



Urban Educational Leadership
Doctoral Student Handbook

2025-2026 Academic Year

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Introduction

The student handbook is intended to serve as a guide to the policies and procedures for the doctoral programs in Urban Educational Leadership. This document is available to all doctoral students from the Department of Advanced Studies, Leadership & Policy (DASLP). If after reading this Handbook, further clarification regarding the policies and procedures is desired, consult a faculty advisor, the program director, or the chairperson of the DASLP. The department telephone number is (443) 885-1906.

The Doctoral Degree

The pursuit of the doctorate requires an immense personal sacrifice on the part of the aspirant as well as on the part of the academic advisors who undertake the training of the advisee. Entry into the course of study leading to this highest academic degree is not an action which can be taken lightly. The doctorate is the highest academic degree that a university can award. It is an institution's endorsement of the professional capacity of an individual. The terminal degree signifies that its holder has submitted his or her academic work to serious academic scrutiny, and that the individual is able to pursue independent activity in the scholarly arena. The institution, in conferring the degree, acknowledges that the student has become an authority on the topic of the dissertation.

Attaining a doctorate requires an immense personal sacrifice on behalf aspirant, as well as the academic advisors who support the advisee. Entry into a terminal course of study leading to this highest academic degree program is not an action which can be taken lightly. The doctorate is the highest academic degree that a university can award. It is an institution's endorsement of the professional capacity of an individual. Attaining one signifies that the holder has submitted his or her academic work to serious academic scrutiny, and that the individual is able to pursue independent activity in the scholarly arena. The institution, in conferring the degree, acknowledges that the student has become an authority on the topic of the dissertation.

The Doctor of Education (Ed.D.) in Urban Educational Leadership is designed for those who anticipate significant leadership careers serving the cause of urban schooling, such as principals, superintendents, and other K-12 educational institutions.

The Ph.D. in Education with a concentration in Urban Educational Leadership is designed for those who engage in systematic examination of the theoretical and practical challenges evident in urban schooling and urban education, who anticipate careers in academia, research, and policymaking.

In practice, Ed.D.s can work and succeed in academia and Ph.D.s can work and succeed in schools. However, professional expectations may differ, both before and after the conferring of the terminal degree.

The Program

The Urban Educational Leadership program exists in the Department of Advanced Studies, Leadership, and Policy (DASLP) in the School of Education and Urban Studies. This doctoral program was established in 1979, making it the oldest doctoral program at Morgan State University. We are committed to Morgan State University's mission of excellence in teaching and research and to addressing the needs of Baltimore and other urban spaces. Rooted in a deep love for Black people and community, we approach the study of urban education from an asset lens and cultural wealth ideology. We make every effort to resist anglonormativity and antiblackness in all their iterations in our classes, research, and mentorship. Our faculty is dynamic and diverse, representing multiple areas of research, professional experience, and instructional expertise. Our students seek either the Ed.D. in Urban Educational Leadership or the Ph.D. in Education with a concentration in Urban Educational Leadership.

Urban Educational Leadership Program Objectives

The educational objectives for the Ed.D. in Urban Educational Leadership and Ph.D. in Education with a concentration in Urban Educational Leadership are the following:

- To prepare students to be critical thinkers, who focus on leadership, policy, ethics, and liberation in urban education and Black education and translate that philosophy into research and practice
- To advance applied and/or theoretical research on urban education and Black education within the full P-20 educational pipeline
- To prepare students to use original and existing research to transform urban education and Black education research, policy, and practice
- To equip urban educational leaders with foundational resources and innovative cutting-edge transdisciplinary research experience
- To prepare students to center community wealth toward the liberation of urban education and Black education and create a collaborative learning community

General Requirements

Candidates for the Ed.D. in Urban Educational Leadership must complete a minimum of 51 academic credit hours. Candidates for the PhD in Education with a concentration in Urban Educational Leadership must complete a minimum of 54 academic credit hours. Urban Educational Leadership Ed.D. and Ph.D. students must all pass the comprehensive exam and submit and successfully defend a dissertation. All students in the program will be expected to complete academic core, research courses, and specialization courses as are prescribed in the following chart.

Ed.D. in Urban Educational Leadership (51 credits)

Academic Core Courses	ASLP 600 - Introduction to Doctoral Studies and Academic Writing <i>3 Credits</i>
	ASLP 640 - Race and Public Policy in Education <i>3 Credits</i>
	ASLT 632 - Instructional Systems Analysis <i>3 Credits</i>
Research Methods Courses	ASLP 620 - Introduction to Educational Research <i>3 Credits</i>
	ASLP 710 - Quantitative Research Methods <i>3 Credits</i>
	ASLP 712 - Introduction to Qualitative Research <i>3 Credits</i>
	EDSR 620 – Action Research in Urban Education <i>3 Credits</i>
	EDSR 819 - Quantitative Data Analysis in Education II <i>3 Credits</i>
	EDSR 822 - Mixed Methodology in Educational Research <i>3 Credits</i>
Specialization in Urban Educational Leadership	ASLF 601/EDPL 704 - Educational Economics and Finances <i>3 Credits</i>
	EDPL 702 - Theories, Practices, and Contemporary Issues in Education <i>3 Credits</i>
	EDPL 703 - Education and Society <i>3 Credits</i>
	EDPL 801 - Policy and Politics in Education <i>3 Credits</i>
	EDPL 802 - Seminar in Administration and Social Policy <i>3 Credits</i>
	EDPL 803 - Social Policy and Futurism <i>3 Credits</i>
	+ 1 Elective <i>3 credits</i>
Dissertation Seminar	ASLP 993 – Doctoral Candidacy <i>3 Credits*</i>
	ASLP 997/998 – Dissertation Guidance <i>3 Credits</i>
UEL Electives	Critical Race Theory in Education Black Women Education Leadership Buried Blueprints of Black Education
Advanced Research Electives	Case Study Analysis Narrative Inquiry Phenomenological Inquiry Advanced Qualitative Analysis

Departmental Level Courses

Urban Educational Leadership Courses

**ASLP 993 must be registered for and paid for, but it does not count toward credit requirements.*

Important Notes about how the Ed.D. and Ph.D. Course Requirements are Different

All six of the research courses for Ed.D. students are prescribed and pre-determined. Four research courses are pre-determined for Ph.D. students, who must complete one additional three credit advanced research elective related to their chosen methodology. Three additional concentration/specialization courses are required for Ph.D. students. These three credit courses must be approved by the student's advisor.

Ph.D. in Education, Urban Educational Leadership concentration (54 credits)

Academic Core Courses	ASLP 600 - Introduction to Doctoral Studies and Academic Writing <i>3 Credits</i>
	ASLP 640 - Race and Public Policy in Education <i>3 Credits</i>
	ASLP 642 - Equity and Social Justice in Education <i>3 Credits</i>
Research Methods Courses	ASLP 620 - Introduction to Educational Research <i>3 Credits</i>
	ASLP 710 - Quantitative Research Methods <i>3 Credits</i>
	ASLP 712 - Introduction to Qualitative Research <i>3 Credits</i>
	ASLP 700 – Modes of Inquiry <i>3 Credits</i>
	Advanced Research Elective <i>3 Credits</i>
Specialization in Urban Educational Leadership	EDPL 702 - Theories, Practices, and Contemporary Issues in Education <i>3 Credits</i>
	EDPL 703 - Education and Society <i>3 Credits</i>
	EDPL 801 - Policy and Politics in Education <i>3 Credits</i>
	EDPL 802 - Seminar in Administration and Social Policy <i>3 Credits</i>
	EDPL 803 - Social Policy and Futurism <i>3 Credits</i>
	+ 3 Electives <i>9 credits</i>
Dissertation Seminar	ASLP 993 – Doctoral Candidacy <i>3 Credits*</i>
	ASLP 997/998 – Dissertation Guidance <i>3 Credits</i>
UEL Electives	Critical Race Theory in Education Black Women Education Leadership Buried Blueprints of Black Education
Advanced Research Electives	Case Study Analysis Narrative Inquiry Phenomenological Inquiry Advanced Qualitative Analysis

Departmental Level Courses **Ph.D. only courses** Urban Educational Leadership Courses

**ASLP 993 must be registered for and paid for, but it does not count toward credit requirements.*

Important Notes about how the Ed.D. and Ph.D. Course Requirements are Different

All six of the research courses for Ed.D. students are prescribed and pre-determined. Four research courses are pre-determined for Ph.D. students, who must complete one additional three credit advanced research elective related to their chosen methodology. Three additional concentration/specialization courses are required for Ph.D. students. These three credit courses must be approved by the student's advisor.

Sample Plan of Study Sequence (Full-Time)

Ed.D. in Urban Educational Leadership		Ph.D. in Education, concentration in Urban Educational Leadership	
Year 1, Semester 1	ASLP 600 - Introduction to Doctoral Studies and Academic Writing <i>3 Credits</i>		
	ASLP 620 - Introduction to Educational Research <i>3 Credits</i>		
	EDPL 703 - Education and Society <i>3 Credits</i>		
Year 1, Semester 2	ASLP 640 - Race and Public Policy in Education <i>3 Credits</i>		
	EDPL 801/ ASLP 601 - Policy and Politics in Education <i>3 Credits</i>		
	ASLP 712 - Introduction to Qualitative Research <i>3 Credits</i>	**ASLP 700 – Modes of Inquiry <i>3 Credits</i>	
Year 2, Semester 3	EDPL 702 - Theories, Practices, and Contemporary Issues in Education <i>3 Credits</i>		
	ASLP 710 - Quantitative Research Methods <i>3 Credits</i>		
	EDPL 802 - Seminar in Administration and Social Policy <i>3 Credits</i>	**ASLP 642 - Equity and Social Justice in Education <i>3 Credits</i>	
Year 2, Semester 4	EDSR 819 - Quantitative Data Analysis in Education II <i>3 Credits</i>	ASLP 712 – Qualitative Methods <i>3 Credits</i>	
	**ASLF 601 - Educational Economics and Finances <i>3 Credits</i>	Elective/Concentration Courses	
	Elective/Concentration Courses		
Year 2, Optional Summer	<ul style="list-style-type: none">Elective/Concentration CoursesMay be eligible for Comprehensive Exams		
Year 3, Semester 5	ASLT 632 - Instructional Systems Analysis <i>3 Credits</i>	EDPL 802 - Seminar in Administration and Social Policy <i>3 Credits</i>	
	EDPL 803 - Social Policy and Futurism <i>3 Credits</i>		
	EDSR 822 - Mixed Methodology in Educational Research <i>3 Credits</i>	Advanced Research Elective (3)	
Year 3, Semester 6	EDSR 620 – Action Research in Urban Education <i>3 Credits</i>	Elective/ Concentration Courses	
	ASLP 993 – Doctoral Candidacy <i>3 Credits</i>		
Year 4 and Beyond	ASLP 997/998 – Dissertation Guidance <i>3 Credits</i>		

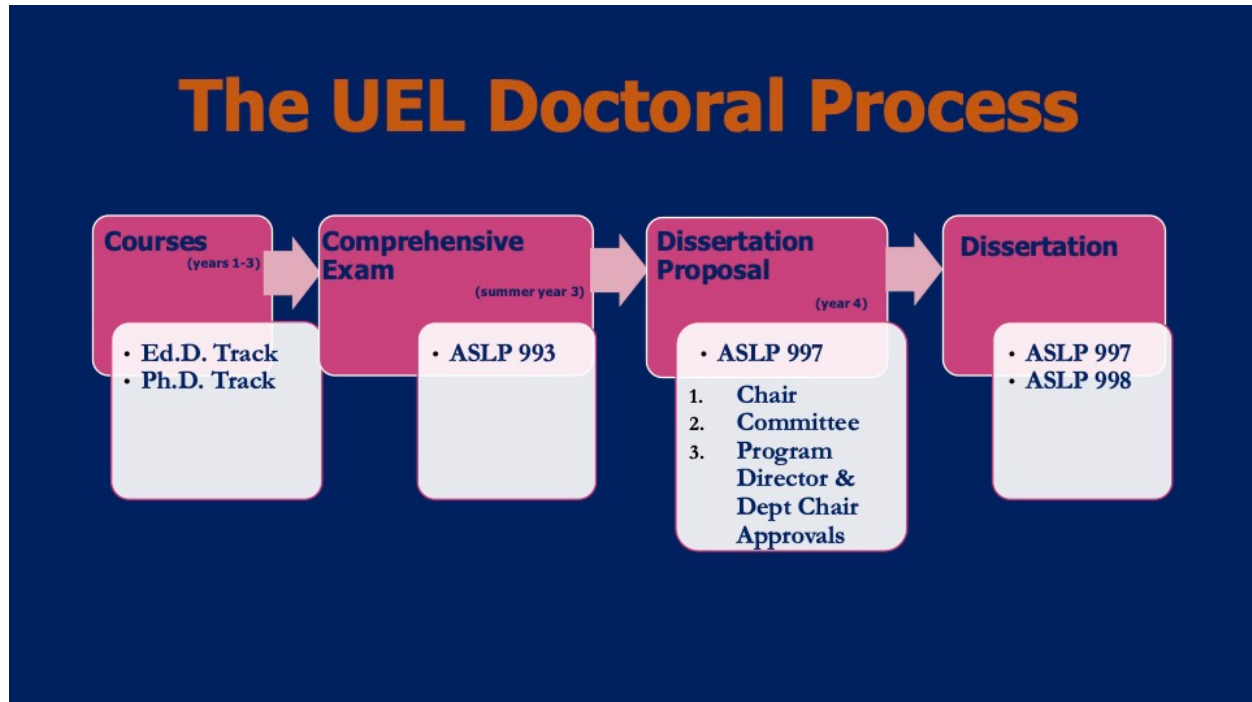
***these classes are only offered once a year

Sample Plan of Study Sequence (Part-Time)

Ed.D. in Urban Educational Leadership		Ph.D. in Education, concentration in Urban Educational Leadership
Year 1, Fall Semester	**ASLP 600 - Introduction to Doctoral Studies and Academic Writing 3 Credits	
	**ASLP 620 - Introduction to Educational Research 3 Credits	
Year 1, Spring Semester	EDPL 801/ ASLP 601 - Policy and Politics in Education 3 Credits	**ASLP 700 – Modes of Inquiry 3 Credits
	ASLP 640 - Race and Public Policy in Education 3 Credits	
Summer 1	ASLP 710 - Quantitative Research Methods 3 Credits	
	ASLP 712 - Introduction to Qualitative Research 3 Credits	
Year 2, Fall Semester	EDPL 703 - Education and Society 3 Credits	
	**ASLP 601 - Educational Economics and Finances 3 Credits	**ASLP 642 - Equity and Social Justice in Education 3 Credits
Year 2, Spring Semester	EDSR 819 - Quantitative Data Analysis in Education II 3 Credits	PL 801/ ASLP 601 - Policy and Politics in Education 3 Credits
	EDPL 802 - Seminar in Administration and Social Policy 3 Credits	
Summer 2	EDPL 702 - Theories, Practices, and Contemporary Issues in Education 3 Credits	
	Elective/ Concentration Courses	
Year 3, Fall Semester	EDPL 803 - Social Policy and Futurism 3 Credits	
	EDSR 822 - Mixed Methodology in Educational Research 3 Credits	Advanced Research Elective (3)
Year 3, Spring Semester	EDSR 620 – Action Research in Urban Education 3 Credits	Elective/ Concentration Courses
	Elective	
Summer 3	Comprehensive Exams	
Year 4, Fall Semester	ASLP 993 – Doctoral Candidacy 3 Credits	
Year 4, Spring Semester	ASLP 997 – Dissertation Guidance 3 Credits	

*****these classes are only offered once a year**

Path Through the Program



This Urban Educational Leadership (UEL) doctoral process is a structured pathway designed to guide you from coursework through the completion of your dissertation. In years one through three, the student will complete required courses in either the Ed.D. or Ph.D. track. When coursework is completed (for most students, the summer of year three), students register for ASLP 993 and take the Comprehensive Exam. Once the student is successful on the Comprehensive Exam, the student will enroll in ASLP 997 and will develop and submit the dissertation proposal, which must be approved by the student's chosen dissertation chair and committee, with final approval for defense coming from the Urban Educational Leadership Program Director (Dr. Royal) and Department of Advanced Studies, Leadership, and Policy chair (Dr. Ampaw). Once the dissertation proposal is defended successfully, the student advances to the dissertation phase. During this period, students conduct your research and write your dissertation under the guidance of the dissertation chair and committee, with final approval for defense, again, coming from the Urban Educational Leadership Program Director (Dr. Royal) and Department of Advanced Studies, Leadership, and Policy chair (Dr. Ampaw).

Program Policies

All doctoral students are subject to the academic regulations of the School of Graduate Studies and School of Education Urban Studies (SEUS), and the Department of Advanced Leadership and Studies (DASLP). Students may expect to obtain a degree in accordance with the requirements set forth under regulations in force at the time they enter the University or under subsequent regulations published in the most recent catalog (i.e., current) catalog.

Admissions Policies

Students apply and are admitted into either the Ed.D. in Urban Educational Leadership or the Ph.D. in Education with a concentration in Urban Educational Leadership. Admission into the program requires a successful interview with Urban Educational Leadership program faculty. Students who wish to switch from the Ed.D. to the Ph.D., from the Ph.D. to the Ed.D., or to different concentrations after admission will need to apply and be admitted into the new concentration. Each concentration may set its own admission policies.

Low and High Residency Options

Urban Educational Leadership doctoral students may select either the High or the Low Residency option upon admission into the program. Students who wish to switch their delivery option will need to make a formal request to the program director with an acceptable reason.

Students in Good Standing

Students must remain in good standing at Morgan, which requires enrollment in 18 credits over two to three semesters. Students who do not obtain a formal leave of absence and do not remain in good standing will be de-matriculated from the program after a year of absence. Students who are de-matriculated from the program may seek readmission within a year of the formal de-matriculation.

Formal Leave of Absence

Students who are unable to maintain good standing must request a leave of absence from the Graduate School. Students must provide their program director with a justification to initiate the leave. Once approved, the leave of absence will be for one calendar year, and students will be required to reapply for the leave or reenroll in courses every year. Students may choose to withdraw from all their courses for a given semester when seeking a leave of absence.

Classroom Policies

Students are expected to read carefully and thoroughly the entire syllabus for each class. Students are expected to participate in all classes and follow faculty member policies as detailed on the syllabus.

Norms for all DASLP Zoom synchronous sessions

- Students should turn on their video camera throughout class except for prior permission from the faculty member
- Students should endeavor to be in a location/space conducive to learning
- Students should endeavor to use the video background feature to obscure anything that may be a distraction to other students
- Students must be equipped to engage in class discussion

Technology

All students are required to have regular access to an MSU e-mail account and check it regularly. All communications from the program, department, or institution will be sent to the Morgan email account. Students taking online classes are required to have access to a computer with stable connection to high-speed internet and Canvas. Students must learn how to navigate the Canvas system early on and become familiar with the menus and tabs that lead to various levels of the course: announcements, calendars, modules, discussion board, grade book, and other tabs on the course menu in Canvas.

C Grade Policy

All students are required to pass each course with a grade of B or better. Courses for which a student has earned a C must be retaken immediately upon availability of the course. A student only has one attempt to remedy a “C” grade. Students will not be allowed to take the comprehensive exam or attain candidacy until such courses have been re-taken and a grade of B or better has been earned. Any student who receives more than 3 “Cs” will be dismissed from the program.

Residency Weekends

Required residency weekends are embedded in the doctoral program as a central part of the intensive, cohort-based model. Doctoral work can be a challenging process, but building peer structure helps students succeed. Residency weekends will help students get to know faculty and fellow cohort members and foster the development of their doctoral identity. They will occur once each semester for students who have not attained candidacy, and the dates will be distributed during orientation.

- Residency weekends are required for all Ph.D. students. They are highly recommended for Ed.D. students.
- Residency weekends are a full-day Friday, a full-day Saturday, and a half-day Sunday for one weekend per semester.
- Attendance is required at all residency weekends.
- With prior notice and an approved excuse, students may miss only one residency weekend, and they must arrange with their advisor to make up for the missed work.

Note: Neither the program nor the University will provide transportation, lodging, or meals, but a list of hotel and dining options will be provided by the department chair.

Residency weekends will remain an option for students during the dissertation phase, although they are no longer mandatory. Students will continue to be able to attend workshops dedicated to the research and writing process alongside cohort members to support them as they complete their dissertations.

Comprehensive Exams

Overview

The purpose of the comprehensive exam process is to assess the student’s knowledge of the area(s) of specialization and familiarity with the published research in the field and to determine the extent to which students possess the critical and analytical skills necessary to carry out dissertation research.

For both the Ed.D. in Urban Educational Leadership and the Ph.D. in Education concentrating in Urban Educational Leadership, students will have four weeks to complete their comprehensive qualifying exams (30 days, including weekends). The exam must be completed during the summer (July) usually July 5th -August 5th. *Students may be able to take the exam during the fall or spring semester upon special request.* The text of a student’s responses to the questions (excluding reference lists) may not exceed 35 pages (double-spaced, 1-inch margins, 12pt Times New Roman, and most recent APA conventions).

Application Process

Students must apply to take the comprehensive exam by completing the application at least 60 days before the identified timeline begins. Students seeking to complete the comprehensive exam will need to attend mandatory preparation sessions as outlined by the program. Before beginning the comprehensive exam, the student must choose a dissertation chair and meet with them about their dissertation topic.

Comprehensive Exam Eligibility

To be eligible for the comprehensive exam, the student must have earned 45 credits with a minimum 3.0 grade point average, with any C, F, or I on their transcript having been replaced by a B grade or better. Further, the student must have completed **all** of the following courses successfully: core courses, research courses, and urban educational leadership concentration. To continue in the program, the student must have taken and passed their comprehensive exam by the end of their fourth academic year. Lastly, the student must be cleared by the program director to take the comprehensive exam. If the student receives permission to take the exam outside of the prescribed summer period, the student must be enrolled during the term.

Procedure

The student's topic needs to be approved by the intended dissertation chair. The Urban Educational Leadership faculty member coordinating the comprehensive exam will email it to students. After 24 hours, students can schedule a meeting with their chair to go over any questions. During the exam, students can ask their chair technical questions but not content questions. Students cannot receive external assistance from their peers, editors, writing coaches, etc. All exams will be run through a plagiarism checker. Each student's exam will be read by two readers, your chair and a second reader. Second readers should ideally be a potential member of the student's dissertation committee. The exam must be submitted via email at 5pm on the last day and sent to the administrative assistant, intended dissertation chair, and Program Director.

Exam Response Requirements

The student will produce a response that is 25-35 pages in length, not including title page, abstract, and references. It will be thoroughly sourced, including at least 30 sources. The exam must be completed in 30 days. A late exam automatically fails.

Grading and Revisions

The student's comprehensive exam response is graded by the student's intended dissertation chair and a second reader. Scoring will be recorded as Pass, Pass with Revisions/Needed, or a Fail. Results will be provided to the student within 30 days of submission. Students who earn Pass with Revisions will have 30 days to complete their revisions. Students who fail their first attempt are eligible one more attempt to pass the Comprehensive Exam. The readers, together, will evaluate the exam and indicate whether the exam is an:

- Unconditional pass
 - An “unconditional pass” means the student’s exam requires little to no edits. The edits in an “unconditional pass” exam are more grammatical if any at all. Edits do not need to be resubmitted to the first reader/chair. Students will be advised of eligibility to prepare and submit their dissertation proposal.
- Conditional pass
 - A “conditional pass” means that revisions are more major than minor and require that students resubmit to the satisfaction of the first reader/chair within 30 days of the decision's rendering. A decision on whether the student can proceed with preparing and submitting the dissertation proposal is contingent upon successful revision.
- Fail
 - A “fail” means that the student needs to repeat the entire exam at the discretion of the readers. Only one retake is permitted. Retakes can only occur in the identified timeline. If a “fail” decision is rendered, the readers may strongly recommend additional courses to take, courses to retake, or material to read before redoing the exam.

Editing/A.I. Policy

During your comprehensive examination process, please be mindful of the ways you engage A.I. applications such as ChatGPT. While helpful and convenient in some ways (e.g., checking grammar and syntax, outlining to organize thoughts before writing), A.I. carries many dangers and limitations that may be detrimental to your learning and success. Research has shown that A.I. websites like ChatGPT carry a high potential for bias. This may present issues during your examination as many of you will be explicitly focusing on topics related to inequality and social justice. Should you decide to use A.I. during your examination process, only use it as a supplemental aide. Produced results from A.I. should not be copied and pasted and used in any way during your examination process.

Candidacy

The program director will certify a student for admission to candidacy after the student has completed all their coursework and passed their comprehensive examination. A request to be admitted to candidacy form will need to **be initiated by the student once** they have met the requirements and will need to be signed off by the dissertation chair, program director, and department chair. Students will need to be admitted into candidacy before they can register for ASLP 997.

Dissertation Committee

A student’s dissertation committee should consist of three to four members and have must include these roles.

- ***Chair (Research active SEUS faculty member):*** Research active is defined as a faculty member actively publishing/presenting in the field or regularly supervising doctoral dissertations.
- ***Methodology expert:*** A terminal degree holder with expertise in the methods proposed to be utilized by the candidate.
- ***Content expert:*** A terminal degree holder with expertise in the candidate’s proposed topic.

These three roles must be present on the committee. Only one member of the committee may be from outside Morgan State University and must be approved by the program director.

If the student desires to include a terminal degree holder from outside of Morgan State University to serve on the committee, the Urban Educational Leadership faculty strongly recommend the student and dissertation chair be strategic and intentional about how this person will work on the committee. This outside committee person must be approved by the dissertation chair.

The Dissertation

Urban Educational Leadership students have different options for the dissertation depending on whether they are enrolled as a Ph.D. student or an Ed.D. student. However, please note the significance of this program's objectives. This means this Urban Educational Leadership doctoral program will not approve dissertations that are deficit-oriented or that promote anti-Black rhetoric and harmful research outcomes. As the premier and only Urban Educational Leadership doctoral program housed at an HBCU, we hold a steadfast commitment to producing scholarship that challenges, rather than perpetuates, oppressive ideologies.

The two options for Ph.D. students are as follow:

- a five chapter traditional dissertation, traditionally organized this way—
 - Front Matter
 - Cover page
 - Copyright information
 - Abstract
 - Table of Contents
 - List of Tables (if applicable)
 - List of Figures (if applicable)
 - Dissertation Body
 - Chapter I: Introduction
 - Chapter II: Review of Literature
 - Chapter III: Methodology
 - Chapter IV: Results
 - Chapter V: Discussion
 - Back Matter
 - References
 - Appendices
 - Vita

OR

- three journal-ready empirical articles
 - The three-article dissertation format is an alternative to the traditional dissertation format and consists of three publishable quality articles that form a cohesive body of work. This format offers the opportunity for students to publish their research before graduation and is a good fit for those wishing to pursue an academic career in

higher education. The dissertation is expected to include three stand-alone articles of publishable quality with a recommended breakdown:

- Front Matter
 - Cover page
 - Copyright information
 - Abstract (synthesizing three articles and work as a whole)
 - Table of Contents
 - List of Tables (if applicable)
 - List of Figures (if applicable)
- All Three Articles to include:
 - Subsections of article (Introduction, Review of Literature, Method, Results, Conclusion)
 - Reference List particular to the article
- Back Matter, to include:
 - References
 - Appendices
 - Vita

The two options for Ed.D. students are as follow:

- a five chapter dissertation, a practitioner-driven study, focused on a problem identified within a particular organization or focused on understanding, exploring, and generating an action plan for an issue within the organization, traditionally organized this way—
 - Front Matter
 - Cover page
 - Copyright information
 - Abstract
 - Table of Contents
 - List of Tables (if applicable)
 - List of Figures (if applicable)
 - Dissertation Body
 - Chapter I: Introduction
 - Chapter II: Review of Literature
 - Chapter III: Methodology
 - Chapter IV: Results
 - Chapter V: Discussion
 - Back Matter
 - References
 - Appendices
 - Vita

Or

- a three-article dissertation using this format:
 - paper one: a 40-50 pages long critical, integrative review of the research literature on education, including conceptualizations, interpretations, and syntheses of literature and scholarly work within the given context; this would also lay out the overarching problem(s) and offer areas for research. An example is a literature review typically seen in the Review of Educational Research. This would ordinarily be seen as chapter 2 in a typical dissertation.
 - paper two: 20-30 pages long journal-ready paper based on an empirical study connected to the prior literature review and conducted and presented in its entirety. The suggested approach would be framed either as an action research study or a case study. It would be something that would be meaningful and useful in the candidate's professional arena. This paper would follow the format of a typical research article found in most journals, including a literature review, theoretical framework, methodology, findings, and discussion/conclusion.
 - paper three: a 15-20 pages long practitioner-oriented manuscript that further extends the findings from the actual study. This would offer the candidate an opportunity to think deeply about the implications of their work for practitioners/professionals in the field, both from practice and policy perspectives.

These papers would be framed by a short introduction and a conclusion that weaves together the body of work in the three papers.

Dissertation Proposal Formats

Proposals for Five Chapter Dissertation, Ph.D. and Ed.D.

For the proposal, students will complete

- Chapter I: Introduction
- Chapter II: Review of Literature
- Chapter III: Methodology

Proposals for Ph.D. Three Article Dissertation

For the proposal, students will complete an

- Abstract for each article
- Introduction chapter including:
 - A clear gap statement built on the literature for each proposed article.
 - Purpose statement and research question (s) for each article.
- Methods outlined for each article

Proposals for Ed.D. Three Article Dissertation

For the proposal, students will complete a

- Full Article 1
- The first part of Article 2 including:
 - Introduction and Problem Statement
 - Literature Review
 - Proposed Methods

Program Time Limits

Comprehensive Exam

Students must take and pass the comprehensive examination within four years of enrollment in the program as determined by the completion of their first course in the program. Students who do not meet this deadline and wish to continue in the program will need to submit an appeal to the program director and department chair detailing an explanation and a clear timeline to complete the exam. The program director and department chair need to approve the student to continue in the program. A clear deadline will be provided to the student to meet the requirements. Students will be only granted one appeal.

Proposal Defense

Students must complete their proposal document and pass their proposal defense within two years of being admitted to candidacy. A student who does not meet this deadline and who wishes to continue in the program will need to submit an appeal to the program director and department chair detailing an explanation and a clear timeline to pass their proposal defense. The program director and department chair need to approve the student to continue in the program. A clear deadline will be provided to the student to pass the exam. Students will be only granted one appeal.

Completion of Degree

Per the Graduate School policy, students must complete their doctoral degree within seven years of starting the program. A student who does not meet this deadline will need to appeal to the Graduate School for an extension.

Dismissal from the Program

Students may be dismissed from the program if they fail the comprehensive examination and do not retake it by the end of the following year or do so and fail the second time. Students may be dismissed from the program for egregious violations of the student code of conduct. Students may be dismissed from the program if they fail to make satisfactory progress toward completing their degree. The following are examples of conditions that usually indicate a lack of satisfactory academic progress:

- Not meeting the “C” grade policy.
- A grade point average below 3.0 for one academic semester.
- Failure to participate in required residency weekends.
- Failure to complete assistantships satisfactorily.
- Failure to meet the qualifying requirements and take the Comprehensive Examination when required.
- Failure to pass the Comprehensive Examination within four years of enrolling in the program.
- Failure to submit a dissertation proposal within two years after attaining candidacy.
- Exceed the time limit for completing the program (seven years from the date of first enrollment. However, the time limit will not apply to students who may have consistently applied and received extensions (e.g., leave of absence).

When students are considered eligible for dismissal because of a lack of progress, they are warned in writing of the faculty’s concerns and given a one-semester probationary period to correct their deficiencies. The warning may specify particular concerns that must be corrected to avoid dismissal. If the student fails to remedy the lack of progress by the end of the probationary period, the student

will be dismissed from the program. This decision will be communicated to the School of Graduate Studies for implementation.

Relevant University Policies

The following university-wide policies govern a student's time at the institution.

- Academic Integrity Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/a-1-academic-integrity>
- Acceptable Use of Information Technology Resources <https://www.morgan.edu/board-of-regents/policies-and-procedures/c-1-it-acceptable-use>
- Class Attendance Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/c-3-class-attendance-policy>
- Incomplete Grade (I) Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/grading-policy-of-i>
- Graduation/Diploma Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/graduation/diploma-policy>
- Human Subjects Protection Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/human-subjects-protection>
- Misconduct in Academic Research Policy <https://www.morgan.edu/board-of-regents/policies-and-procedures/human-subjects-protection>
- Student Conduct <https://www.morgan.edu/board-of-regents/policies-and-procedures/s-7-code-of-student-conduct>

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