

# Morgan State University



## School of Graduate Studies Catalog 2014-2015

### School and College Sections

### School of Education and Urban Studies

**Provisions of this publication are not to be regarded as a contract between the student and Morgan State University.**

Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes and procedures which protect the institution's integrity and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration can be accommodated within the span of years required for graduation. Additionally, because of space limitations in limited enrollment programs, Morgan State University may not be able to offer admission to all qualified students applying to these programs and/or class-sections.

# School of Education and Urban Studies

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## DOCTOR OF PHILOSOPHY — HIGHER EDUCATION (Ph.D.)

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### Mission

The PhD Program in Higher Education at Morgan State University is a research doctorate in higher education as a field of study, which is designed for those persons whose interests are primarily related to high quality professional preparation to pursue career fields in which research and other scholarly skills are absolutely essential. As an essentially competency-based program that focuses more on learning than the mere accumulation of credits, the Ph.D. in Higher Education Program has as its broad mission the preparation of professors, scholars, policy analysts, and administrators who can assume leadership roles in either the public or private sector.

### Program Objectives

- To provide a strong but flexible research oriented doctorate in higher education as a field of study, especially for practicing professionals interested in attaining or improving their positions as professors, researchers and policy analysts in the public and private sectors of higher education.
- To strengthen and enhance the research capacity of the University and its ability to broaden its higher education research agenda.
- To offer advanced educational opportunities for practicing professions that want to improve their competencies in the field but who may not be **interested** in pursuing the degree.
- To strengthen the University's efforts in the area of diversity and its competitive advantage, particularly in recruiting, admitting and graduating students from all racial, ethnic and cultural backgrounds.
- To complement existing doctoral programs, especially to assure more collaborative and cooperative research across educational levels.
- To provide an additional level of competencies for those persons whose goal is college/university administration.

### Special Admissions Requirements

- Official transcripts of all academic work completed at other regionally accredited institutions of higher education, with a GPA of 3.0 or better on a 4.0 scale for the last two years of undergraduate work; and a GPA of 3.5 or better on all postgraduate study beyond the baccalaureate degree.
- Official results of national entrance examinations such as GRE (verbal and quantitative sections), the MAT or the GMAT. International students, whose native language is not English, must provide a TOEFL score of 550 or higher and demonstrate through the required written documentation and interview that they have requisite verbal and analytical skills needed to successfully complete the program.
- 2-3 page written statement of applicant's philosophy and career goals in higher education.
- A current resume or curriculum vita, documenting professional experiences.
- Samples of professional writing, including publications and research proposal abstracts, if available.
- Personal interview.

### Residency Requirements

Part-time candidates for the Ph.D. degree will satisfy residency requirements by completing 18 credit hours over a period of three consecutive semesters (not including summer). Full-time doctoral candidates must complete two consecutive semesters, carrying 9 credit hours each semester, to satisfy residency requirements. Upon completion of the course requirements and the comprehensive examination, the candidate must complete RDHE 998- Dissertation Seminar (6 credits) and **RDHE 999-Dissertation Project** (6 credits), and continue to register for RDHE 997-Dissertation Guidance (3 credits) each semester until the dissertation has been successfully defended. All requirements for the Ph.D. degree must be completed within a period of seven consecutive years. The granting of a leave of absence by the School of Graduate Studies does not automatically extend this time limit.

### General Requirements

The 72-credit hour (minimum) curriculum includes five principal components:

**Research Core (18 credit hours** of advanced course work in quantitative and qualitative methodology and collaborative field research modules when appropriate): These hours do not include the expectation that matriculated student's present evidence of at least three credit hours in basic statistical analysis. This number (18 credit hours) represents a minimum and a student could expect to take additional research hours depending upon levels of competency upon admission, as well as upon what will eventually be the methodology required for the successful completion of the dissertation project. All students enrolled in the Ph.D. in Higher Education program path are expected to become competent researchers. Therefore, the program design includes a significant requirement for both quantitative and qualitative research methods. The design also assumes that students admitted will demonstrate competence in basic statistics. Students who do not demonstrate such competence and ability will be required to take an appropriate general survey course in basic statistical methods. It is understood that the general survey course will not count toward the 18 credit hours (minimum requirement) for the research core.

The 18 credit hours (minimum requirement) must consist of at least the following:

**Quantitative Methods** (Two graduate-level statistics courses): Course work in experimental and non-experimental design and multivariate techniques constitutes part of the requirements. Also recommended are advanced courses designed specifically to develop expertise with statistical techniques commonly used in educational research. However, other equivalent courses from other disciplines may be substituted. The Program will maintain a list of approved graduate-level courses that are offered by other departments of the University.

**Qualitative Methods** (Two graduate-level courses): Courses that familiarize students with qualitative approaches to research (e.g., action research, case studies, and ethnographic studies) will be offered on an alternate semester basis by faculty in the School of Education and Urban Studies and through other programs under the auspices of the School of Graduate Studies. The emphasis will be on qualitative methods used in the educational and social sciences.

**Dissertation-Related Research Methods** (At least one graduate-level course): Students will be required to take at least one graduate course focused on methods of inquiry or statistics that are related to their area of concentration and/or dissertation research project.

**Research Practicum** (This is a required 3 credit-hour course in research, RDHE 889): Students are required, before being admitted to candidacy and undertaking their dissertation projects, to demonstrate their ability to design and conduct research. The practicum provides the student the opportunity to complete the prospectus for the dissertation. For the majority of students this will mean the preparation of the first three chapters of the traditional dissertation; however, if another option for the dissertation is chosen, the prospectus will also reflect those differences.

**Field Research** (One 3 credit-hour course RDHE 789: - Field Research in Higher Education): This course requires research among higher education entities, such as American Council on Education, Middle States Accreditation Association, and the American Association of Community Colleges. The Field Research in Higher Education course provides an opportunity for the student to directly experience the research process prior to the dissertation and a chance to gain entrance to professional networks that are important to the students' career advancement. Alternatively, students can submit single authored higher education-related research that they completed prior to admission for faculty review and a waiver of the Field Research may be given based on this review.

The following courses must be successfully completed to meet the Research Core requirements:

EDSR 604: Introduction to Research Methods (3 credits)

This course is a prerequisite and does not count toward satisfying the 72 hour requirement for the Ph.D. in Higher Education degree. Students are required to demonstrate competence in basic statistical methods. This prerequisite may also be met on the basis of equivalent courses.

EDSR 624:Qualitative Research Methods in Education	(3 credits)
EDSR 628:Applied Social Research	(3 credits)
EDSR 719:Quantitative Data Analysis I	(3 credits)
EDSR 818:Advanced Qualitative Research Methods	(3 credits)
EDSR 819:Quantitative Data Analysis II	(3 credits)
EDSR 889: Research Practicum in Higher Education	(3 credits)

Additional courses may be selected from the following list along with approved graduate courses from other disciplines:

EDSR 580: Measurement and Evaluation	(3 credits)
EDSR 789: Field Research in Education	(3 credits)

**Required Course Work in Cognate Discipline Fields** (12 hours minimum): Fields include but are not limited to the social and behavioral sciences, business, economics, engineering or additional courses as electives in higher education. The Department of Advanced Studies, Leadership and Policy and the student's advisor will work collaboratively with other academic units of the University (which relate directly to higher education as a field of study) to develop appropriate cognate courses to serve the Ph.D. in Higher Education Program.

As indicated above, the Ph.D. in Higher Education requires a minimum of 12 credit hours be taken in cognate disciplines. The rationale for the requirements is based on the assumption that students derive the most benefit from course work in one or two closely related disciplines or fields that share some common theoretical base and methods of inquiry. Where appropriate, courses from previous advanced study (e.g., Master's degree) may be used to satisfy the cognate requirement. However, most students will need to take additional cognate work that is related to their current programs of study and to their proposed research areas. Typically students will choose cognate work at the graduate level in disciplines such as sociology, economics, history, engineering, business, psychology, and mathematics, among others. Students whose previous graduate study has not been in higher education may be required to take additional courses in higher education from those courses listed as electives. Consequently, the theoretical frameworks and research methods used to examine issues will often be shared across and within disciplinary lines.

Frequently, elements of different theories are suggested to create interdisciplinary frameworks and models that are more explanatory and appropriate to the phenomenon of interest.

**Foundations Course Work in Higher Education** (24 credits minimum): Foundations courses include historical foundations of higher education, diversity and multiculturalism, organization theory and higher education administration, quality assurance and accountability in higher education, professional seminar in higher education, and higher education policy analysis. An additional six hours must come from electives. The Program requires a minimum of 24 credit hours of work in Higher Education as a field of study. Unless students have been awarded transfer credit or waivers of

courses as a result of their pre-assessments at entry, students must take six (6) additional required foundations courses and two (2) electives.

Following are the six required Foundations courses:

RDHE 701: Pro-Seminar in Higher Education	(3 credits)
RDHE 702: Historical Foundations of Higher Education	(3 credits)
RDHE 703: Diversity and Multiculturalism in Higher Education	(3 credits)
RDHE 704: Higher Education Policy Analysis	(3 credits)
RDHE 705: Quality Assurance and Accountability in Higher Education	(3 credits)

Two Electives (minimum of 6 credit hours) are to be chosen from among the following courses:

RDHE 720: Contemporary Issues & Concepts in Higher Education	(3 credits)
RDHE 725: The American College Student	(3 credits)
A5U 601: Legal Aspects of Education	(3 credits)
RDHE 731: Governance and Coordination in Higher Education	(3 credits)
ASLC 602: Curriculum, Instruction & Assessment in Higher Education	(3 credits)
RDHE 735: Student Affairs Administration in Higher Education	(3 credits)
A5LF 601: Educational Economics and Finance	(3 credits)
RDHE 738: Institutional Research & Planning in Higher Education	(3 credits)
ASLP 601: Politics of Education	(3 credits)
RDHE 745: Student Development Theory and Research	(3 credits)

The division of courses into Required and Electives is not intended to imply any priority of ordering with respect to their importance in the preparation of higher educational professionals. It is rather recognition that the clientele for this program would consist largely of practicing professionals many of whom would have had prior exposure to the concepts dealt with in some of these courses. Such courses were made elective. Courses specific to the field of higher education were made compulsory. For example, the concepts of EDSR 739: Management and Analysis of Large Data Sets while germane to the practice of **Higher** Education are likely to have been treated in other courses; the course is therefore an elective. Individual students may be advised as to electives they should take on the basis of their pre-entry assessment. The courses selected as compulsory are reflective of important contemporary issues in higher education and seek to take account of the social, political and cultural milieu in which higher education occurs. In this respect the program has a unique emphasis and one that is in keeping with the mission of Morgan State University.

**Modular "Signature" Courses** (6 one-credit seminars): These courses involve specialty topics designed to enhance the knowledge, skills and abilities of doctoral students. Through faculty or student request, courses may be added such as those that address deficiencies in topics as grant proposal writing, enrollment management, outcomes assessment, or scholarly writing. The program would facilitate the student's acquisition of these skills through traditional **or** asynchronous methods. It is necessary to underscore the importance of the knowledge, skills, and abilities successful applicants bring to Morgan State University, and to utilize information about applicants to complement-not duplicate-the competencies they have attained. Thus, the rationale for the implementation of "signature" or "thematic" courses to enhance a student's competencies and outcomes is that duplication will be minimized and the extra time can be used to strengthen other professional competencies and research skills of those matriculating in the program.

**Modular Courses:**

RDHE 691/Fall Selected Topics in Higher Education Seminars (1 credit)

RDHE 791/Spring Selected Topics in Higher Education Seminars (1 credit)

RDHE 891/Summer Selected Topics in Higher Education Seminars (1 credit)

**Seminar Topic Examples:**

Executive Leadership in Historically Black Colleges and Universities

Concepts and Practices in Enrollment Management in Higher Education

Classroom Assessment Strategies

Competency-based Higher Education Initiatives

Critical Thinking and Analysis

High Stakes Testing and Achievement Gaps for Minorities in Higher

Education Governance in Higher Education

Ethics in the Academy

Accreditation and Outcomes Assessment

**Dissertation** (12 credit hours including RDHE 998: Dissertation Seminar and RDHE 999: Dissertation Project): Students whose dissertation projects that extend beyond RDHE 998 and RDHE 999 will be required to register Fall and Spring semesters (but not during the Summer Sessions) for additional hours of dissertation (RDHE 997: Dissertation Guidance) until the dissertation is successfully defended.

**Dissertation Courses—Sequence is:**

RDHE 889: Research Practicum in Higher Education (3 credits)

RDHE 998: Dissertation Seminar (6 credits) – Required

RDHE 999: Dissertation Project (6 credits) – Required

RDHE 997: Dissertation Guidance (3 credits)

Required each semester until the dissertation is completed and successfully defended.

**Ph.D. Program Path Design Elements: Other Requirements and Policies****Selection of Supervisory Committee**

Three professors will serve on the dissertation committee. Two of those professors must be from the Department of Advanced Studies, Leadership and Policy, although one of the two may be any MSU graduate faculty. The Department Chair and the Higher Education Programs Coordinator will assist students in selecting a dissertation committee advisor/chair and two additional committee members. It is possible for students to include a committee member from another higher education institution. If it is determined that there is a need to select an individual from outside the University, this individual must submit both a letter of agreement and a curriculum vita to the chair of the department for approval. This individual cannot serve as chair of the committee nor receive compensation from the University. All professors who serve on dissertation committees must be professors as designated by the University Graduate Council and must have departmental approval.

**Comprehensive Qualifying Examination**

The Comprehensive Qualifying Examination is an independent writing project required of all Ph.D. in Higher Education students. However, the department allows for a range of options to constitute the

comprehensive qualifying examination. The examination is taken once the student has completed at least seventy-five (75) percent of all course work (54 hours), including at least four of the courses required in the research core. The examination covers the general area of higher education, the candidate's area of concentration, and a question designed to assess the student's ability to construct a research design or proposal. The structure and content of the examination is related closely to the research topic for the dissertation. Thus, there is an assumption that students have read the literature widely and that students will use their critical thinking and writing skills optimally to produce the desired outcomes for the examination.

The following are specific guidelines and must be adhered to:

- Each well-researched and documented essay must be at least 15-20 pages, double-spaced. Reference sections must contain a minimum of twenty (20) citations as appropriate to the substance of the dissertation.
- Each publishable quality essay must be accompanied by an Executive Summary.
- The examinee must prepare an outline of each essay's content and include this information in the table of contents preceding each essay.
- The essays should follow current APA publication style.
- For style and formatting directions and information, the examinee will be provided Departmental examination instructions as part of the comps package.
- The time period for completing the "Comprehensive Qualifying Examination" is six calendar weeks. Expectations for conduct are included in the School of Graduate Studies Handbook for Dissertation and Theses, "Responsible Academic Conduct and Ethical Research." The presentation of three acceptable publishable quality research papers is followed by an oral examination. Scheduling an oral examination is the responsibility of the student's dissertation chair in consultation with other members of the supervisory committee and the scheduled date must be confirmed with the Department.

### **Internship**

Upon entrance to the Higher Education program, the student who has limited or no experience in higher education may be required to take the internship course (RDHE 885). Participation in the internship must occur before candidacy is conferred. The purpose of the internship is to provide the student with professional and/or research competencies that were identified as incomplete at the time of admittance to the program.

**Internship Course:** RDHE 789: Internship in Higher Education (3 credits)

### **Institutional Review Board Approval**

Students must seek and obtain approval of the Morgan State University's Institutional Review Board even in cases where the research may be exempt. The necessary forms can be obtained from the Office of Sponsored Programs and Research.

### **Preparation and Defense of Dissertation Proposal**

After successfully completing the required Comprehensive Qualifying Examination, students must prepare and defend a proposal for the dissertation. Whatever methodological form the dissertation may take, it must be done on the basis of a thorough review of the literature. Typically, this will mean three chapters addressing the nature, background and scope of the problem, research questions,

and hypotheses (for quantitative research); a literature review; and a methodological design, covering the specific research methods, subjects, instruments, and data interpretation. Once the proposal has the approval of the student's supervisory committee and the department chair, a publicly announced oral defense of the proposal is conducted.

### **Advancement to Candidacy**

Upon successful defense of the comps and the dissertation proposal students may be advanced to candidacy for the degree and are considered doctoral candidates.

### **Preparation and Defense of Dissertation**

The Ph.D. dissertation must demonstrate conclusively the ability of the student to conceive, design, conduct, and interpret independent, original, and creative research. It must attempt to describe significant original contributions to the advancement of knowledge and must demonstrate the student's ability to organize, analyze and interpret data. In most instances, a dissertation includes a chapter concerning the nature, background, and scope of the problem, along with a clear statement of purpose of the research, research questions, and hypotheses (for quantitative research); a provision for a comprehensive review of pertinent literature; a description of the methodology used in the study; results obtained; and a final chapter containing a critical interpretation of conclusions in relation to the findings of other researchers. The completed dissertation project should be worthy of publication. Responsibility for writing and editing of the dissertation rests with the student, under the supervision of the chair of the student's supervisory committee. General guidelines for formatting and submitting dissertations are detailed in the School of Graduate Studies, *Handbook for Dissertations and Theses*, which may be downloaded from the School of Graduate Studies' website. Students must also have a working knowledge of the most recent version of the APA publication style manual. The final defense of the dissertation is an oral exam conducted publicly during which the student presents the dissertation research to the supervisory committee. The presentation must be of highest academic quality. It is the responsibility of the chair of the supervisory committee to submit a letter to the department chair and the School of Graduate Studies affirming the successful defense of the dissertation, including a completed, and up-to date plan of study. Finally, the student must complete the administrative process for proper submission of the dissertation to the Graduate School.

## **EdD, URBAN EDUCATIONAL LEADERSHIP**

### **Warren Hayman, Ed.D.**

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### **Objective**

To provide an educational experience that will prepare doctoral candidates to assume leadership positions in urban school systems **and** other educational agencies as educational administrators and/or planners and researchers of social policy,

### **Admission to Program**

Admission to the doctoral program is granted during each academic semester and is based on the following requirements:

- A master's degree from a regional accredited college or university.
- A grade point average of 3.0 or above on all previous post-baccalaureate work
- Scores on the Miller Analogies Test or the Graduate Record Examination. (Test scores may not be more than five (5) years old from the date of application to the program)
- An interview by the Doctoral Program faculty and complete a writing sample.

### **General Requirements**

- All candidates for the Ed.D. degree in Urban Educational Leadership must complete a minimum of sixty-six (66) credit hours at Morgan State after admission to the program. Doctoral candidates will select a specialization in Educational Planning and Administration, or Administration and Social Policy. Each candidate will develop an individual program of study in consultation with an assigned faculty adviser.
- All candidates must pass a written comprehensive examination. The comprehensive examination may be repeated once. To be eligible to sit for the comprehensives, the candidate must have completed a minimum of 42 credit hours, must have a cumulative GPA of 3.0, and must have removed any "I" or "F" grades and must have submitted an approved concept paper
- Each Ed.D. degree candidate must submit a dissertation. When the dissertation has been completed to the satisfaction of the Dissertation Committee, a dissertation defense will be scheduled, during which the student must orally defend his or her work before the entire Dissertation Committee, and others as determined by the Chairperson of the Department.
- All requirements for the Ed.D. degree must be completed within a period of seven consecutive years. The granting of a leave of absence by the School of Graduate Studies does not automatically extend the limit.

### **Residency Requirements**

Part-time candidates for the Ed.D. degree will satisfy residency requirements by completing 18 credit hours over a period of three consecutive semesters. Full-time doctoral candidates must complete two

consecutive semesters, carrying 9 credit hours each semester, in order to satisfy the residency requirements. Upon completion of the course requirements and the comprehensive examination, the candidate must continue to register for "Dissertation Guidance (EDUC 997)" each semester until the dissertation has been successfully defended.

#### Program of Study

#### **Core Curriculum (21 Credits)**

ASLP 600: Introduction to Doctoral Studies in Education	3
EDAD 601: Theories and Practices of Urban Educational Leadership	3
ASLS 601: Contemporary Issues in Urban Education	3
ASLP 602: Philosophy of Education	3
ASLS 602: Education and Society	3
ASLF 601: Educational Economics and Finance	3
Credit Hours	21

#### Specializations

##### A. Administration and Educational Planning (12 Credits)

EDAD 602: Educational Planning and Management	3
EDAD 607: Administration of Educational Organizations	3
EDAD 620: Seminar in Educational Planning	3
ASLT 632: Instructional Systems Analysis	3
Credit Hours	12

##### B. Administration and Social Policy (12 Credits)

CUIN 660: Urban Systems Analysis	3
EDAD 630: Seminar in Administration and Social Policy	3
SFED 651: Social Policy and Futurism	3
ASLT 632: Instructional Systems Analysis	3
Credit Hours	12

#### Research Concentration (15 Credits) The courses must be taken in sequence

EDSR 620: Action Research in Urban Education	3
EDSR 719:: Quantitative Data Analysis I	3
EDSR 819: Quantitative Methods II (Prerequisite EDSR 719)	3
EDSR 622: Quantitative Research Methods (Prerequisite EDSR 819)	3
EDSR 624: Qualitative Research Methods (Prerequisite EDSR 622)	3
Credit Hours	15

#### Cognate Studies/Electives (6 Credits)

Choose one (3 credits) according to your research approach (Optional)

EDSR 628: Applied Social Research

EDSR 818: Advanced Qualitative Research Methods

EDSR 829: Advanced Qualitative Research: Field Research

Electives: 3-6 credits

Credit Hours 6	
Credit Hours	6
Clinical Studies?Internship (6 credits)	
EDAD 605: Clinical Studies/Internship: Educational Planning	3
EDAD 603: Clinical Studies/Internship: Administration and Social Policy	3
Credit Hours 6	
Dissertation (Required)	
EDUC 997*: Dissertation Guidance	3
EDUC 998: Dissertation	6
*Continuous Registration	
<b>TOTAL CREDIT HOURS</b>	<b>66</b>

### Program of Study Administration I Certification

#### Core Curriculum (21 Credits)

ASLP 600: Introduction to Doctoral Studies in Education	3
EDAD 585: Role of Principal	3
ASLS 601: Contemporary Issues in Urban Education	3
ASLD 601: Group Dynamics	3
ASLP 601: The Politics of Education	3
ASLS 602: Education and Society	3
ASLF 601: Educational Economics and Finance	3

#### Credit Hours 21

#### Specializations

##### A. Administration and Educational Planning (12 credits)

EDAD 602: Educational Planning and Management	3
EDAD 607: Administration of Educational Organizations	3
EDAD 620: Seminar in Educational Planning	3
ASLT 632: Instructional Systems Analysis	3

#### Credit Hours 12

##### B. Administration and Social Policy (12 Credits)

CUIN: Urban Systems Analysis	3
EDAD 630: Seminar in Administration and Social Policy	3
SFED 651: Social Policy and Futurism	3
ASLT 632: Instructional Systems Analysis	3

#### Credit Hours 12

#### Research Concentration (15 Credits) The courses must be taken in sequence

EDSR 620: Action Research in Urban Education	3
EDSR 719: Quantitative Data Analysis I	3
EDSR 819: Quantitative Methods II (Prerequisite EDSR 719)	3
EDSR 622: Quantitative Research Methods (Prerequisite EDSR 819)	3
EDSR 624: Qualitative Research Methods (Prerequisite EDSR 622)	3

**Credit Hours 15****Cognate Studies/Electives (9 Credits)****Consult with Advisor**

EDSU 560: Supervision and Evaluation of Curriculum and Instruction	3
ASLC 601: Curriculum Theory and Development	3
ASLJ 601: Legal Aspects	3

**Credit Hours 9****Clinical Studies Internship (6 Credits)**

EDAD 798: Practicum

**Credit Hours 6****Dissertation (Required)**

EDUC 997*: Dissertation Guidance	3
EDUC 998: Dissertation Seminar	6
*Continuous Registration	

**TOTAL CREDIT HOURS****66**

## **Edd IN HIGHER EDUCATION—COMMUNITY COLLEGE LEADERSHIP**

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### **Objective**

The Community College Leadership Doctoral Program is designed to prepare students for senior level leadership roles and professorial positions within the community college setting. The intense program of study leading to a Doctor of Education Degree focuses on training professionals for the unique situations encountered by senior administrators and faculty in community colleges. A major emphasis of the program is research relevant to the issues and concerns of community colleges.

### **Program Foundation**

The Community College Leadership Doctoral Program offers students a stimulating and highly structured year-round program of study. The Program is designed for working professionals who are committed to attaining a Doctor of Education Degree. Morgan's mission is to serve a multiethnic and multiracial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population. To help fulfill the University's mission, the Community College Leadership Doctoral Program provides a program of study that prepares students to emerge from the program equipped to handle the unique and diverse leadership challenges associated with leading and teaching in 21st century community colleges. The College Leadership Doctoral Program is based on the belief that community college leadership requires the following specific knowledge base and competencies (American Association of Community Colleges, 2005):

- Community College Advocacy
- Organizational Strategy
- Leadership Development
- Resource Management
- Communication Collaboration Professionalism

### **Educational Learning and Cohort Model**

The Educational Leadership Learning and Cohort Model used in the Community College Leadership Doctoral Program creates an environment that prepares students to take advantage of many professional opportunities available in the nation's community colleges. Throughout the program of study, the learner investigates and works on issues relevant to community college leadership and teaching. Students work collaboratively in teams to research trends and issues and their focus is to aid in the resolution of problems relating to current community colleges. Courses are offered year-round with classes meeting on Friday evenings and all day Saturday. Cohorts can complete the program requirements in approximately three years by following the prescriptive course design. The program of study promotes diversity and equity in all entities of the community college environment

## Admission Portfolio

Admission to the Community College Leadership Doctoral Program is approved each fall semester. Students are selected based on the following multiple criteria:

- A complete application.
- A statement of application indicating career goals, including information on the need for a Doctor of Education degree in meeting stated goals.
- Official transcripts reflecting all academic work completed at a regionally accredited institution of higher education.
- Scores on the Miller Analogies Test or the Graduate Record Examination (Test scores may not be more than five (5) years old from the date of application to the program).
- Three letters of recommendation from people who are familiar with the applicant's scholarship and leadership potential.
- A personal interview with the Community College Leadership Doctoral Program Admissions Committee.
- Completed supplemental application.
- Willingness to matriculate through the program of study as a member of a cohort group.

## Residency Requirements

Students enrolling in the Community College Leadership Doctoral Program must commit to participating in a Cohort Program. Participating in the first year of the program of study satisfies residency requirements.

## General Requirements for Degree

- All candidates for the Community College Leadership doctoral program must enter as a member of a cohort. Members of the Cohort must commit to this collaborative experience throughout the entire program of study.
- All candidates must complete a minimum of sixty-three (63) credit hours at Morgan after admission to the program. Previously completed credits may not be used to reduce the minimum requirements.
- All candidates must select a specialized internship or practicum in a community college. The internship must be approved by the Program Coordinator prior to beginning the internship.
- After completion of twelve (12) credits, all new doctoral students in the Community College Leadership doctoral program will receive a 12 credit review. This review consists of a personal meeting with the Program Coordinator to review the student's academic progress. At this time, the student and the Program Coordinator will make a determination as to the student's academic standing and the student's continuation in the program. All candidates for the EdD degree in Higher Education must complete the requirements of the Community College Leadership doctoral program's foundation courses before continuing in the program of study.
- The Community College Leadership Program has a curriculum that follows a structured sequence. Students who are not able to take a course or may have to drop a course must register for the course the following year. ***Please note that taking a course out of sequence***

***may affect candidacy for the comprehensive examination and graduation since courses are only offered once a year.***

- All candidates must pass both a written and oral comprehensive examination during the scheduled date(s) set by the program coordinator. These comprehensive examinations may be repeated only once. To be eligible to take the comprehensive examinations, the student must have completed a minimum of 45 credit hours, have a GPA of 3.0 or higher, and have no "1" or "F" grades.

Each candidate participating in the Community College Leadership doctoral program must submit a dissertation concept paper by the end of the second year of study. This paper initiates the final set of requirements of the program including the internship, concept paper, written and oral comprehensives, proposal, IRR, and final defense of dissertation. The dissertation committee must be named at this time, including a committee chair; this committee will oversee the final stages of student work toward dissertation completion.

- Undergraduate and/or graduate grade point averages (2.5 minimum; 3.0 preferred),
- Scores on either the GRE (Graduate Record Examination: Quantitative and Verbal parts), GMAT (Graduate Management Aptitude Test) or MAT (Miller Analogies Test) as appropriate,
- Letters of recommendation,
- A current resume,
- A statement of career goals and interests, work and academic experiences, and
- Availability of faculty to supervise the student's work in specific academic area of interest.

### **General Degree Requirements**

- To be awarded the MA in Higher Education Administration, a student must have completed 36 credit hours of coursework inclusive of the Comprehensive Examination. The department will transfer a maximum of nine semester hours of graduate work taken transferred from another accredited institution prior to admission.
- All students are expected to maintain high standards of scholarship throughout the duration of the programs. Students whose cumulative grade point average falls below 2.6 at the end of any semester will be placed on academic probation. A grade point average of 3.0 or above must be maintained in order for a student to continue to receive financial aid. Grades of "C" may not count for more than 20 percent of total credit hours applied towards degree requirements.
- The course work component of the program is designed to be completed in five semesters inclusive of one summer. Students are expected to complete a minimum of six credits hours in the summer.
- All candidates are expected to complete and pass the comprehensive examination. (Details of the comprehensive examination are provided in a subsequent section of this handbook).
- **All** degree requirements must be completed within a maximum of six years of admission to the program.

### **Residency Requirements**

A student is admitted to the School of Graduate Studies upon satisfying minimum academic criteria and any additional requirements (e.g. tests, portfolio, interview, etc.) established by the faculty in the graduate degree program in which the student seeks to matriculate. Follow-

ing admission to the School of Graduate Studies, a student must complete a minimum number of credits at Morgan State University while matriculating in a graduate degree program. Upon completion of the minimum credits required to be taken at Morgan State University, the residency requirement has been met. Residency requirements apply to students matriculating in masters and/or doctoral programs.

The minimum requirement for residency in either master's or doctoral degree programs at Morgan State University (MSU ) is 18 credits of graduate course work completed at MSU. Transfer credit, internship, thesis, and dissertation seminar or guidance courses may not be used to satisfy residency requirements.

### Program of Study Advisor

Each Master's degree student will be guided through his or her program by an advisor assigned from the full-time resident faculty or affiliated faculty within the School of Education and Urban Studies.

Course Requirements for Master of Arts in Higher Education Required Core Specialization Courses: (9 Credits):

<b>Course #:</b> <b>Course Title</b>	<b>Credit</b>
RDHE 725: The American College Student	3
RDHE 735: Student Affairs Administration in Higher Education	3
RDHE 745: Student Development Theory and Research	3

Urban Student Personnel Administration Concentration (18 Credits):

<b>Course #:</b> <b>Course Title</b>	<b>Credit</b>
ASLF 601: Educational Economics and Finance	3
RDHE 699: Supervised Practicum in Student Services	3
RDHE 727: Legal Aspects of Higher Education	3
RDHE 731: Governance and Coordination	3
RDHE 755: Issues and Problems at Urban and Special Mission Institutions	3
RDHE 765: Counseling and Student Affairs	3

Required Research Core (6 Credits):

<b>Course #:</b> <b>Course Title</b>	<b>Credit</b>
EDSR 504/604: Educational Research Methods	3
EDSR 630E: Introduction to Quantitative Research Methods	3

\*if a student has had a descriptive quantitative course within the 2-year period prior to enrollment , a faculty committee may waive EDSR 630 and the student will replace it with EDSR 631

Electives (Select 1: 3 credits):

<b>Course #:</b> <b>Course Title</b>	<b>Credit</b>
RDHE 705: Quality Assurance and Accountability in Higher Education	3
RDHE 720: Contemporary Issues and Concepts in Higher Education	3
RDHE 733: Curriculum, Instruction and Assessment in Higher Education	3

RDHE 738: Institutional Research and Planning in Higher Education	3
RDHE 744: Politics of Higher and Postsecondary Education	3

Additional elective courses may be approved by advisor.

Total Credit Hours Required	36
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EDHE 604 and RDHE 736 involve essentially the same subject matter.

### **Comprehensive Examination**

As a part of the graduation requirements, each student must successfully complete a written examination at or near the completion of all coursework. The comprehensive examination will be taken within a time period to be published and announced annually by the Department of Advanced Studies, Leadership and Policy. Students will have a three-week period of time to respond to questions in the following areas: (A) General Knowledge of Higher and Postsecondary Education and (B) Specialized Knowledge of Degree Concentration or Approved Areas of Emphasis. Following the examination, each student will schedule an oral defense.

The pools of questions for both parts of the written examination will be developed by the faculty of the program, which will be published and distributed to students in both hard copy and electronic formats for easy access by potential examinees. The comprehensive exams will be reviewed and rated by at least two members of the faculty. For those cases in which there are major differences in the ratings, a third faculty member and/or the Chair of the Department of Advanced Studies, Leadership and Policy will also review the results before a final determination is made regarding pass with special merit, pass, or fail. A student who fails the comprehensive examination will be allowed one retake to be scheduled no sooner than three months and no later than 12 months from the date of the first attempt.

## MATHEMATICS EDUCATION (M.S.)

### Roni Ellington, Ph.D.

Interim Graduate Coordinator, Mathematics & Science Education Programs

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E-mail: [roni.ellington@morgan.edu](mailto:roni.ellington@morgan.edu)

### Program Mission

The degree of Master of Science in Mathematics Education aims to fill the need to provide advanced preparation for teachers and instructional leaders. Changes in societal demands brought about by advances in mathematics and technology, as well as socio-cultural changes in the high school clientele make the continual re-tooling of mathematics teachers an absolute necessity. Through a curriculum which combines rigorous mathematics content knowledge with advanced research-based pedagogy, the program seeks to produce a highly competent cadre of mathematics teachers, who have the knowledge, skills and attitudes to foster a high level of achievement in mathematics in high school students. This program will produce teachers who have a sound knowledge of the discipline, are skilled in facilitating learning and have the competence to assess students' needs in mathematics and to modify their own instructional practices to meet those needs.

### Objectives

Upon completion of these programs certified teachers will have acquired the competence and attitudes to:

- Draw on insights from cognitive psychology, the nature and philosophy of mathematics and on a sound level of subject matter knowledge, in order to design learning experiences that would result in meaningful acquisition of mathematics concepts by high school students.
- Use technology to enhance student learning in mathematics.
- Create classroom learning environments that are stimulating and intellectually and emotionally safe for diverse student populations of both genders.
- Model an enthusiastic engagement with mathematics and motivate students to excellence in these subjects.
- Be reflective about their own practice and seek to be responsive to changing student needs in a demanding society.

### Admission Criteria

To be eligible for admission to the program, applicants must have completed a Bachelor's Degree in Mathematics.

### General Degree Requirements

- To be eligible for award of the Master of Science in Mathematics Education, a student must have completed 36 credit hours within one of two options. Option A includes 30 hours of course work, a school-based Practicum and a Master's Degree Project. Option B includes 30 hours of coursework and a Master's thesis.

- A minimum grade point average of 3.0 must be maintained throughout the program.
- Students holding part-time registration will be allowed to take a maximum of 9 credit hours of course work per semester.
- The Masters Degree Project must be completed under the guidance of the student's academic supervisor. The student must then pass an oral defense of the project.
- Students who select Option B will be assigned a thesis supervisor and a committee who will supervise the research and preparation of the thesis.

### **Program of Study**

**Foundations of Education** (3 credit hours are required in this component). EDUC 519: The Socio-cultural Context of Schooling (3 credits) **OR** Other approved departmental course in the Foundations area.

### **Research (6 credits)**

EDSR 504: Introduction to Educational Research (3 credits). **EDSR** 517: Action Research in the Classroom (3 credits).

### **Mathematics Education (9 credits)**

EDMA 530: Teaching for Conceptual Development in Mathematics (3 credits)  
EDSM 530: Assessment of Learning in Science and Mathematics (3 credits).  
EDSM 631: Issues and Applications of Technology in Science and Mathematics Education (3 credits)

### **Mathematics (12 credits)**

EDMA 554: Mathematics in the High School Curriculum 1 (3 credits). EDMA 555: Mathematics in the High School Curriculum 11 (3 credits) Two Mathematics Courses 500 level or above. (6 credits).

### **OPTION A**

#### **Practicum (3 credits)**

**EDSM** 540: Practice of Mathematics and Science in Urban Classrooms

#### **Masters Project (3 credits)**

EDSM 500: Project in the Teaching of Mathematics or Science

### **OPTION B**

#### **Master's Thesis**

EDSM 799: Thesis Seminar (3 credits)  
EDSM 797: Thesis Guidance (3 credits)

## SCIENCE EDUCATION (M.S.)

### **Roni Ellington, Ph.D.**

Interim Graduate Coordinator, Mathematics & Science Education Programs

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### **Program Mission**

The degree of Master of Science in Science Education aims to fill the need to provide advanced preparation for teachers and instructional leaders. Changes in societal demands brought about by advances in science and technology, as well as socio-cultural changes in the high school clientele make the continual re-tooling of science teachers an absolute necessity. Through a curriculum which combines rigorous science content knowledge with advanced research-based pedagogy, the program seeks to produce a highly competent cadre of science teachers, who have the knowledge, skills and attitudes to realize a high level of achievement in science in high school students. This program will produce teachers who have a sound knowledge of the discipline, are skilled in facilitating learning and have the competence to assess students' needs in science and to modify their own instructional practices to meet those needs.

### **Objectives**

Upon completion of these programs certified teachers will have acquired the competence and attitudes to:

- Draw on insights from cognitive psychology, the nature and philosophy of science and on a sound level of subject matter competence, in order to design learning experiences that would result in meaningful acquisition of science concepts by high school students.
- Use technology to enhance student learning in science.
- Create classroom learning environments that are stimulating and intellectually and emotionally safe for diverse student populations of both genders.
- Model an enthusiastic engagement with science and motivate students to excellence in these subjects.
- Be reflective about their own practice and seek to be responsive to changing student needs in a demanding society.

### **Special Admission Criteria**

To be eligible for admission to the program, applicants must have completed a Bachelor's Degree in Biology, Chemistry, Physics or other science discipline.

Applicants must be certified in the teaching of science at the middle or high school level.

### **General Degree Requirements**

- To be eligible for award of the Master of Science in Science Education, a student must have completed 36 credit hours, inclusive of course work, a school-based Practicum and a Master's Degree Project (Option A).
- A minimum grade point average of 3.0 must be maintained throughout the program.
- Students holding part-time registration will be allowed to take a maximum of 8 credit hours of course work per semester.
- The Master's Degree Project must be completed under the guidance of the student's aca-

demic supervisor. The student must then pass an oral defense of the project.

- Students who select **Option B** will be assigned a thesis supervisor and a committee who will supervise the research and preparation of the thesis.

**Program of Study**

**Foundations of Education** (3 credit hours are required in this component). EDUC 519: The Socio-cultural Context of Schooling (3 credits) **OR** Other approved departmental course in the Foundations area.

**Research ( 6 credits)**

EDSR 504: Introduction to Educational research (3 credits). EDSR 517: Action Research in the Classroom (3 credits).

**Science Education ( 9 credits)**

EDSC 530: Teaching for Conceptual Development in Science (3 credits)

EDSM 530: Assessment of Learning in Science and Mathematics (3 credits).

EDSM 631: Issues and Applications of Technology in Science and Mathematics Education (3 credits)

**Science (12 credits)**

EDSC 554: Science in the High School Curriculum 1 (3 credits). EDSC 555: Science in the High School Curriculum 11 (3 credits) Two Science Courses 500 level or above. (6 credits).

**OPTION A: Practicum (3 credits)**

EDSM 540: Practice of Mathematics and Science in Urban Classrooms **Masters Project (3 credits)**

EDSM 500: Project in the Teaching of Mathematics or Science

**OPTION B: Master's Thesis**

EDSM 799: Thesis Seminar EDSM 797: Thesis Guidance

**DEPARTMENT OF TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

**EDUCATIONAL ADMINISTRATION & SUPERVISION  
CERTIFICATION PROGRAM ADMINISTRATOR 1 AND ADMINISTRATOR II**

**Marilyn E. Rondeau Ed.D.**

Graduate Coordinator, Administrator! Programs

Banneker Hall, Room

2111 Tel: (443) 885-

3215

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**Objective**

The Certification program is designed to prepare qualified candidates who already possess a master's degree and a standard professional certificate for certification by the Maryland State Department of Education as Administrator I. Candidates who have not earned a master's degree and a standard professional certificate are not eligible for this program.

**Admission**

For *unconditional admission*, applicants must also: (1) have a master's degree from an accredited college or university; (2) have a minimum graduate academic average of 3.3; and (3) have two years of teaching experience. For *conditional admission*, applicants must also have a minimum graduate academic average of no less than 3.0 and meet requirements numbered 1, 2, and 3, above for unconditional admission.

Candidates not currently working in administrative or supervisory positions may be considered for the program by submitting a letter of recommendation from an administrative or personnel officer who can attest to the applicant's teaching effectiveness and leadership potential. The letter should be addressed to the Dean of the School of Graduate Studies and the Program Coordinator. All applicants must be interviewed by the Graduate Program Coordinator.

**general Requirements**

Eighteen (18) credit hours are required to complete the program. The practicum course, EDAD 798, Practicum in Educational Administration and Supervision, must be taken as the last course in the curriculum sequence. Any exceptions to this requirement must be approved by the Graduate Coordinator.

**Program of Study**

The certification program requires completion of the following courses:

ASLD 601: Group Dynamics	3
ASLC 601: Curriculum Theory & Development	3
EDSU 560: Supervision & Evaluation of Curriculum & Instruction	3
EDAD 585: The Role of the Principal	<b>3</b>
ASU 601: Legal Aspects of Education	3
EDAD 798: Practicum in Educational Administration & Supervision	3
Total Credit Hours	18

Upon completion of the program, students will submit their credentials to the Maryland State Department of Education. Certification is awarded by the Maryland State Department of Education.

## EDUCATIONAL ADMINISTRATION & SUPERVISION (M.S.)

### Marilyn Rondeau, EdD

Graduate Coordinator, Administrator I Programs

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### Objective

The Master of Science degree program in Educational Administration & Supervision is designed to prepare qualified individuals for positions as principals, assistant principals, and instructional supervisors in elementary, middle and high schools. This program is aligned with the Maryland Instructional Leadership Framework (MILF). Candidates who have demonstrated potential for academic leadership, including exceptional classroom teachers, department chairs and master teachers, instructional support teachers, consulting teachers, instructional associates and counselors, acting assistant principals, specialists, and central office managers are invited to apply.

### Admission

For **unconditional admission** the applicant must: (1) have earned a cumulative undergraduate GPA of 3.0, or have earned a masters degree with a cumulative GPA of 3.0; (2) possess a standard professional certificate; and (3) have 2 years of satisfactory teaching experience, or 2 years satisfactory performance on a professional certificate, or 2 years of satisfactory performance as a certified specialist.

For **conditional admission** the applicant must: (1) have earned a cumulative undergraduate GPA of 2.75; (2) possess a standard professional certificate; (3) have 2 years of satisfactory teaching experience, or 2 years satisfactory performance on a professional certificate, or 2 years of satisfactory performance as a certified specialist; and (4) submit to an interview process.

### General Requirements

Thirty-three (33) semester hours are required for the degree. Candidates must complete the first sequence of concentration requirements before beginning the second sequence. The Practicum in Educational Administration, EDAD798, is required of all candidates. All candidates for the degree must complete a capstone comprehensive project.

### Program of Study

#### First Sequence of Concentration

ASLD 601: Group Dynamics	3
ASLC 601: Curriculum Theory & Development	3
EDSU 560: Supervision & Evaluation of Curriculum & Instruction	3
<b>EDAD 585: The Role of the Principal</b>	<b>3</b>
ASU 601: Legal Aspects of Education	3
EDAD 798: Practicum in Educational Administration & Supervision	3

<b>First Sequence Credit Hours</b>	<b>18</b>
<b>Second Sequence of Concentration</b>	
SPED 582: The Exceptional Child	3
EDAD 558: School and Community Relations	3
EDUC 515: Utilization of Computers in Teaching	3
ASLF 601: Educational Economics and Finance	3
EDSR 620: Action Research in Urban Education	3
<b>Second Sequence Credit Hours</b>	<b>15</b>
<b>Total Program Credit Hours</b>	<b>33</b>

Upon completion of the program, candidates will submit their credentials to the Maryland State Department of Education. Certification is awarded by the Maryland State Department of Education.

## ELEMENTARY & MIDDLE SCHOOL EDUCATION (M.S.)

### Iola Ragins Smith, Ph.D.

Chairperson, Department of Teacher Education & Professional Development Jenkins Behavioral Science Building, Room 300

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E-mail: [ismith@jewel.morgan.edu](mailto:ismith@jewel.morgan.edu)

### Objective

The Master of Science degree program in Elementary & Middle School Education is designed to enhance the competence of prospective and in service elementary and middle school teachers by providing a comprehensive training experience which emphasizes mastery of one or more sub-specialty areas of the elementary curriculum.

### Admission

For **unconditional admission**, applicants must have also earned:

- A minimum undergraduate average of 3.0 in their major area of study and not less than 3.0 average overall.
- An undergraduate degree in elementary education.

For **conditional admission**, applicants must have also earned:

- A minimum undergraduate average of 2.5 in their major area of study.
- An undergraduate degree in elementary education or its equivalent.

### General Requirements

Students are required to complete thirty-three (33) credit hours and pass a written comprehensive examination.

### Program of Study

#### Core Requirements (12 hours required)

EDSR 504: Introduction to Educational Research	3
SFED 510: Historical, Philosophical & Sociological Foundations of Urban Education	3
CUM 522: The Elementary/Middle School Curriculum	3
EDPS 554:	3
Credit Hours	12

#### Sub-Specialty (21 hours required)

##### A. Science

EDSC 503: Science in the Elementary & Middle School	3	3EDSC 504:	3
EDSC 506: Physical Science as Inquiry	3		3
EDSC 510: Biological Science as Inquiry	3		3
EDCU 515: Utilization of Computers in Teaching	3		3
Elective	3		3
EDUC 788 or 789: Supervised Research or	3		3
EDUC 799: Thesis Seminar	3		3
Total Credit Hours	21		21

##### B. Mathematics

EDMA 516: Seminar in Elementary/Middle School Mathematics	3
EDMA 581: Mathematical Principles & Concepts for Elementary & Middle School Teachers I	3
EDMA 582: Mathematical Principles & Concepts for Elementary & Middle School Teachers II	3
EDMA 583: Applied Mathematics for Elementary & Middle School	3
EDUC 515: Utilization of Computers in Teaching	3
Elective	3
EDUC 788 or 789: Supervised Research or	3
EDUC 799: Thesis Seminar	3
Total Credit Hours	21

**MASTER OF ARTS — TEACHING (M.A.T.)  
DUAL BACHELOR'S TO MASTER'S DEGREE PROGRAM**

**Marilyn Rondeau, EdD**

Graduate Coordinator, MAT

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Tel: (443) 885-3215; Fax (443) 885-8243

E-mail: [Marilyn.Rondeau@morgan.edu](mailto:Marilyn.Rondeau@morgan.edu)

**Objective**

The Dual Bachelor's to Master's of Arts in Teaching degree program offers the opportunity for MSU candidates to advance their careers in a significant way by pursuing the Bachelor's and Master's degrees in a parallel and coordinated program in a minimum of 5-years. The goal of the program is in accordance with the national, state, and local need for secondary education teachers in the following areas: Art, Biology, Chemistry, English, History, Mathematics, Music, Physics, , and Physical Education. The program is a collaborative initiative between the School of Education and Urban Studies (SEUS), the College of Liberal Arts, and the School of Computer, Mathematical, and Natural Sciences. The Master of Arts in Teaching (M.A.T.) degree program is also designed for individuals who have a bachelor's degree in selected academic disciplines and who desire professional preparation for teaching at the middle school and high school levels.

**Admission Requirements**

The Dual B.S. /B.A. + M.A.T. program affords candidates the opportunity to begin graduate study (concurrent with undergraduate work) in their junior year.

All prospective candidates must have a grade point average of 3.0 at the end of the sophomore year; and meet the university requirement for junior status to be admitted in the program. A candidate who is interested in the program submits (1) an application to the coordinator of the M.A.T. program at the end of the sophomore year, (2) three written recommendations from MSU faculty, one of which must be from a MSU faculty member within the prospective Teacher Education Department who would serve as the candidate's primary advisor. The application is submitted in the first instance to the graduate director of the M.A.T. program.

**General Requirements**

All candidates for the M.A.T. degree are required to complete the B.S. /B.A. degree requirements of their respective discipline and a total of 33 credit hours of graduate course work inclusive of 3 credit hours of Methods of Teaching and 12 credit hours of Student Teaching. Student Teaching requirements will be fulfilled in a Professional Development School, Successful completion and oral defense of the e-Portfolio and passing Praxis I and II examinations are required in lieu of taking a comprehensive examination.

**M.A.T. Content Courses**

<b>EDUC 500: Introduction to Teaching</b>	<b>3</b>
REED 518: Teaching Reading in the Secondary Content Area I	3
EDUC 501: Cognitive Bases for <b>Instruction</b>	3
REED 520: Teaching Reading in the Secondary Content Area II	3
SPED 582: The Exceptional Child	3
EDSR 517: Action Research in the Classroom	3
EDUC 523: Methods of Teaching/Content Area	3
EDUC 524: Student Teaching	12
<b>Total</b>	<b>33</b>

**Departmental Courses: Advanced Studies, Leadership and Policy****ALSC 601: Curriculum Theory and Development Three Hours: 3 Credits**

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

**ASLC 602: Curriculum, Instruction and Assessment in Higher Education  
Three Hours: 3 Credits**

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

**ASLD 601: Group Dynamics  
Three Hours: 3 Credits**

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

**ASLF 601: Educational Economics and Finance  
Three Hours: 3 Credits**

This course, providing a theoretical base for the use of funds for education, addresses topics such as tuition and fees, state methods of financing, financial planning, cost benefit analysis, school and university budgeting procedures, the federal role, and capital outlay.

**ASLJ 601: Legal Aspects of Education  
Three Hours: 3 Credits**

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

**ASLL: Learning Theory  
Three Hours: 3 Credits**

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

**ASLP 601: Politics of Education  
Three Hours: 3 Credits**

This course, through a case study and web-based approach, enhances the student's understanding of the role of politics in colleges and universities. It addresses the issues of pressure

groups, political tactics and strategies in academic and administrative decision-making, the relationship of governing boards to other higher education constituencies, and the general political terrain that affects the planning, administration and development of higher education.

**ASLS 601: Contemporary Issues in Urban Education**

**Three Hours: 3 Credits**

This course presents an overview of major social policy issues in contemporary urban education. Emphasis is placed on such topics as educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration. Special emphasis is placed on some perennial issues as they relate to urban community colleges.

**ASIS 660: Urban Systems Analysis**

**Three Hours: 3 Credits**

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

**EDSR 504: Introduction to Educational Research**

**Three Hours: 3 Credits**

This course is designed to introduce students to various methods and techniques of educational research; provides intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

**EDSR 517: Action Research in the Classroom**

**Three Hours: 3 Credits**

This course, an action research practicum, will provide an understanding of the research process in the context of urban/suburban classrooms. Research understandings and skills acquired at an introductory level are developed to application levels. Topics studied will include research methodologies, statistics and computer applications. Prerequisite: EDSR 504

**EDSR 550: Educational Statistics**

**Three Hours: 3 Credits**

This course is a study of descriptive statistics. It will emphasize the organizing **and** graphing of data, the normal distribution, indices used in describing distributions, correlation and linear regression, and probability.

**EDSR 580: Measurement and Evaluation**

**Three Hours: 3 Credits**

Nature and types of educational measures. in the selection and use of such tests are emphasized. Concepts of validity, reliability, and norms, their uses **and** limitations will be explored. Critiquing and selecting appropriate measuring devices. Constructing measuring devices. Social controversies about the selection **and** use of such tests are emphasized. The course will involve lecture, group work, case studies, and Internet research.

**EDSR 604: Introduction to Educational Research****Three Hours: 3 Credits**

This course is designed to introduce students to various methods and techniques of educational research; provides intensive experience in reading analyzing and interpreting educational research, and experience in writing abstracts, reports on research, and seminar papers.

**EDSR 620: Action Research in Urban Education****Three Hours: 3 Credits**

This course-combines a study of research methodology applied to the urban setting with a field experience. The urban leader will be required to demonstrate his/her ability to reflect upon and to evaluate critically the research methodologies he/she has mastered by designing, conducting, analyzing, presenting and defending an educational or community based project. A research project is required for this course.

**EDSR 622: Quantitative Research Methods in Education****Three Hours: 3 Credits**

This course aims to build competence in the design of quantitative research studies in education. Participants will become familiar with the major types of quantitative designs and will study the fit between research questions, research design and statistical analyses. Evaluation is based on the development of a quantitative research proposal. EDSR 631 is a prerequisite.

**EDSR 628: Applied Social Research****Three Hours: 3 Credits**

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

**EDSR 630: Educational Statistics I (Descriptive)****Three Hours: 3 Credits**

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

**EDSR 631: Educational Statistics II (Inferential)****Three Hours: 3 Credits**

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

**EDSR 719:: Quantitative Data Analysis in Education****Three Hours: 3 Credits**

Continued treatment of statistical estimation, testing, and research synthesis. Inferential techniques including ANOVA and multiple regression with computers. Course will involve both lecture and laboratory. Prerequisite: Basic competencies in statistical analysis.

**EDSR 739: Management and Analysis of Large Data Sets****Three Hours: 3 Credits**

Use of statistical packages for data analysis. Emphases on data management, data structures, and related statistical procedures. Course will involve both lecture and laboratory. Prerequisite: Demonstrated competency in statistical analysis at the advanced level.

**EDSR 818: Advanced Qualitative Research Methods in Education****Three Hours: 3 Credits**

Focuses on the underlying philosophy and epistemology of qualitative approaches, types of approaches (i.e., phenomenology, grounded theory, ethnography), specific data collection methods (interviewing, text analysis, observation), and issues of rigor. Prerequisite: Demonstrated competency in basic qualitative approaches.

**EDSR 829: Advanced Qualitative Research: Field Research****Three Hours: 3 Credits**

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

**PROGRAM-SPECIFIC COURSES****ADED 531: Instructional Strategies in Adult Education****Three Hours: 3 Credits**

This course treats approaches to learning that have proved effective for adults. It will include the examination and construction of instructional materials for use in adult education programs and will give attention to standardized evaluative instruments used for adult placement.

**EDSR 889: Research Practicum in Higher Education****1-3 Credits**

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

**ADED 532: Administration and Program Planning in Adult Education****Three Hours: 3 Credits**

Considering the principles of administration for adult education programs, the emphasis is placed on leadership styles, organizational structures, and management procedures.

**ADED 533: Counseling Adults****Three Hours: 3 Credits**

This course is a treatment of problems commonly encountered in dealing with adult learners and of techniques for their solution. Basic counseling and guidance processes employed in adult education are studied.

**ADED 595: Seminar in Adult Basic Education for Urban Teachers****Three Hours: 3 Credits**

The primary concern of this course is the development of relevant perceptions for educating urban adult students. Teachers will be provided the opportunity to become aware of the typical daily experiences of an inner-city adult through field trips, walking tours, and visits to homes and Adult Basic Education centers. Attempts will be made to discover new ways of educating the inner-city adult to manipulate his/her experiences advantageously. These perceptions and experiences will be utilized in the development of educational programs for the illiterate and semi-illiterate adult.

**CUIN 522: The Elementary/Middle School Curriculum****Three Hours: 3 Credits**

This course examines the content and organization of curriculum experiences appropriate to meeting the needs of urban elementary school children in a multicultural environment. Attention is given to reviewing and evaluating forces which shape the elementary/middle school curriculum and reflective approaches to generalizing principles of curriculum development.

**CUIN 563: Modern Curriculum Strategies in Content Areas****Three Hours: 3 Credits**

This course provides an opportunity to examine effective processes of curriculum design and implementation with selective study and analysis of recent curriculum trends and materials; discussion and evaluation of research. Major issues and problems relating to teaching of English, mathematics, reading, science or social studies will be discussed.

**CUIN 567: Seminar in Interdisciplinary Math and Science Curriculum****Three Hours: 3 Credits**

This interdisciplinary workshop for teachers is designed to develop and enhance curricula strategies and instructional methodologies in mathematics and science courses.

**CUIN 568: Effective Classroom Instructional Techniques for the Urban Teacher****Three Hours: 3 Credits**

The course seeks to enhance the skills necessary to provide appropriate instructions in an urban school. Specifically, opportunities will be provided to learn both instructional strategies and classroom management strategies.

**CUIN 577: Co-Curriculum Program****Three Hours: 3 Credits**

This course is designed to help teachers and administrators in the organization of those areas of supervision not directly concerned with the curriculum. Such areas as athletic programs, in-service training, school plant utilization, personnel problems and student problems will be emphasized.

**CUIN 581: Techniques in Programmed Instruction****Three Hours: 3 Credits**

This course is an analysis of programmed instruction techniques such as selection, utilization and evaluation of existing programs and teaching machines. The student will be required to develop learning objectives while writing and validating programs.

**CUIN 590: Designing Systematic Approaches to Teaching and Media****Three Hours: 3 Credits**

This course is intended to offer the teacher or school administrator an overview of modern trends and to analyze in detail several new elements and approaches which have contributed to creative teaching. The course content is a blend of the science of learning and the art of teaching. Special focus will be centered on the learner, definition of behavioral objectives, instructional designs, selection of media, and the teacher as the manager of the learning process.

**CUIN 596: Practicum in Instructional Methodology****Three Hours: 3 Credits**

This course provides an opportunity to apply learning principles and instructional techniques and to use educational materials in the planning and implementation of broad educational activities. Laboratory experiences complement the theory.

**EDAD 555: Introduction to Urban Educational Administration and Supervision****Three Hours: 3 Credits**

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

**EDAD 558: School and Community Relations and Political Influences in Urban Schools****Three Hours: 3 Credits**

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 and the instructional supervisor in coordinating school-community experiences in urban schools.

**EDAD 585: The Role of Administrators in Urban Schools****Three Hours: 3 Credits**

This course extends the theories and skills first developed in an introduction to urban educational administration and supervision by examining the practical, day-to-day aspects of school administration with emphasis on specific techniques used by the principal, assistant principal,

and the instructional supervisor in leadership, staff development, supervising instruction, and managing resources. Prerequisite: EDAD 555.

**EDAD 601: Theories and Practice of Urban Educational Leadership**

**Three Hours: 3 Credits**

This course provides an opportunity to explore the nature and theories of leadership, both classical and contemporary. Various types of urban community college leaders will be identified and discussed in terms of their style and effectiveness. Problems of urban leaders will be explored as well as their functions and duties. Readings designed to enhance the subject-matter competency of urban leaders will be required.

**EDAD 602: Educational Planning and Management**

**Three Hours: 3 Credits**

An in-depth study of educational planning and management practices in community colleges will be examined in this course. Students will engage in activities to increase their understanding of planning and management processes. Detailed analysis of selected community college case studies will be required and students will be expected to develop a strategic plan.

**EDAD 603: Clinical Studies/Internship: Administration and Social Policy**

**Six Hours: 3-6 Credits**

This course is a supervised internship designed to provide students with the opportunity to participate in a setting where social policy is actually developed and administered. Students will be required to initiate and implement relevant social policy in the specific organizational setting.

**EDAD 605: Clinical Studies/Internship: Educational Planning**

**Six Hours: 3-6 Credits**

This course is a field experience for the student. It is designed to provide an opportunity to put into practice leadership skills developed in prior courses. The internship is tailored to meet the background and interests of the individual student. The student and Graduate Program Coordinator must mutually agree on placement.. Students will be required to initiate and complete a research project as a part of completing the requirements of this course. This course should be taken after completing the second year of study.

**EDAD 607: Administration of Public Educational Organizations**

**Three Hours: 3 Credits**

This course examines the interaction of both external and internal resource constraints upon the administrative decision processes in organizational settings with particular emphasis on educational institutions.

**EDAD 620: Seminar in Educational Planning**

**Three Hours: 3 Credits**

This course is designed to provide an in-depth treatment of educational planning processes. A wide range of planning issues and concerns will be discussed. Members of the planning seminar will jointly engage in a variety of activities designed to enhance their understanding of the planning process.

**EDAD 630: Seminar in Administration and Social Policy****Three Hours: 3 Credits**

This seminar course will explore current educational, political, social, and policy issues faced by the urban administrator. Seminar participants will engage in appropriately designed activities including case studies, research projects and policy analysis processes. (1 credit hour per semester).

**EDAD 795: Research Seminar in Urban School Administration and Supervision****Three Hours: 3 Credits**

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

**EDAD 798: Practicum in Educational Administration and Supervision****Three Hours: 3 Credits**

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

**EDHE 600: The American Community College****Three Hours: 3 Credits**

This course provides an in-depth study of the comprehensive community college. The emphasis of the course will be the historical development, mission, structure, functions, student demographics, and governance structures of community colleges. Special attention is paid to the uniqueness of urban community colleges.

**EDHE 601: Leadership and Administration in Community Colleges****Three Hours: 3 Credits**

This course provides an opportunity to explore the nature and theories of leadership, both classical and contemporary. Various types of urban community college leaders will be identified and discussed in terms of their style and effectiveness. Problems of urban leaders will be explored as well as their functions and duties. This course examines theories and principles of leadership and administration and applies them to concrete urban community college situations.

**EDHE 602: Professional Development Seminar for Careers in Community Colleges-Year I****Three Hours: 3 Credits**

This course provides an overview of the challenges and opportunities for leadership in contemporary community colleges. It examines the general and specific requirements for completing the program of study in community college leadership, identifying and developing a research topic, defining purposes and methods of research, outlining effective career advancement strategies and developing oral and written communication skills.

**EDHE 605: Community College Planning and Management****Three Hours: 3 Credits**

This course examines the theory and practice of strategic planning and management in the contemporary comprehensive community college. The course focuses on (1) the nature of the planning process, (2) the role of planning in shaping academic strategy in higher education, and (3) the components of the Integrated Planning Model. Critical questions addressed in this course include: What is a strategic plan? What is the process for creating a strategic plan? How is such a plan developed within a community college? Students working in cohort groups will develop a strategic plan for a prototype comprehensive community college.

**EDHE 606: The Learning College****Three Hours: 3 Credits**

An analysis of the Learning Centered Community College is the primary focus of this course. It focuses on the organizational culture, pedagogical practices, institutional priorities, curriculum content, design, delivery, student development programs and services, and use of technology in learning centered colleges. Special emphasis is placed on how the Learning Revolution has shifted the concerns of community colleges from teaching to learning in their efforts to enhance the quality of its programs and services. The course also examines the role of major educational leaders who have had an influence on the development of the Learning Revolution.

**EDHE 607: Student Development in Community Colleges****Three Hours: 3 Credits**

The function of this course is to combine theory with issues facing student development professionals in community colleges. This is accomplished by examining the historical origins and scope of student services and its various components. Special emphasis is placed on understanding the contemporary diverse student populations and their expectations. Other areas of study include an exploration of how technology, learning revolution, financial resources, special interests and other societal changes have transformed student development in community colleges.

**EDHE 608: Technology in Contemporary Community Colleges****Three Hours: 3 Credits**

The primary emphasis of this course is to examine how technology influences current teaching and learning processes in the contemporary community college. Important aspects of this course are the influence of technology on communication between faculty and students, design and modification of curriculum to meet diverse needs and interests of students, access to sources of information for teaching, learning, research, institutional effectiveness, distance education, support services and administration. Instruction for this course will take place at local and regional community colleges.

**EDHE 609: Contemporary Issues in Community Colleges****Three Hours: 3 Credits**

This course presents an overview of major social policy issues in contemporary urban education. Emphasis is placed on such topics as educational standards, diversity, access, student success, technology, learning centered colleges, institutional effectiveness, and governance and administration. Special emphasis is placed on some perennial issues as they relate to urban community colleges.

**EDHE 611: Professional Development for Careers in Community Colleges-Year 2****Three Hours: 3 Credits**

This course is designed to help doctoral students become better professionals. Students are provided assistance with identifying and developing their talents and leadership skills. Students are encouraged to take a critical look at their strengths and weakness and to develop action plans to facilitate their professional growth and development.

**EDHE 612: Writing Publishing & Presenting****One Hour: 1 Credit**

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

**EDHE 613: Public Policy Analysis****One Hour: 1 Credit**

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

**EDHE 615: The Community College Presidency****Three Hours: 3 Credits**

This course utilizes the theories and skills advanced in the leadership and administration course to examine the role of the community college president. The major focus of this course is an in-depth study of the practical, day-to-day functions of the president. Other important topics are formulating a vision of the institution's future, building consensus, taking risks, building and maintaining relationships with faculty and other internal and external constituencies, managing relationships with trustees and governing boards, exercising and delegating authority and other related functions.

**EDHE 616: Community College Trustees and Governing Boards****Three Hours: 3 Credits**

This course provides an opportunity for students to learn more about the role of community college trustees-who they are as individuals and as a group and to learn about their perceptions of community college governance. It also examines forms of governance, with a critical review of "Policy Governance", board/CEO roles, leadership issues, relationship of boards to the community, and board efficiency and productivity.

**EDHE 617: Clinical Internship-The Community College Experience****Three Hours: 3 Credits**

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

**EDHE 622: Issues in General Education****Three Hours: 3 Credits**

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

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

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

**Three Hours: 3 Credits**

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

**EDHE 625: Discipline Foundation**

**Three Hours: 3 Credits**

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

**EDHE 626: Seminar in the Scholarship of Teaching**

**Three Hours: 3 Credits**

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

**EDHE 627: Mixed Methods Research for Community College Leaders**

**Three Hours: 3 Credits**

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

**EDHE 628: Assessing Student Learning**

**Three Hours: 3 Credits**

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

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

**Three Hours: 3 Credits**

This course provides an in-depth understanding and analysis of instructional theories, practices and research in selected academic disciplines. Following discipline-specific related lines of

inquiry, students will examine research taken from theoretical and practical perspectives that shape the disciplines.

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

**Three Hours: 3 Credits**

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

**EDHE 997: Dissertation Guidance Three Hours: 3 Credits**

**EDHE 998: Dissertation Seminar Six Hours: 6 Credits**

**EDMA 516: Seminar in Elementary/Middle School Mathematics Instruction**

**Three Hours: 3 Credits**

This course will emphasize instructional techniques involving effective communication, intuitive learning, critical thinking and reflection in applying methodology of modern mathematics to grades K-8. These instructional techniques will be suitable for a technologically developed urban, multicultural environment. Research studies and their implication for teaching will also be considered.

**EDMA 530: Teaching For Concept Development In Mathematics**

**Three Hours: 3 Credits**

This course will enhance teachers' pedagogical knowledge through a critical examination of the methods and materials used in teaching K-12 mathematics.

**EDMA 554: Mathematical Investigations in the High School Curriculum I**

**Three Hours: 3 Credits**

This course is designed to deepen high school teachers' mathematical content knowledge of the algebra and pre-calculus taught within high schools. Through integrated curricula, numerous connections will be made among mathematical topics and to topics outside of mathematics, particularly science.

**EDMA 555: Mathematical Investigations in the High School Curriculum II**

**Three Hours: 3 Credits**

This course seeks to develop in high school mathematics teachers, deeper mathematical content knowledge of the geometry, probability, and statistics taught within high schools. Through integrated curricula, numerous connections will be made among mathematical topics and to topics outside of mathematics, particularly science.

**EDMA 581: Mathematical Principles and Concepts for Elementary/Middle School Teachers I Three Hours: 3 Credits**

This course will provide teachers of grades K-8 with a foundation in the algebra of the real number system. Topics include: subsets of the real numbers and binary operations on them, rules of logical inference, polynomials, solution of linear and quadratic equations and inequalities, the function concept and the graphical representation of functions, combinations and permuta-

tions of finite sets, the principle of mathematical induction. (Credits for this course are not applicable toward a degree in mathematics.)

**EDMA 582: Mathematical Principles and Concepts for Elementary/Middle School Teachers II Three Hours: 3 Credits**

This course consists of the concepts of plane and solid geometry needed to support the mathematics curriculum requirement in geometry for teachers of K-8. Topics to be covered include: plane Euclidean geometry, volumes of regular polyhedral and spheres, non-Euclidean metrics, angles and an introduction to right-angle trigonometry. (Credits for this course are not applicable toward a degree in mathematics.)

**EDMA 583: Applied Mathematics for Elementary/Middle School Teachers Three Hours: 3 Credits**

This course develops a wide variety of applications intended to supplement and enhance use of the concepts and techniques covered in EDMA.581 and 582. Applications will be selected to show algebra and geometry in alternative as well as complementary roles as problem solving tools. (Credits for this course are not applicable toward a degree in mathematics.)

**EDMA 620: History, Philosophy and Sociology of Mathematics Three Hours: 3 Credits**

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

**EDMA 621: Planning Developing and Evaluating the Mathematics Curriculum Three Hours: 3 Credits**

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

**EDMA 630: Methods of Concept Development in Mathematics Education Three Hours: 3 Credits**

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

**EDMA 641: Practicum in Mathematics Education Three Hours: 3 Credits**

This course requires the design development and implementation of an intervention into some aspect of mathematics education at the level of the student's specification. Students will be supervised at all stages of the intervention and will have opportunity to share experiences with peers in a seminar setting.

**EDMA 650: Professional Development and Practice of Mathematics Teachers****Three Hours: 3 Credits**

This seminar course will examine the broad range of concerns and issues addressed in other courses in terms of how professional development of teachers can best be addressed. The research literature on teacher cognition and practice will be used as a basis for developing effective approaches to professional development in mathematics education. Prerequisite: EDSM 610, EDSM 620, EDSM 621, EDSM 630, EDUC 640, CUIN 562, or with permission from instructor.

**EDMA 651: Seminar: Current Topics and Trends in Mathematics Education****Three Hours: 3 Credits**

This seminar course will cover a variety of current and cutting edge topics in mathematics education practice, research and theorizing that may not be addressed in other courses. Guest presentations by researchers and mathematics education practitioners as well as student presentations will be the mode of delivery.

**EDMA 660: Special Topics in Mathematics Education****Three Hours: 3 Credits**

This course provides opportunity for individual exploration of any issue related to mathematics education. Participants are encouraged to identify an issue that is of particular relevance to their areas of specialization and will be required to undertake an extensive exploration of the literature relevant to that issue. A literature review that gives evidence of control of ideas and the ability to reflect critically on the implications of these ideas is the mode of assessment for the course.

**EDSC 503: Science in the Elementary and Middle School****Three Hours: 3 Credits**

This is a subject-matter centered course which includes: (1) orientation to the major themes connected with science in the elementary and middle school; (2) work with science materials in a laboratory center; (3) lectures, demonstrations, and class discussions; and (4) interpretation of recent developments in science at the K-8 level and their application to the multicultural urban classroom. (Not applicable to a degree in science).

**EDSC 504: Seminar in Modern Elementary Science****Three Hours: 3 Credits**

This course will emphasize techniques for organizing, teaching, and evaluating local environmental education programs (grades K-4 and 5-8) that are in consonance with the humanistic, interdisciplinary approaches recommended by the Maryland State Board of Education. An attempt will be made to provide a philosophical educational background to facilitate reflective insights as to the social, economic and political implications of science as well as the impact of science upon society. (Not applicable to a degree in science).

**EDSC 506: Physical Science Inquiry****Three Hours: 3 Credits**

This course is designed to give the teacher an opportunity to develop those competencies essential to successful teaching of the concepts of the physical and earth sciences in grades pre-K-8. The inquiry mode of instruction will be emphasized in learning experiences which will include field and laboratory inquiry tasks related to ideas of the universe, matter

and energy, and the earth and its atmosphere. Explorations of the inquiry mode will be made with specific attention being given to historical background, the various methods of inquiry, the underlying assumptions, the major purposes, the role of the teacher as leader, communicator, and facilitator, and the role of the learner. (Not applicable to a degree in science).

**EDSC 510: Biological Science as Inquiry**

**Three Hours: 3 Credits**

This course is designed to provide the student with the opportunity to develop those competencies essential to successful teaching of concepts of the