



# HIGHER EDUCATION ADMINISTRATION PHD STUDENT HANDBOOK

FALL 2020

## Introduction

The student handbook is made available to all registered students in the PhD program in Higher Education. It provides detailed description of the program of study as well as the major program requirements. It also outlines the policies and procedures that govern the program. The handbook is intended as a guide to students as they plan their individual programs of study and fulfill the requirements for the degree. Because program improvements are ongoing, and changes may be made to the curriculum and program, the handbook should *not* be used without consulting the program coordinator or faculty advisor. In addition, students should familiarize themselves with the requirements, policies and procedures found in the following documents because students will be held accountable for them as they progress through the program:

- **School of Graduate Studies Catalog.** Along with course description, the catalogue includes policies governing graduate programs and graduate students. Find it online at: <http://www.morgan.edu> (click on “Academics,” “Graduate Studies,” then “Graduate Catalogs”).
- **Student Handbook of the Department of Advanced Studies, Leadership and Policy (DASLP).** For policies governing graduate assistantships, credit transfers, comprehensive exams, academic dishonesty, and dissertation procedures, students should consult the DASLP Handbook. See Ms. Michelle Baptiste, Assistant Coordinator or Ms. Karen Griffin, Higher Education Program Assistant in Banneker, 315-O for a hard copy.
- **Handbook and Style Guide for Dissertations and Theses.** Includes important regulations and procedures regarding the doctoral dissertation. Find it online at <http://www.morgan.edu> (click on “Academics,” “Graduate Studies,” then “Thesis and Dissertation Handbook”).
- **IRB proposal and CITI training.** All doctoral candidates are required to complete the CITI online training and submit the appropriate forms to the IRB prior to conducting their dissertation research. Links to CITI training and IRB forms can be found at <http://www.morgan.edu/ospr>

While faculty advisors are there to assist students in meeting degree requirements, the requirements articulated in the Graduate Catalog, the DASLP Student Handbook, and the Dissertation and Theses Style Guide supersede those found in this handbook unless otherwise indicated.

# The Doctoral Degree

## Program Description

The PhD in Higher Education at Morgan State University is designed for those who anticipate leadership careers in the business of Higher Education and are committed to meeting the challenges of operating colleges and universities. Three interlocking parts of the PhD include: 1) the coursework, 2) the portfolio, and 3) the dissertation. The coursework offers essential knowledge of the field of higher education and training in research skills necessary to be a scholar-practitioner. The portfolio assesses the academic knowledge and skills gained through the coursework, the student's readiness for dissertation work, as well as the student's career or professional goals. The dissertation is a supervised research and writing project, demonstrating a student's ability to synthesize prior scholarship around a particular issue in higher education and to conduct independent research to extend our level of understanding or to create new knowledge about the problem being studied.

## Expectations of the Program

Acceptance and enrollment in the PhD program implies that the student is *personally committed* and *internally motivated* to learn, read, and study on his or her own, in accordance with his or her interests and professional goals. Students should approach the coursework as a starting point for further study, where they actively seek differing perspectives or theoretical approaches beyond the instructors'. Students should approach the dissertation as an opportunity to synthesize their experience, knowledge, theory and skills into a work of original research. In the tradition of Historically Black Universities, research that fits within a social justice theme is encouraged. The pursuit of the doctorate requires immense personal sacrifice on the part of the student. In addition to going beyond the coursework as mentioned above, the student should be prepared to *unlearn* poor or ineffective work habits, including poor 'habits of mind'. This often means that the student will have to reassess how they approach reading and writing. Students might also be expected to learn (or unlearn and relearn) certain skills on their own in order to be successful in the program. As an example, many students find that they must continue to work on their composition and writing skills to be successful scholars in the field; as such, students might find that they have to visit the writing center, take refresher courses, or hire outside tutors to help them on their writing journey, since the higher education faculty are not English composition teachers, but do maintain high expectations for student writing and scholarship.

**DOCTOR OF PHILOSOPHY IN HIGHER EDUCATION  
ADMINISTRATION AND FACULTY AT A GLANCE**

<b>School of Graduate Studies</b>	<b>Department of Advanced Studies, Leadership and Policy</b>
<p><b>Dr. Mark Garrison</b> Dean McKeldin Center 310 <a href="mailto:Mark.garrison@morgan.edu">Mark.garrison@morgan.edu</a> (443) 885-1812</p> <p><b>Mr. Paul Voos</b> Associate Dean McKeldin Center 310 <a href="mailto:Paul.voos@morgan.edu">Paul.voos@morgan.edu</a> (443) 885-1861</p> <p><b>Dr. Jahmaine Smith</b> Director of Graduate Admissions McKeldin Center 310 <a href="mailto:Jahmaine.smith@morgan.edu">Jahmaine.smith@morgan.edu</a> (443) 885-3185</p>	<p><b>Dr. Carolyn Anderson</b> Interim Chair Banneker 315 J <a href="mailto:Carolyn.anderson@morgan.edu">Carolyn.anderson@morgan.edu</a> (443) 885-4291</p> <p><b>Ms. Michelle Baptiste</b> Assistant Coordinator <a href="mailto:Michelle.baptiste@morgan.edu">Michelle.baptiste@morgan.edu</a> (443) 885-3780</p> <p><b>Ms. Brazella</b> Receptionist &amp; HESA Program Assistant <a href="mailto:Brazella.bryson@morgan.edu">Brazella.bryson@morgan.edu</a> (443) 885-1906</p>
<b>Higher Education &amp; Student Affairs Graduate Programs</b>	
<p><b>Dr. Sean Robinson</b> Professor &amp; Coordinator of HESA Programs Banneker 310 <a href="mailto:sean.robinson@morgan.edu">sean.robinson@morgan.edu</a> (443) 885-4751</p> <p><b>Dr. Virginia Byrne</b> Assistant Professor Banneker 315 <a href="mailto:Virginia.byrne@morgan.edu">Virginia.byrne@morgan.edu</a></p>	<p><b>Dr. Chad Kee</b> Assistant Professor Banneker 315D <a href="mailto:Chad.kee@morgan.edu">Chad.kee@morgan.edu</a> (443) 885-3382</p> <p><b>Dr. Benjamin H. Welsh</b> Associate Professor Banneker 315A <a href="mailto:benjamin.welsh@morgan.edu">benjamin.welsh@morgan.edu</a> (443) 885-3748</p>

## Program Faculty

### **Dr. Virginia Byrne**

*Ph.D., University of Maryland, College Park, Teaching and Learning, Policy and Leadership*  
[Virginia.byrne@morgan.edu](mailto:Virginia.byrne@morgan.edu)

Virginia L. Byrne, Ph.D., researches climate and equity in online and technology-enhanced learning environments. Her work investigates how social media and instructional technology are changing how we teach, learn, and connect in higher education. Virginia earned her Ph.D. from University of Maryland, College Park in Technology, Learning and Leadership with a minor in Higher Education. At UMD, she worked at the Teaching and Learning Transformation Center conducting faculty development workshops and coordinating the University's research on undergraduate teaching and learning.

Before starting her PhD, Virginia served as the Student Life Coordinator for Leadership Development at UMBC. She holds a Certificate in Instructional Systems Design from UMBC and a Master's degree in Student Affairs from Florida State University. Virginia moved to Baltimore in 2012 and lives in the Highlandtown neighborhood with her partner, Jacob, and her incredibly loud cat, Martha. You can find her on Twitter at @virginialbyrne

### **Dr. Chad E. Kee, Assistant Professor, Higher Education**

*Ph.D., Iowa State University*  
[chad.kee@morgan.edu](mailto:chad.kee@morgan.edu)

Dr. Kee has worked in the field of education to include elementary, secondary, and postsecondary levels for more than 20 years. He joined Morgan State University as an adjunct in 2011 and advanced to an Assistant Professor in 2019 as part of the Higher Education and Student Affairs faculty. The majority of his career has focused on identifying ways to improve the experiences and completion rates of underrepresented students with specific attention on racial minority groups, non-traditional students, veterans, and students with disabilities. He has extensive experience in curricular and co-curricular program design, implementation, and evaluation.

Dr. Kee served as a government employee for the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Schools (DCPS) coordinating Career and Technical Education programs and managing grant funds for No Child Left Behind. Prior to government employment, Dr. Kee served as a student affairs administrator in higher education. During this time, he coordinated diversity and inclusion training for faculty and staff, taught first-year experience courses, managed living and learning communities, and implemented co-curricular learning opportunities. Dr. Kee has worked diligently to strengthen educational environments in order to create welcoming spaces and to promote student engagement.

In addition to his work experiences, Dr. Kee has served as an instructor at multiple higher education institutions teaching courses such as introduction to sociology, social change, higher education administration, diversity education, and student development theory. Currently, his higher education teaching interests includes topics such as history of higher education, politics and policy, governance and leadership, student affairs assessment, student development theory, and enhancing pedagogy. As an accomplished scholar, he was recently selected as a Leaders in Equitable Evaluation and Diversity (LEEAD) Scholar by the Annie E. Casey Foundation. Dr. Kee

continues to participate in community service specifically related to preparing students to achieve their educational goals. Dr. Kee's research areas and involvement include diversity, equity, and inclusion assessments; program evaluation; college and university leadership and governance; and advancing teaching and pedagogy.

Dr. Kee is actively involved with the American Evaluation Association, the Association for the Study of Higher Education, the ACPA-College Educators International, and NASP- Student Affairs Administrators in Higher Education where he is actively involved in presenting research and leadership opportunities.

**Sean Robinson, Professor and Graduate Coordinator, Higher Education & Student Affairs**

*Ph.D., University of Wisconsin-Madison*

[Sean.robinson@morgan.edu](mailto:Sean.robinson@morgan.edu)

Dr. Sean Robinson is a Professor of Higher Education and Student Affairs, and has over 25 years of experience in the field of Higher Education, having worked at two and four-year campuses, private and public universities, and state and religiously-affiliated institutions. He has an M.Ed. in Counseling from the College of William & Mary, an MBA in Human Resource Management from the University of Wisconsin-Madison, and a Ph.D. in Educational Leadership & Policy Studies also from the University of Wisconsin-Madison. Dr. Robinson's teaching interests include: higher education administration, student affairs administration, organizational development & change management, leadership development, and qualitative research methodology.

His current research areas are twofold: The primary strand is related to the exploration of the sexual orientation identity development among youth and college students, with a particular interest in the ways in which sexual orientation and gender are portrayed and represented in popular culture and mass media, particularly television and film. An extension of this research has taken me into the lived experiences of LGBTQ faculty and administrators within colleges and universities. His secondary research interest relates to the nature of graduate education, with a particular focus on mentoring. This research is an attempt to advance our understanding of the factors that contribute to success, satisfaction, and persistence in graduate education, particularly under-represented groups.

Dr. Robinson is actively involved with the American Educational Research Association, the Association for the Study of Higher Education, and the ACPA-College Educators International, and has presented his research in both national and international forums.

**Ben Welsh, Associate Professor, Higher Education**

*Ph.D., Education, Culture and Society, University of Pennsylvania*

[Benjamin.welsh@morgan.edu](mailto:Benjamin.welsh@morgan.edu)

Dr. Welsh joined the faculty of the department of Advanced Studies, Leadership, and Policy in the spring of 2009. From 2011 to 2019, he served as coordinator of the PhD and MA programs in Higher Education, leading both programs to new heights of student enrollment and completions. Today, he continues to teach in the higher education programs, specializing in dissertation writing and critical theories. At the University level, Dr. Welsh serves as the Chair of Morgan's Internal Review Board which reviews the ethics of all human subject research taking place at the University. Prior to Morgan, Dr. Welsh served as Associate Professor of Teacher Education at

Alfred University and Keuka College, and Assistant Professor of Educational Foundations at Ball State University. Related positions that he has held include remedial English instructor at the Community College of Philadelphia, English teacher at Bartram High School in Philadelphia, and ACT Coordinator at the Philadelphia Job Corps Center.

His dissertation focused on the research methods of the early educational researchers who were part of Stanford University's founding faculty. What he uncovered was the racist and sexist ideology that appears to be at the heart the American public school system. Other teaching and research interests include White studies, multicultural education, the history of education, analytic philosophy of education, and the long-term impact of Eugenics on our public schools.

## **GOALS OF THE PhD IN HIGHER EDUCATION ADMINISTRATION**

The doctoral program in Higher Education Administration recognizes the breadth of prior experiences, the various career paths that students are on, and the diversity of post-graduate opportunities students may pursue. There are five primary goals of the PhD program:

### **Program Goals and Objectives**

Upon completion of the Ph.D. program, our graduates will possess

1. A thorough understanding of the theory, research, and, conceptual underpinnings of the field of Higher Education within social, organizational, cultural, and historical contexts.
2. The ability to apply knowledge to practice, policy development and implementation, and leadership.
3. The ability to express knowledge and ideas cogently through both oral and written mediums.
4. The ability to conceptualize, design, and produce original knowledge and research relevant to the field of higher education.
5. The ability to connect theoretical understanding to problems and contexts of practice through field-based experiences.

## **GENERAL DEGREE REQUIREMENTS (63 credit hours<sup>1</sup>)**

### **Core Content Courses (27 credit hours)**

There are key areas of higher education that all leaders, managers, and future faculty in higher education should be knowledgeable about including, general governance and administration, finance, legal issues, historical foundations, diversity issues, and policy-related issues. These foundation courses provide a well-rounded perspective and knowledge base that cuts across all departments and institutional types. Topics covered include but are not limited to the following:

- Institutional assessment, evaluation, and research
- Equity, diversity, and inclusion
- Ethical professional practice
- History, philosophy, and values of higher education
- Human and organizational resources
- Law and policy
- Leadership, administration and governance of colleges and universities
- Organizational theory and behavior

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<sup>1</sup> Total reflects 3 hours for the dissertation seminar (RDHE 998) which is taken in the final semester in which students defend their dissertations. Students must register for dissertation guidance (RDHE 997) every semester after they have advanced to candidacy. In order for students to retain full-time student status during the dissertation phase, RDHE 997 and RDHE 998 appear as 9 credit hours on the transcript, while students are charged for 3 credits.

## **Research Methods Courses (18 credit hours)**

The research methods coursework is designed to strike a balance between quantitative and qualitative methodologies. The quantitative courses emphasize the data collection and statistical analysis of quantitative data (numerical data) commonly used to conduct quantitative research. Similarly, the qualitative courses emphasize the data collection methods and analytical procedures for non-numerical data typically used to conduct qualitative research. Once students have narrowed their topic and selected the appropriate methodology, students are encouraged to take additional methods courses, above and beyond the advanced courses, as needed. Research methods courses offered by other University doctoral programs in the social sciences may be used as electives with the permission of the faculty advisor.

Noteworthy among the research courses is RDHE 889: Doctoral Practicum in Research and Professional Development. Although the course may be taken at any time, it is envisioned as a ‘capstone’ research experience, intended to expand the student’s research, theoretical and/or professional interests to an audience beyond program faculty. Potential projects include: conference presentations, article publications, and grant writing, although many students do take this in their final semester and use it to solidify their dissertation proposal.

## **Specialization/Electives (18 credit hours, including RDHE 885—Internship)**

**Specialization Elective Courses (advisor approval required).** The Specialization was developed with the understanding that not every Ph.D. student’s academic and professional needs are the same. The hope is that the student will use the Specialization to customize their coursework by taking courses that will enrich their research interests and professional aspirations.

PLEASE NOTE: The Specialization, together with the internship(s), should be developed in consultation with your faculty advisor, and should provide depth and focused study in one or two areas. Sample Specializations include Student Affairs, General Administration, Academic Affairs, Teaching & Learning, to name a few. Courses from outside the School of Education, or outside of Morgan State University may also be taken to complete the Specialization with the permission of your faculty advisor. Meeting with your advisor is necessary to obtain approval for specialization courses outside of the higher education program area.

**Internship.** The Internship is a required as part of the specialization, specifically for students with less than 8 years of full-time, post master’s higher education employment experience. Students who do not have a minimum of 3 years of full-time work experience in the field of higher education (as is the case with many international students) are required to complete at least two (2) internships. Students with 3-8 years are required to take 1 internship experience. Students with extensive professional experience in higher education (generally 8+ years) are not required to complete an internship. The experience a student enters the program with together with one’s career goals, helps to determine the internship’s goals and objectives.

To avoid a conflict of interest and to enhance the student’s career opportunities, the internship cannot be taken within the student’s current department, although the internship may be taken in another department or division within the student’s place of employment. Internships may involve field experience, research, teaching, program development and/or evaluation, or any number of experiences.

## **Dissertation**

Students may not begin registering for dissertation credits (RDHE 997; 3 credits, shows as 9) until the following conditions have been met: 1) sixty (60) credit hours of coursework have been completed (or are otherwise accounted for), 2) removal of all Incompletes, N grades, or F grades, 3) the portfolio has been completed and approved, and 4) the student has been formally advanced to candidacy.

To remain enrolled while the portfolio is being evaluated, students should register for ASLP 993 (0 credits, shows as 9 credits), each fall and spring semester (excluding summers). Once the portfolio has been accepted, the student becomes eligible to enter dissertation status and should enroll in RDHE 998.

## **Cumulative Grade Point Average (GPA): 3.0 or higher**

A GPA of 3.0 is required for successful completion of the program. It is also required for the continuance of financial aid, such as graduate assistantships, and the portfolio. Students whose GPA falls below 3.0 at the end of any semester will be placed on academic probation immediately by the School of Graduate Studies (for information on the retaking of courses with grades of C or below, see policy below). Students who are on academic probation for 2 or more semesters shall be recommended for dismissal from the program and university.

## **Continuous Enrollment and Program Completion (not to exceed seven (7) years)**

According to the School of Graduate Studies, doctoral students are expected to remain enrolled continuously from admission date until the dissertation is finally submitted to the Graduate School. The School of Graduate Studies sets a limit of seven (7) years from admission date to graduation. Extensions to this time limit may be granted at the discretion of the Program Coordinator, the Department Chair, and the Dean of the Graduate School (please contact the Graduate School for information on extensions). Students are not required to take seven years to complete the program. Completion rates vary widely, some taking less than seven years while others taking more, with an appropriate extension. Many factors, including individual circumstances, part time status while taking the coursework, and time needed to complete the dissertation, play a role in completion time. PLEASE NOTE: The availability of summer courses can also play a factor in overall completion time. Summer courses may or may not be offered, depending upon student enrollment, financial aid, and faculty availability.

## **ACADEMIC ADVISOR AND DISSERTATION CHAIRPERSON**

Each degree-seeking doctoral student will be guided through their coursework by an Advisor assigned from the full-time faculty (or affiliated faculty) within the Department of Advanced Studies, Leadership and Policy. Although students are assigned an Advisor at the start of their program, they may change Advisors, with permission of prospective Advisor and program Coordinator; this sometimes occurs when the background/experience of a student and faculty member are closely aligned, thus allowing for richer academic and career conversations.

The Advisor should not be confused with student's Dissertation Chairperson. The Dissertation Chair is selected by the doctoral student to serve as the chair of his or her dissertation committee, also selected by the student, which typically is made up of 3 members possessing terminal degrees in the field. The Chairperson can be tentatively chosen during the last semester of coursework, but the Chair and the Dissertation Committee are not officially selected until after the portfolio has been successfully submitted and the student advances to candidacy.

**Academic Advisors are assigned as follows:**

**Student's last name A through G:** Dr. Ben Welsh  
**Student's last name H through P:** Dr. Chad Kee  
**Student's last name P through Z:** Dr. Sean Robinson  
**International students:** Dr Ben Welsh  
**MA students:** Dr. Sean Robinson

**TRANSFER OR WAIVER OF COURSE CREDITS**

According to the School of Graduate Studies, a minimum of 30 credit hours of the courses towards the PhD must be taken at Morgan State University (this total excludes dissertation credits). No more than 12 credit hours can be transferred in (TR) from institutions outside of Morgan State University (for outside courses to qualify for transfer, they cannot have not been already been counted toward a degree). (In the event that a student wishes to take a course outside of Morgan State University after acceptance into the program, the application for transferring in such courses must be submitted and approved prior to the start of the outside class.) The difference of 24 credit hours can be waived (WV). Waivers will be granted only after consultation with the faculty who teach the course(s) under consideration. All transferred and waived credit applications are considered on a case-by-case, course-by-course basis, and are subject to approval of the School of Graduate Studies.

**Application for transfers and waivers.** Application for all transfer credits must be initiated by the student, made through the office of the Program Coordinator and submitted to the School of Graduate Studies in accordance with the "Application for Graduate Credit" form (see attached form). A similar procedure must be followed for waived courses (check with the Program Coordinator for a comparable waiver credits form.). PLEASE NOTE: although they may reduce the total number of credit hours needed for graduation, neither transfers nor waivers appear on the student's final Morgan State University transcript.

**"C" AND "F" GRADE POLICY**

**Unsatisfactory Progress, Academic Probation, and Dismissal.** "C" and "F" grades "indicate unsatisfactory academic progress in graduate courses" according to the School of Graduate Studies policy (Supplement to the Regulations and Procedures Section, October 10, 2016). Indeed, academic dismissal occurs when a student receives more than two "F" grades or fails to maintain a 3.0 GPA for two consecutive semesters. All courses that earn the grade of "F" must be retaken for a higher letter grade according to Graduate School policy. For more information review the School of Graduate Studies Handbook or contact them directly.

The Department of Advanced Studies requires that all students pass the following courses at the level of B or better:

EDSR 622	Quantitative Research Methods in Education
EDSR 624	Qualitative Research Methods
EDSR 628	Applied Social Research
EDSR 632	Introduction to Quant Research methods
EDSR 719	Quantitative Data Analysis in Education
EDSR 818	Advanced Qualitative Research Methods in Education
EDSR 819	Quantitative Data Analysis in Education II
EDSR 829	Advanced Qualitative Research: Field Research
RDHE 889	Doctoral Practicum in Research and Professional Development

If a student receives a “C” (or below) in any of the above courses they must be re-taken. A student will not be allowed to advance to candidacy or begin their dissertation until such courses have been re-taken and a grade of B or better has been earned.

### **INCOMPLETE (“I”) GRADE POLICY**

In the event that unforeseen circumstances such as a death in the family or serious illness prevents a student from completing the work of one or more courses, the student can request the grade of “I” or “Incomplete.” This grade of “I” must be requested by the student in writing, using the appropriate departmental form and include relevant supporting documentation such as doctor’s note or death certificate. Furthermore, the written request must be submitted to the instructor several weeks prior to the end of the semester (Last minute requests cannot be processed). The student has until grades are due the following regular semester to complete the work and submit it to the instructor for final grade. Work that is not completed and submitted in a timely fashion will result in the “I” grade automatically turning into an “F.” All “F” grades must be retaken per Graduate School policy.

## CURRICULAR REQUIREMENTS: 63 CREDIT HOURS

<b>Core Courses (required)</b>	
ASLP 600: Introduction to Doctoral Studies	3
RDHE 700: Modes of Inquiry	3
RDHE 702: Historical Foundations of Higher Education	3
RDHE 703: Diversity and Multiculturalism in Higher Education	3
RDHE 707: Finance and Budgeting in Higher Education	3
RDHE 722: Organizational Theory	3
RDHE 731: Governance and Coordination in Higher Education	3
RDHE 727: Legal Issues in Higher Education	3
RDHE 754: Higher Education Politics and Policy Analysis	3
<b>TOTAL CORE CREDIT HOURS</b>	<b>27</b>
<b>Research Methods Courses</b>	
EDSR 719: Quantitative Data Analysis I (Stats I)	3
EDSR 819: Quantitative Data Analysis 2 (Stats 2)	3
EDSR 624: Introduction to Qualitative Research Methods	3
EDSR 818: Advanced Qualitative Research Methods	3
EDSR 622: Quantitative Research Methods	3
RDHE 889: Doctoral Practicum in Research and Professional Development	3
<b>TOTAL RESEARCH METHODS CREDIT HOURS</b>	<b>18</b>
<b>Specialization</b>	
RDHE 885: Internship in Higher Education	0-6
*ASLP 691/791/891: Special Topics OR	12-
Electives chosen in consultation with Advisor	18
*Special Topics courses are offered in no particular order, and may use the same number to reflect different content. Students should chose courses in consultation with their faculty advisor. In addition to courses within the department, students are invited to take courses in other departments in the university in lieu of these Special Topics courses. Prior approval required.	
<b>TOTAL SPECIALIZATION CREDIT HOURS</b>	<b>15</b>
<b>Dissertation Seminar (completed independently with dissertation chair)</b>	
ASLP 993: Pre-candidacy (if needed to complete portfolio)	0
RDHE 997 Dissertation Guidance	3
RDHE 998 Dissertation Seminar (final dissertation defense)	0
<b>TOTAL DISSERTATION CREDITS</b>	<b>3*</b>
<b>PROGRAM TOTAL REQUIRED CREDIT HOURS</b>	<b>63</b>

## Sample PhD Course Sequence\*

### YEAR 1

#### Fall

- ASLP 600 Intro to Doctoral Studies
- RDHE 754 Higher Education Politics and Policy Analysis
- EDSR 719 Quantitative Methods I

#### Spring

- RDHE 700 Modes of Inquiry
- RDHE 731 Governance and Coordination in Higher Education
- EDSR 819 Quantitative Methods II

#### Summer

- Elective

### YEAR 2

#### Fall

- RDHE 727 Legal Issues in Higher Education
- RDHE 722 Organizational Theory in Higher Education
- EDSR 624 Qualitative Research Methods

#### Spring

- RDHE 703 Diversity & Multiculturalism in Higher Education
- RDHE 702 History of Higher Education
- EDSR 622 Quantitative Research Methodology

#### Summer

- RDHE 707 Finance and Budgeting in Higher Education

### YEAR 3

#### Fall

- Elective
- Elective
- EDSR 818 Advanced Qualitative Research Methods

#### Spring

- Elective
- Elective
- RDHE 889 Doctoral Practicum in Research and Professional Development

## **Continuing Semesters (continuing enrollment required to complete the dissertation):**

### **YEAR 4**

#### **Fall**

RDHE 997 Dissertation Guidance

#### **Spring**

RDHE 997 Dissertation Guidance

### **YEAR 5**

#### **Fall**

RDHE 997 Dissertation Guidance

#### **Spring**

RDHE 998 Dissertation Seminar

\*Some core classes are offered in an every-other year rotation; this should only be used as an example guide

**Note:** Guidance (RDHE 997) and Pre-Candidacy (ASLP 993) cannot be used to fulfill academic, curricular credits. RDHE 997 is used only when the curriculum has been completed, has been advanced to candidacy, and the student is completing the research and writing of the thesis. The course registration maintains the student status as a matriculated, full-time student. RDHE 997 must be repeated until the completed thesis is ready for defense; at that point the final semester becomes RDHE 998. Other courses cannot be substituted for Dissertation/Thesis Guidance. The only eligible grade for ASLP 993 and RDHE 997 is the grade of S.

## **INSTITUTIONAL REVIEW BOARD APPROVAL**

Doctoral candidates must file an IRB application with Morgan State University's Institutional Review Board (IRB) prior to conducting research using human subjects. The IRB proposal is often initiated a month or so prior to the proposal defense. Candidates who are not using human subjects but who may be using secondary or historical data should still file an application with the IRB indicating the intent of their research indicating that their data is exempt. For more information, please see the Office of Sponsored Programs website, or contact Dr. Edet Isuk, Director of Sponsored Programs at 443-885-4340 or edet.isuk@morgan.edu.

**CITI Training.** All students must provide evidence of having successfully completed the CITI online training in their IRB application. Access to the training is found on a link on the Office of Sponsored Programs website (see above).

## **PLAGIARISM**

The School of Graduate Studies (2014) defines plagiarism as “the appropriation of another person’s ideas, results, or words without giving appropriate credit” (n.p.).

The examples of plagiarism found in the Catalog are found below:

- “Submitting material or work for evaluation, in whole or in part, which has been prepared by another student, by an author of a published article or textbook, or by persons producing papers for profit;
- Using a direct quote from another student’s papers or from an author of a publication without including the appropriate citation;
- Paraphrasing or summarizing another’s work without including the appropriate citation; and,
- Using information stored electronically (e.g., submission of papers and or information found on computer disks, the Internet, etc.) without including appropriate citation and/or acknowledging the source” (n.p.).

Whether plagiarism is intentional or not, doctoral candidates who submit coursework assignments, portfolio essays, proposals or dissertations that exhibit evidence of plagiarism “may be subjected to suspension, expulsion [from the program] and/or revocation of a previously awarded degree” (n.p.) immediately, in accordance with consequences for academic dishonesty found in the School of Graduate Studies catalog (2014).

**School of Education and Urban Studies**  
**Higher Education & Student Affairs Course Descriptions Programs (MA and PhD)**

**Advanced Studies, Leadership and Policy Courses (Department-wide courses)**

**ASLP 600: Introduction to Doctoral Studies**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

First semester students are introduced to doctoral level thinking, reading, writing, and researching. Subtopics include the dissertation structure, reading for a literature review, effective paragraph construction, APA, library searches, and thesis statement development. Self-reflection, unlearning and re-learning drive the course.

**ASLP 691/791/891 Special Topics I, II, III (electives that may be taken more than once, depending on need and availability)**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall, Spring, & Summer Semesters**

Special Topic seminars may enhance the students' professional knowledge, enrich the students' dissertations, or both. Topics vary depending on faculty expertise and student interest. Since *ASLP course numbers are used by other programs, seek advisement before registering.*

**ASLP 993: Pre-candidacy**

**Three Hours: 3 Credits**

**Prerequisites: ASLP 600, RDHE 702, RDHE 703, RDHE 704, RDHE 731, RDHE 736, RDHE 727, RDHE 744, RDHE 722, EDSR 719, EDSR 819, EDSR 622, EDSR 624, EDSR 818, RDHE 889, RDHE 885, ASLP 891**

**Co-requisites: None**

**Term(s) offered: Fall and Spring Semesters**

Taken only under certain circumstances, the course allows for continuous enrollment after coursework completion, before entering dissertation status (RDHE 998). Possible circumstances include the need for a semester or more to take (or-retake) the comprehensive exam in accordance with program guidelines.

**Educational Research Courses (department-wide research methods courses)**

**EDSR 719: Quantitative Data Analysis 1 (Stats 1)**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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 819: Quantitative Data Analysis 2 (Stats 2)**

**Three hours: 3 credits**

**Prerequisites: EDSR 719**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

Focusing on the use of inferential techniques for testing educational hypotheses, students will become competent in conducting statistical analyses in their own research, and more critical consumers of published research by the end of the course.

**EDSR 622: Quantitative Research Methods**

**Three hours: 3 credits**

**Prerequisites: EDSR 719 and 819**

**Co-requisites: None**

**Term(s) offered: Fall and Spring Semesters**

Students will become familiar with the major types of quantitative research designs in education. Special emphasis is placed on the alignment between research questions, research design and statistical analyses. Evaluation is based on the development of a quantitative research proposal.

**EDSR 624: Introduction to Qualitative Research Methods**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall and Spring Semesters**

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 818 Advanced Qualitative Research Methods in Education**

**Three hours: 3 credits**

**Prerequisites: EDSR 624**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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.

## **Higher Education & Student Affairs Courses**

### **RDHE 699: Supervised Practicum in Student Affairs I**

**Three hours: 3 credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Any**

The two internship courses (RDHE 699 and RDHE 799) provide Masters 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 700: Modes of Inquiry**

**Three hours: 3 credits**

**Prerequisites: ASLP 600**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

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.

### **RDHE 702: Historical Foundations of Higher Education**

**Three hours: 3 credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

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 707: Finance and Budgeting in Higher Education**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Summer Semesters**

This course introduces students to higher education budgets, financial analysis, and funding. 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 722: Organizational Theory in Higher Education**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester (every other year)**

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 College Student**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

The course covers topics related to the contemporary college student, including demographic and background characteristics; values, attitudes and perspectives; and the relationship between student profiles and relevant services. Access, persistence and success are also included.

**RDHE 727: Legal Issues in Higher Education**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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 mix methods data collection.

**RDHE 735 Student Affairs Administration in Higher Education**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semesters**

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 745: Student Development Theory**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester (every other year)**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Fall Semester**

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**

**Three Hours: 3 Credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Spring Semester**

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 799: Supervised Practicum in Student Affairs II**

**Three hours: 3 credits**

**Prerequisites: None**

**Co-requisites: None**

**Term(s) offered: Any**

The two internship courses (RDHE 699 and RDHE 799) provide Masters 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 885: Internship for Doctoral Students**

**Three Hours: 3 Credits**

**Prerequisites: none**

**Co-requisites: None**

An enriching supervised work experience at a four-year institution, the doctoral internship is informed by the doctoral student's career interests and/or dissertation research agenda. 150 internship hours are required. Faculty permission required prior to registering.

**RDHE 889: Doctoral Practicum in Research and Professional Development**

**Three Hours: 3 Credits (may be repeated for additional credit)**

**Prerequisites: none**

**Co-requisites: None**

Undertaken at any point, the course is an experience-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, and grant writing.

**RDHE 997: Dissertation Supervision**

**Three Hours: 3 Credits**

**Prerequisites: RDHE 998**

**Co-requisites: None**

**Term(s) offered: repeated Fall and Spring Semesters until the dissertation is submitted to SGS**

Students who have not defended their dissertation or submitted it to the School of Graduate Studies for final review should enroll in this course. It is a mechanism for maintaining continuous enrollment while receiving faculty supervision.

**RDHE 998: Dissertation Seminar**

**Three Hours: 3 Credits**

**Prerequisites: ASLP 600, RDHE 702, RDHE 703, RDHE 704, RDHE 731, RDHE 736, RDHE 727, RDHE 744, RDHE 722, EDSR 719, EDSR 819, EDSR 622, EDSR 624, EDSR 818, RDHE 889, RDHE 885, ASLP 891**

**Co-requisites: None**

**Term(s) offered: Fall and Spring Semesters**

The last course taken upon dissertation status (which includes proposal writing); signals the student is ready for defense of their dissertation.