

(*En Passant* Ph.D. students will complete 9 elective courses from this list. Ph.D. students who have been admitted with a Master's Degree from another program will complete 5 elective courses from this list)

SOCI 531	Sociology of Oppression
SOCI 540	Sociology of Education
SOCI 543	Race, Education, and Social Inequality
SOCI 545	Identities and Interactions
SOCI 550	Sociology of the Family
SOCI 553	The Black Family in America
SOCI 555	Alternatives to the Traditional Family Structure
SOCI 560	Urban Sociology
SOCI 562	Collective Behavior
SOC 564	Race and Ethnic Relations
SOCI 565	Sociology of Migration
SOCI 566	Sociology of Baltimore
SOCI 600	Evaluation Research
SOCI 625	Criminal Justice Reform
	<i>*Additionally, any Sociology Department Elective can count if approved by Graduate Coordinator</i>
ARUE 735	Environ Sustainability, Social Equity & Environ Justice
CREP 534	Public Policy Analysis
CREP 501	Principles and Practices of City & Regional Planning
CREP 538	Neighborhood and Community Development
ECON 514	Economic Development
ECON 501	Survey of Macro and Micro Economics
EDAD 558	School and Community Relations and Political Influences in Urban Schools
ENGL 555	Writing and Producing the Documentary
ENGL 758	The Style of Technical Writing
ENGL 875	The Business Plan and Project Report
ENST 515	Socio-Spatial Patterns of Human Settlement
ENTR 651	Innovation and Entrepreneurship
FIN 501	Overview of Economics
HIST 520	A History of American Urbanization
HIST 580	Historical Origins of Contemporary Problems
HIST 610	Colloquium on U.S. Public Policy
INST 508	Human Rights
JOUR 535	Social Justice Reporting
OMPH 520	Applying Systems Thinking to Health
PUBH 605	Policy, Advocacy, and Ethics

PUBH 780	Community Engagement in Public Health
SOWK 632	Juvenile Delinquency, Prevention, Development, and Intervention
SOWK 701	History of Social Welfare Policy
SOWK 705	Contemporary Social Policy Analysis
TRAP 889	Contemporary Global Issues in Transportation and Urban Infrastructure

Race, Gender and Economic Justice Concentration Electives

(*En Passant* Ph.D. students will complete 9 elective courses from this list. Ph.D. students who have been admitted with a Master's Degree from another program will complete 5 elective courses from this list)

SOCI 530	Black Americans in Sociological Thought
SOCI 531	Sociology of Oppression
SOCI 543	Race, Education, and Social Inequality
SOCI 545	Identities and Interactions
SOCI 550	Sociology of the Family
SOCI 553	The Black Family in America
SOCI 554	Intimate Relationships
SOCI 555	Alternatives to the Traditional Family Structure
SOCI 560	Urban Sociology
SOCI 562	Collective Behavior
SOC 564	Race and Ethnic Relations
SOCI 566	Sociology of Baltimore
SOCI 600	Evaluation Research
SOCI 625	Criminal Justice Reform
	<i>*Additionally, any Sociology Department Elective can count if approved by Graduate Coordinator</i>
ARUE 735	Environ Sustainability, Social Equity & Environ Justice
CREP 534	Public Policy Analysis
ECON 501	Survey of Macro and Micro Economics
ECON 514	Economic Development
ENGL 555	Writing and Producing the Documentary
ENGL 758	The Style of Technical Writing
ENGL 875	The Business Plan and Project Report
ENTR 651	Innovation and Entrepreneurship
FIN 501	Overview of Economics
FIN 820	Microeconomic Theory
HIST 523	Women in American History
HIST 519	The Ethnic Experience in America
HIST 520	A History of American Urbanization

HIST 580	Historical Origins of Contemporary Problems
HIST 610	Colloquium on U.S. Public Policy
INST 508	Human Rights
JOUR 535	Social Justice Reporting
PUBH 605	Policy, Advocacy, and Ethics
SOWK 701	History of Social Welfare Policy
SOWK 705	Contemporary Social Policy Analysis

Advanced Applied Sociology Methods Concentration Electives

(*En Passant* Ph.D. students will complete 4 elective courses from the GENERAL list and 5 electives from the METHODS list. Ph.D. students who have been admitted with a Master's Degree from another program will complete 1 elective from the GENERAL list and 4 elective courses from the METHODS list)

GENERAL

CREP 501	Principles and Practices of City & Regional Planning
ENTR 651	Innovation and Entrepreneurship
JOUR 535	Social Justice Reporting
PUBH 605	Policy, Advocacy, and Ethics
SOWK 705	Contemporary Social Policy Analysis (3 credits)
SOWK 632	Juvenile Delinquency, Prevention, Development, and Intervention

**Additionally, any Sociology Department Elective can count if approved by Graduate Coordinator*

METHODS

SOCI 600	Evaluation Research
ARUE 710	Foundations in Transdisciplinary Studies
BUAD 701	Applied Statistics I
BUAD 705	Applied Statistics II
BUAD 703	Measurement Theory and Methods
CREP 523	Quantitative Analysis and Methods for Planners
CREP 521	Computer and Data Applications for Planners
EDSR 624	Introduction to Qualitative Research Methods in Education
EDSR 739	Management and Analysis of Large Data Sets
ENTR 686	Ideation and Creativity
ENGL 555	Writing and Producing the Documentary
ENGL 556	Film and Electronic Media for Business and Non-profit
ENGL 758	The Style of Technical Writing
ENGL 760	Problems in Technical Writing
ENGL 875	The Business Plan and Project Report

ENGL 890	Documentary Filmmaking
HIST 598	Historiography and Historical Methods
HIST 707	Principles of Archival Theory
HIST 708	Oral History Approach to the Study of 20th Century United States
INSS 540	Fundamental of Quantitative and Statistical Skills for Managers
OMPH 520	Applying Systems Thinking to Health
PSYM 570	Applied Statistical Inference
PSYM 660	Categorical Data Analysis
PSYM 670	General Linear Models
PSYM 720	Methods of Qualitative Research
PSYM 760	Multivariate Analysis
PSYM 780	Multilevel Longitudinal Data Analysis
PUBH 708	Design and Implementation of Public Health Research
PUBH 720	Qualitative Research in Public Health
PUBH 780	Community Engagement in Public Health
RDHE 700	Modes of Inquiry

Course Descriptions

Ph.D. in Sociology and Social Justice Course Descriptions

BUAD 701: Applied Statistics (3)

This course provides an overview of mathematical statistics with particular emphasis on regression analysis and statistical modeling. The basic focus is to introduce students to the use of regression analysis and other techniques as tools for conducting empirical research.

BUAD 703: Measurement Theory and Methods (3)

This seminar provides a broad understanding of the theoretical and methodological issues in social science research. It includes an in-depth review of the basic principles of measurement (i.e., Classical Test Theory, reliability, and validity). It also emphasizes scale development and assessment procedures, with the aim of bringing together substantive and methodological issues in measurement.

BUAD 705: Applied Statistics II (3)

The course is the second of a two-semester sequence of statistics courses required of all doctoral students. It focuses on hypothesis testing, regression, multivariate analysis and other topics relevant to research in the various areas of business.

CREP 501: Principles and Practices of City & Regional Planning (3)

This core course provides an introduction to the practices and principles of city and regional planning in the United States and beyond. It explores theory and practice from historic and contemporary perspectives and includes discourse on planning ethics and diversity.

CREP 521: Computer and Data Applications for Planners (3)

This core course introduces computer and data analysis practices such as data management, interpretation and visualization. It includes several quantitative analysis techniques and students develop competencies working with standard planning computer applications and data sets, and creating population and economic projections.

CREP 523: Quantitative Analysis and Methods for Planners (3)

This core intermediate-level quantitative course covers methods commonly used in planning practice. It includes statistics, projection methods, housing analysis, cohort survival models, impacts analysis, economic analysis and financial modeling. The emphasis is how to integrate quantitative analysis results, graphics, and narratives to prepare a strong professional planning report.

CREP 534: Public Policy Analysis (3)

This course focuses on understanding and interpreting public policy and developing techniques of policy analysis that are relevant to city and regional planning practices. Course topics include identifying information sources useful to policy assessments, project monitoring and evaluation, and the formal and informal politics of policy development.

CREP 538: Neighborhood and Community Development (3)

This course provides an overview of neighborhood and community development practices. It is designed to stimulate student thinking about the elements that comprise equitable, healthy, sustainable and prosperous neighborhoods. Topics discussed include community development, economic development, local engagement strategies, equity planning, transportation, food systems, commercial corridor revitalization and Main Street programs, and heritage planning.

ECON 501: Survey of Macro and Micro Economics (3)

This course covers topics in macro, micro, international and development economics with emphasis on public economic policy.

ECON 514: Economic Development (3)

This course covers theories of economic development of developing countries. Planning and institutional practices of selected countries. Optional solutions to problems such as dualism, investment, development assistance, fiscal, monetary trade, and population policy.

EDAD 558: School and Community Relations and Political Influences in Urban Schools (3)

This course constitutes a study of the principles, philosophies, techniques, agencies and practices involved in a desirable school and community relations program. Special attention is given to the role of the school administrator in coordinating school-community experiences in urban schools.

EDSR 624: Introduction to Qualitative Research Methods in Education (3)

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).

EDSR 739: Management and Analysis of Large Data Sets (3)

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

ENGL 555: Writing and Producing the Documentary (3)

This course focuses on the techniques, objectives, and procedures of researching, writing and producing corporate film, video, and electronic media for business, education, and non-profits, including commercials, social marketing, public service announcements (PSAs), and interactive media. Collaborative problem solving is required in the completion of class projects.

ENGL 556: Film and Electronic Media for Business and Non-Profit (3)

This course focuses on the techniques, objectives, and procedures of researching, writing, and producing video and electronic media for business, education, and non-profits.

ENGL 758: The Style of Technical Writing (3)

This course offers instruction in writing effective control sentences, the art of compartmentalization, the employing of a definite paragraphing plan, the use of headings and captions, the composing of sentences of varying length, the use of the active voice, the preference for economy and vividness of language, and the avoiding of jargon. Students are asked to master these skills to achieve an effective technical writing style.

ENGL 760: Problems in Technical Writing (3)

This course explores the contributions of significant African American poets, from the beginning to the present, with an emphasis on the vernacular, theological, political, and aesthetic traditions that inform African American poetry.

ENGL 875: The Business Plan and Project Report (3)

This course considers the business plan and project report as extended narratives, along with their typical organization, factual detail, management modules, and numerical and graphical components.

ENGL 890: Documentary Filmmaking (3)

This course focuses on non-fiction (non-narrative) storytelling for film and video, introducing the history and theory of the documentary, as well as the relevant fundamentals of lighting, camera, and editing. The class over the semester serves as a production unit with respect to professional business and marketing practices for independent film companies.

ENST 515: Socio-Spatial Patterns of Human Settlement (3)

The course will explore the policies on, and patterns and conditions of human settlements, from a cross-cultural perspective. Historical as well as the current situation in various Latin American, Asian, and African countries will be covered. While the major focus is international, where appropriate, domestic examples will be provided and students can do their research on domestic topics.

ENTR 651: Innovation and Entrepreneurship (3)

Prerequisite(s) Department HOLD for non-Business Masters students. Seek override from Graves School Masters Office (at GSBM 435; 443-885-3396; gravesmasters@morgan.edu) for non-Business Masters students.

ENTR 686: Ideation and Creativity (3)

This experiential learning course provides students with the opportunity to practice applying a diverse set of approaches to idea generation and creativity, including: design thinking, systematic inventive thinking, deconstruction, four actions framework, divergent and convergent thinking, ideation/brainstorming, problem-solving, discovery framing, and securing/expanding/exposing/and challenging. Students will use these approaches to generate ideas and solve problems and then compare and contrast the outcomes achieved via various methods. **Prerequisite(s)** [ENTR 651](#)

FIN 501: Overview of Economics (3)

This course is designed to provide the necessary foundation of micro, macro, International economics and its applications to real-world issues. Topics to be covered include consumer decision making; firm productions and cost analysis; perfect and imperfect competitive market; unemployment, inflation, and the business cycles; fiscal and monetary policy and their impacts on the economy and businesses; and the flow of international trade and finance within a global economic system

FIN 820: Microeconomic Theory (3)

Comprehensive coverage of economics theories explaining the behavior of firms, individuals, and markets – under a competitive and non-competitive market structure.

HIST 519: The Ethnic Experience in America (3)

An investigation of the experience of Blacks, American Indians, and various immigrant groups in a historical context will be covered. Similarities and differences in the experiences of the groups, their interaction and their impact will be studied.

HIST 520: A History of American Urbanization (3)

This course will be a study of American urban history. Beginning with the colonial town, the course will trace the growth of the city to the present. Urban migration, way of life, industrialization, minority groups, and the growth of urban social institutions will be emphasized.

HIST 523: Women in American History (3)

An examination of the role of women from many classes and groups(Black, immigrant, working-class, etc.) in the nation's development will be the focus of the class. Attention will be given to major historiographic trends and controversies.

HIST 580: Historical Origins of Contemporary Problem (3)

Students will examine selected “hot spots” around the world. This course will emphasize both understanding of the current situation and analysis of its historical origins. Topics will vary according to world events and student interest.

HIST 598: Historiography and Historical Methods (3)

In this course, students develop proficiency in the basics of research, examine the issues and controversies of history as an enduring discipline, and become familiar with a representative sampling of established historians and their work. A major emphasis will be on library usage and research techniques.

HIST 610: Colloquium on U.S. Public Policy (3)

This course will include reading, critical analysis, research and discussion of special topics in U.S. public policy.

HIST 707: Principles of Archival Theory (3)

This course will provide a review of archival literature that outlines and defines the basic theories of archival administration and records management. It will also develop concepts for the practical demonstration of archival principles.

HIST 708: Oral History Approach to the Study of 20th Century United States (3)

This is an introduction to methods and techniques of oral history. Supervised oral history research projects on selected topics are included.

INSS 540: Fundamental of Quantitative and Statistical Skills for Managers (3)

This is an introduction to methods and techniques of oral history. Supervised oral history research projects on selected topics are included.

INST 508: Human Rights (3)

This course provides an understanding of analytical and managerial tools and concepts that are used to help manage important operations functions. It provides a foundation for understanding the operations of a business or manufacturing facility. Students will learn how a company’s technology, facility configuration, processes, trading relationships and management practices enable it to effectively and efficiently serve its markets. The course covers such topics as production and inventory control, scheduling, and quality control. Students will be able to implement various techniques used in operations management based on knowledge of college algebra, statistics and Excel spreadsheet.

JOUR 535: Social Justice Reporting (3)

This course will train students to cover social justice in areas such as health, education, government, and especially criminal justice and government. Students will develop their content knowledge, gain skills and practices, and learn how to apply all three.

OMPH 520: Applying Systems Thinking to Health (3)

This course introduces the application of system theory for solving contemporary problems and issues in Public Health. Students will explore the theoretical foundations of systems theory and methods utilized to describe, understand, and anticipate complex health-related behavior. Students will also examine how system models can be applied to communicate and support public health policy decisions.

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.

PUBH 605: Policy, Advocacy, and Ethics (3)

This course is designed to provide students with the concepts and complexities of policy, ethics, and advocacy presented in public health and research. The principal features, critical ideological issues, development of the future national and global policy, and contemporary public health issues will be discussed.

PUBH 608: Substance Abuse in Minority Populations (3)

This course will acquaint the student with theories of addiction that aim to elucidate causes of drug and alcohol use/abuse. Additionally, students will learn about the impact of substance use/abuse on special populations and communities (e.g., women, African Americans), and will examine and critique the strategies for preventing the problem of substance use/abuse.

PUBH 708: Design And Implementation of Public Health Research (3)

This course provides an in-depth examination of the criteria for determining the appropriate design for public health research problems, strengths and weaknesses of research designs, and essential elements of a research proposal. Students will develop a quantitative, qualitative or mixed method research plan during the course. **Prerequisite(s)** [PUBH 610](#) and [PUBH 500](#) and [PUBH 501](#) .

PUBH 720: Qualitative Research in Public Health (3)

This course presents the basic principles of qualitative research and the designing of qualitative and mixed methods public health studies. The course covers data collection and data analysis as well as writing up findings. **Prerequisite(s)** [PUBH 501](#), or its equivalent, or permission of the instructor.

PUBH 780: Community Engagement in Public Health (3)

This course investigates the application of models to engage communities in addressing complex health problems. Through a service-learning project, students will collaborate with community partners on mapping assets and needs, and developing solutions using evidence-based and practical approaches.

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 564: Race and Ethnic Relations (3)

The sociological responses of ethnic groups to the special character and problems of contemporary urban life are examined and analyzed. Also included is the study of the effects of ethnicity, on people's accessibility to, and service by political structures, business and financial organizations, and public and private service agencies, and the type of coverage which they receive by mass media.

SOCI 500: Proseminar in Sociology (1)

This course is designed to provide the student with an understanding of the sociological mind, and the manner in which sociologists approach, analyze, and study social phenomena. Emphasis will be placed on the development of sociology as a discipline and the major concepts, theories, issues, research methodologies, and ethical problems associated with the discipline. This is a required core course. **Co-Requisite(s)** [SOCI 510](#) and [SOCI 511](#) .

SOCI 510: Statistics (3)

This course introduces students to multivariate parametric and non-parametric statistical techniques including multiple and partial correlation, multiple regression, factor analysis and path analysis, as they are applied to socio-cultural phenomena. The major focus will be on the use of computer programs (including SPSS, and SAS) in performing these techniques. This is a required core course. **Prerequisite(s)** First Year Graduate Students in Sociology Only **Co-Requisite(s)** [SOCI 500](#) and [SOCI 511](#)

SOCI 511: Classical Sociological Theory (3)

This course aims to provide the student with a thorough analysis of the history of sociological theory and of the specific contribution of the early thinkers in sociology. Attention is paid to the various intellectual streams of thought and to other disciplines which have influenced the development of sociology. This course is a required core course. **Co-Requisite(s)** [SOCI 500](#) and [SOCI 510](#)

SOCI 520: Techniques of Social Research (3)

This course is designed to enhance the students' knowledge and understanding of the basic research techniques and procedures used in sociological research. It focuses on the formulation of research problems, research designs, questionnaire construction, proposal writing, data collection and data analysis. This is a required core course. **Prerequisite(s)** [SOCI 511](#). Students must pass [SOCI 511](#) with a grade of C or better. **Co-Requisite(s)** [SOCI 521](#) .

SOCI 521: Contemporary Sociological Theory (3)

Paradigms which guide current sociological thought are examined and compared. Problems with theory and application (praxis) are studied through the use of recent sociology research. This is a required core course. **Prerequisite(s)** [SOCI 511](#) or permission of Graduate Coordinator. Students must pass [SOCI 511](#) with a grade of C or better. **Co-Requisite(s)** [SOCI 510](#) and [SOCI 511](#).

SOCI 530: Black Americans in Sociological Thought (3)

The treatment of African Americans in the literature and theories of sociology are studied as well as the contribution of African American sociologists to the development of the discipline. **Prerequisite(s)** [SOCI 511](#) or [SOCI 521](#) or Permission of Graduate Coordinator. Students must pass these courses with a grade of C or better.

SOCI 531: Sociology of Oppression (3)

This course will deal with the issue of oppression not only in the United States, but also in other parts of the world. As such, attention is focused on the social and historical foundations of oppression, the various forms oppression may take, and the consequences of oppression. Particular attention is paid to slavery, colonialism, and racism, as well as to oppression resulting from ethnicity, gender, class and poverty religion, political ideology, age, national origin, etc.

SOCI 540: Sociology of Education (3)

Education is presented as a social institution in terms of its functions and its structural bases. Attention is given to the internal processes and structure of educational institutions and to their interdependent relationship with other social institutions.

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 545: Identities and Interactions (3)

A sociological approach to study of human social action and the dynamics of social interactions. Special attention is paid to development of self and group identities as a product of social interactions.

SOCI 550: Sociology of the Family (3)

This course involves the study of the family as a social institution including its biological and cultural foundation, its historic development, and its changing structure and functions. With respect to social change, crucial disorganizing and reorganizing factors are isolated.

SOCI 553: The Black Family in America (3)

The domestic organization of black Americans is studied, taking into account (1) their African heritage; (2) their history of enslavement and ongoing economic and political oppression; (3) their patterns of mating, marriage, and divorce; (4) their patterns of fertility and attitudes towards the young; and (5) their increasing integration into the mainstream of American society.

SOCI 554: Intimate Relationships (3)

An understanding of contemporary courtship, and marriage, and family interaction as social psychological phenomena is provided. Consideration is also given to the major sources of marital strains and conflict in the family.

SOCI 555: Alternatives to the Traditional Family Structure (3)

An understanding of contemporary courtship, and marriage, and family interaction as social psychological phenomena is provided. Consideration is also given to the major sources of marital strains and conflict in the family.

SOCI 560: Urban Sociology (3)

In this course, students are presented with a broad theoretical matrix in which to examine the process of urbanization in relationship to ecological organization, technological change, planning practice, and development policy.

SOCI 562: Collective Behavior (3)

This course deals with the concept of collective action (sometimes referred to as collective behavior) and the various theories that are employed to explain this phenomenon, not only in the United States but also in other parts of the world. Examined also are the social factors that account for the emergence of this form of group action and the efforts that are made to contain it and the consequences of such action. Particular attention is paid to such forms of collective action as slave rebellions, strikes, protest demonstrations, fads, riots, and especially anti-colonial movements and other categories of social movements.

SOCI 565: Sociology of Migration (3)

This course deals with the various social factors that undergird both internal and external migration. As such, the course focuses on a number of theories of migration, structural factors that conduce to migration, and the social consequences of migration. Special attention is paid to the concept of migration, the effect of poverty and other economic factors, racial/ethnic discrimination, political persecution, etc., on migration; and the impact of conflicts with host populations, competition for scarce infrastructural resources, etc., that result from migration.

SOCI 566: Sociology of Baltimore (3)

This course provides students with an opportunity to use theories and principles associated with urban sociology for the systematic and diachronic study of the Baltimore metropolitan area as an urban system. A particular focus of the course is the treatment of culture, social organization, and social problems within the research context of a case study. Students may undertake, within a supervised context, the analysis of demography, ecology, crime, criminal justice, education, transportation, work, racial and ethnic relations, housing, zoning, commerce, and neighborhood organization as they pertain to the Baltimore metropolitan area.

SOCI 600: Evaluation Research (3)

This course provides students with an understanding of program evaluation as it encompasses systematic observations that are designed to determine whether a social program or practice achieves its goals. In particular, students will be exposed to that aspect of applied sociological research that focuses on program design and planning, program monitoring, outcome evaluation, economic efficiency, and the employing of science to gather valid and reliable data. Required Core Course.

SOCI 625 Criminal Justice Reform (3)

The Criminal Justice Reform course is used to examine the historical, contemporary, and future of laws, policies, and practices within U.S. law enforcement, corrections, the courts, and the juvenile justice system and its relationship to disparities for marginalized members of society. Students will explore the sociologically and socio-culturally aspects of each as students engage in active reform efforts.

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.

SOCI 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.

SOCI 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.

SOCI 997 Dissertation Guidance (3)

This course enables a doctoral 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 a non-curricular course and is not considered a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

SOCI 998 Dissertation Defense (3)

This course allows doctoral 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. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

SOWK 622: Coping with Losses and Grief (3)

In this course, students will examine the range of losses elders experience during late adulthood such as: death of family members and friends; loss of a role in the family and/or their caregiver, loss of security in their environment, loss of a sense of dignity in their community, loss of mobility and social functioning and interaction, loss of contact with relatives due to separation and/or divorce. Social theories and best practice models to address these types of losses will be explored.

SOWK 632: Juvenile Delinquency, Prevention, Development, and Intervention (3)

This course is designed to provide an in-depth understanding of the nature and extent of juvenile delinquency and its impact within the juvenile justice system. The role of social workers in the juvenile justice system will be explicated related to practice with urban individuals, families and communities. Prevention, development, and intervention approaches will be emphasized in the course. **Prerequisite(s)** All SOWK Foundation Curriculum Courses or Advanced Standing Status

SOWK 654: Socio-historical Impact of HIV/AIDS in African American Families: A Social Justice Approach (3)

This course utilizes historical trauma theory as the main framework to address the human rights, cultural, social, epidemiologic, political, psychological, economic, public health, and public policy dimensions of HIV/AIDS throughout the African diaspora, including urban communities in the United States. Special attention is given to addressing micro-epidemics and at-risk populations; women, marginalized groups, LGBT communities, aging, intimate partner violence, rural and African communities and the relationship to substance abuse. **Co-Requisite(s)** None

SOWK 670: Spirituality, Religions, and the Helping Tradition (3)

This course is offered to aid the development of culturally competent practitioners who will be critically reflective of and respectfully responsive to the diversity of religious and spiritual values, ethics, and principles that contribute to the world views of those with whom they work. It explores the role of spiritual and religious perspectives in supporting or impeding individuals, families, and group strengths as well as their interaction within structural systems.

SOWK 701: History of Social Welfare Policy (3)

This course provides information on and analysis of the history and evolution of social welfare values, practices, policies, and organizations in the United States. The effects of broader social factors on the development of social welfare policies is emphasized. **Co-Requisite(s)** [SOWK 702](#) and [SOWK 704](#)

SOWK 705: Contemporary Social Policy Analysis (3)

This course examines the frameworks and methods of analyzing contemporary social welfare policies and the programs through which they are implemented. The course also presents models of policy analysis and policy advocacy and their applicability to urban populations. **Prerequisite(s)** [SOWK 701](#) and [SOWK 706](#) **Co-Requisite(s)** [SOWK 703](#) and [SOWK 706](#) .

TRSP 889: Contemporary Global Issues in Transportation and Urban Infrastructure (3)

It exposes students to timely global issues and emerging paradigms in transportation and infrastructure planning, design, and management. Topics covered include adaptive and sustainable urban infrastructure systems, emergency-response transportation planning and management, transportation-energy infrastructure nexus, and innovative infrastructure financing methods.

G. Specialized accreditation

None required.

H. Adequacy of Articulation

Not applicable

I. Adequacy of Faculty Resources

The Department of Sociology and Anthropology and Morgan State University have adequate resources to start the Ph.D. program in Fall 2023. The institution has scholars with expertise in Race, Class and Gender, Oppression, Criminal Justice, Institutional Change, Methodology, etc. The program will be administered by Dr. Natasha Pratt-Harris, who will take the role of Coordinator of Graduate Programs for the Sociology Department. She will teach in the graduate program, as well as recruit new students and administer the program. Dr. Pratt-Harris is nationally recognized as a specialist on Criminal Justice reform and has coordinated our undergraduate Criminal Justice Minor for almost 15 years. All Sociology Department faculty with Ph.D. degrees will contribute to the proposed program through teaching, mentorship, and research advising. Students will have access to transdisciplinary perspectives on social justice, as each of the four concentrations includes existing coursework from diverse disciplines. However, to ensure its quality delivery and stimulate a robust intellectual experience for the students, we will need additional faculty members. Eventually, two additional full-time professors should be hired to complement the program.

Name of Faculty, Degrees, Areas of expertise

Faculty – Status – Rank - Department	Degrees	Areas of Expertise
<p>Cynthia Bragg, Ph.D. Full-time Tenured Associate Professor</p> <p>Department of Sociology & Anthropology</p>	<p>B.S. Family and Consumer Science, Morgan State University M.R.E. Interdenominational Theological Center M.S. Sociology, Iowa State University Ph.D. Sociology, American University</p>	<p>Spirituality, the Black Church, Intersectionality, Race, Class, Gender, Aging and Health Disparities, Gender Inequality, Black Feminist Perspectives</p>
<p>Aaron Gresson III, Ph.D. Full-time Contractual Professor</p> <p>Department of Sociology & Anthropology</p> <p>Emeritus Professor, The Pennsylvania State University</p>	<p>Ph.D. Counseling Psychology, Boston College Ph.D. Educational Administration/Sociology, The Pennsylvania State University M.A. School Psychology, The University of Toronto B.A. Sociology (Honours), University of Waterloo</p>	<p>Race & Oppression in the Diaspora; Cultural Theory and Symbolic Representation; Social Theory; Gender Studies; Clinical Sociology and Identities (Betrayals); Sociology of Communication; Critical Pedagogy and Education</p>
<p>Angela Howell, Ph.D. Full-time Tenured Associate Professor</p> <p>Department of Sociology & Anthropology</p>	<p>B.A. Sociology, Morgan State University M.A. Anthropology, Brown University Ph.D. Anthropology, Brown University</p>	<p>African American identity, African American institutions, educational institutions, popular culture</p>
<p>Asha Layne, Ph.D. Full-time Tenured Associate Professor</p> <p>Department of Sociology & Anthropology</p>	<p>B.A. Anthropology, William Paterson University M.S. Sociology, Morgan State University Ph.D. Sociology, Howard University</p>	<p>The subtypes of domestic violence; juvenile justice; policing; critical race theory; victimization, and violence and ecology</p>

<p>Natasha Pratt-Harris, Ph.D. Full-time Tenured Associate Professor</p> <p>Department of Sociology & Anthropology</p>	<p>B.A. Journalism, Criminology/ Criminal Justice, The University of Maryland College Park M.S. Criminal Justice Administration, The University of Baltimore Ph.D. Sociology, Howard University</p>	<p>Community-Based Corrections; Criminology, Jails and Prisons; Juvenile Delinquency, Research Methods (also in Criminal Justice); Police and Society, Social Problems, the Sociology of Deviance; the Sociology of Law; and Statistics where she addresses "dis-proportionality" at various stages throughout the juvenile and adult criminal justice system.</p>
<p>Tracy Rone, Ph.D.</p> <p>Part-time Adjunct Faculty, Department of Sociology and Anthropology</p> <p>Interim Director of Innovation and Community Partnerships, and Associate Professor in the Department of Advanced Studies, Leadership, and Policy in the School of Education and Urban Studies at Morgan State University.</p>	<p>B.A. Theater, Goucher College M.A. Social Sciences, University of Chicago Ph.D. Anthropology, University of California, Los Angeles</p>	<p>Urban Anthropology; Sociolinguistics, Race, Ethnicity, and Poverty, Educational Equity and Reform; African American children</p>
<p>Jared Ball, Ph.D. Full-time Affiliate Faculty, Department of Sociology and Anthropology</p> <p>Professor of Africana and Communication Studies at Morgan State University</p>	<p>B.A. History; Frostburg State University M.P.S. Africana Studies; Cornell University Ph.D. Journalism and Mass Communication; University of Maryland College Park</p>	<p>African American Media; Black Buying Power; Racial and Economic Justice; Revolutionary Thought; Emancipatory Media, Hip-Hop; Activism</p>
<p>Jasmine K. Cooper, Ph.D.</p> <p>Full-time Assistant Professor (starting Fall 2022), Department of Sociology and Anthropology</p>	<p>B.A. African American Studies, Eastern Michigan University M.A. Sociology, Michigan State University Ph.D. Sociology, Michigan State University</p>	<p>Racialized Disparities in Birthing and Infant Health; Racial, Economic, Sexual, and Gender Inequity in the U.S.; Critical Media/Discourse studies</p>

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. It is located in a highly prominent site along Hillen Road, towards the south end of Morgan's campus. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, computer laboratory, and other computers in many locations.

Morgan's Social Science/Cognate Areas consist of 36,985 volumes: these include Sociology, Statistics, Psychology, Social Service, Race and Class, Communities and Families. Related volumes include: Industry (6,439); Economics, Finance, and Business (7,547); and Transportation & Communication (1,792). 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 Sociology and Anthropology is located in The Martin D. Jenkins Hall, a new, \$79-million, 148,000 square-foot facility which opened in 2017. The facility is the home of Morgan's Departments of Economics; History and Geography; Psychology; Sociology and Anthropology; and Political Science. It replaces Morgan's former Jenkins building, which opened on the university's Academic Quad in 1974. Among its many amenities, Jenkins Hall features flexible classrooms for traditional lectures or group learning, collaborative open spaces for faculty and students, room placements that promote interdisciplinary learning, an instructional design development suite to support the continuing education of faculty, and a 170-seat auditorium. The building also has a technology-rich environment, including a "maker space" with 3-D, virtual reality computers, and a next-generation network providing high-speed, wireless Internet connectivity for mobile devices and interaction with students and researchers around the globe. Jenkins Hall employs green technologies to reduce energy costs and water usage and to support healthy interactions between the facility's occupants and their environment.

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	95,238	95,238	95,238	95,238	95,238
2. Tuition/Fee Revenue (c+g)	72,624	145,248	217,872	290,496	363,120
a. Number of F/T Students	4	8	12	16	20
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)	54,468	108,936	163,404	217,872	272,340
d. Number of P/T Students	2	4	6	8	10
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)	18,156	36,312	54,468	72,624	90,780
3. Grants, Contracts & Other Sources	8,000	20,000	30,000	45,000	60,000
4. Other Sources	5,000	10,000	10,000	10,000	10,000
TOTAL (Add 1 – 4)	\$180,862	\$270,486	\$353,110	\$440,734	\$528,358

Reallocated Funds: Three of our current faculty will teach the core courses in the program. One of those faculty members, Dr. Pratt-Harris will also function as Coordinator of the Graduate Program.

Tuition and Fee Revenue: The M.S./Ph.D. in Sociology and Social Justice will be offered on both a full-time and part-time basis. However, we anticipate that most students will opt to enroll full-time, as is the case with our current M.S. program. Each semester requires between 6 and 9 credits. There will be a low residency option, facilitated by the offering of courses in hy-flex mode and the scheduling of the course in the evening. Additionally, some of the course offerings will be online classes. We plan to admit several students each year who will attend remotely (with the exception of an intensive in-person retreat for all students each fall during the Proseminar course). Due to the academic delivery of the program, we expect a significant number of out-of-state students. The calculations above are based on 50% in-state and 50% out-of-state students.

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

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	116,000	116,000	232,000	232,000
a. # FTE	1	1	1	2	2
b. Total Salary	0	80,000	80,000	160,00	160,000
c. Total Benefits	0	36,000	36,000	72,000	72,000
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	63,000	63,000	63,000
a. # FTE	0	0	1	1	1
b. Total Salary	0	0	45,000	45,000	45,000
c. Total Benefits	0	0	18,000	18,000	18,000
4. Equipment	0	0	0	0	0
5. Library	5,000	5,000	5,000	5,000	5,000
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	6,000	12,000	18,000	24,000	32,000
TOTAL (Add 1 – 7)	\$11,000	\$133,000	\$202,000	\$324,000	\$332,000

Faculty [#FTE. Salary and Benefits]: Existing faculty will be used in Year 1. One additional full-time faculty member will be hired in year 2, who will teach the Applied Sociology and Social Justice year-long seminar and several of the elective courses, starting in the second year of the program. This faculty member will be expected to procure grants to support the program. An additional faculty member will be needed in Years 4, and 5. Average salary with benefits for regular faculty will be \$116,000.

Administrative Staff [#FTE. Salary and Benefits]:

No additional administrative support will be needed.

Support Staff [#FTE. Salary and Benefits]: The support staff includes a program assistant/grant coordinator who will assist the Coordinator of the Program in implementing the recruitment plans, facilitating activities for current graduate students, coordinating study abroad experiences, as well as assisting with grant proposals and completing the necessary grant reports. The program assistant will be paid \$45,000 salary, plus benefits of \$18,000 for years 3, 4 and 5.

Equipment:

No special equipment is needed.

Library: Additional subscriptions for discipline-specific journals will be acquired and new documentary films and titles will be ordered.

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.

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 Sociology Department collects data from our program's graduates, annually, to measure our program's effectiveness in job placement as well as mastery of program material.

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

Not applicable.