



School of  
Education

# IMPACT REPORT 2020 ▶▶▶▶





# MISSION

The School of Education is committed to championing the needs of Black and other underserved students from preschool through college completion. Our threefold mission is:

# 1

To **prepare** dynamic teachers, educational leaders, and human services professional

# 2

To **empower** individuals, schools, and communities.

# 3

To **promote** racial and social justice.



# HUSOE ACADEMIC DEPARTMENTS

## CURRICULUM AND INSTRUCTION

Elementary Education (B.S.) (M.Ed.)  
Special Education (M.Ed.)  
Secondary Education (English, French, History, Mathematics, Physics, Political Science, Spanish, and Theatre Arts) Academic Minor and M.Ed.

## EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Educational Leadership and Policy Studies (M.Ed., CAGS, and Ed.D.)  
Higher Education Leadership and Policy Studies (Ph.D.)

## HUMAN DEVELOPMENT AND PSYCHOEDUCATIONAL STUDIES

Human Development (B.S.)  
School Psychology and Counseling Services (M.Ed.)  
Counseling Psychology (Ph.D.)  
Educational Psychology (Ph.D.)  
School Psychology (Ph.D.)

NATIONALLY RECOGNIZED  
AND ACCREDITED PROGRAMS

**CAEP** | ACCREDITED  
PROVIDER  
EXCELLENCE IN EDUCATOR PREPARATION ACCREDITATION



# CORE VALUES



## EXCELLENCE

We value the relentless pursuit of excellence and integrity in teaching, research and service.



## DISCIPLINED INQUIRY

We value transformational, rigorous, systematic and culturally affirming scholarship that promotes and advances Black and other underserved communities.



## EQUITY AND INCLUSION

We value a climate that is inclusive, open and welcoming to diversity of people, ideas, and perspectives all aimed toward promoting equity, racial equality and social justice.



## SERVICE

We value service to our local, national and global communities through advocacy, professional development and education.



## INNOVATION

We value innovation for advancing learning, discovery, research and practice.



## COLLABORATION

We value collaborations and partnerships across sectors/disciplines aimed at co-constructing solutions for reducing disparities and improving equity.



## CONTINUOUS IMPROVEMENT

We value ongoing self-reflection, evaluation and use of results for continuous improvement of programs and services.



## DEAN'S MESSAGE

The Impact Report for the Howard University School of Education demonstrates our dedication to prepare transformational leaders as highly qualified teachers, reflective practitioners, effective administrators and engaged researchers who influence educational policies and practices relevant to Black and other underserved populations.

HUSOE holds national accreditation by CAEP and is ranked among the top Graduate Schools of Education by the US News and World Report. We offer nationally recognized, accredited programs at the undergraduate and graduate levels to a diverse student population from across the nation and from around the world.

It is our expectation that our graduates will succeed in this rapidly changing diverse world. To do so, we foster programs that promote interdependence with a synergistic cross-cultural exchange of systems, values, ideas and strategies. At the HUSOE we have a paramount interest in meeting the needs of urban school communities.

Daily we address social justice issues related to equity, access and opportunity. Because this is our passion, you will hear it in our discourse and see it in our practice. As such, we invite you to explore our signature and new programs and consider partnering with us on this journey.

Educationally yours,  
Dawn Williams, Ph.D.  
Dean

## HUSOE FACTS

The Elementary Education undergraduate program includes the opportunity for preservice teachers to travel abroad and participate in a global student teaching experience.

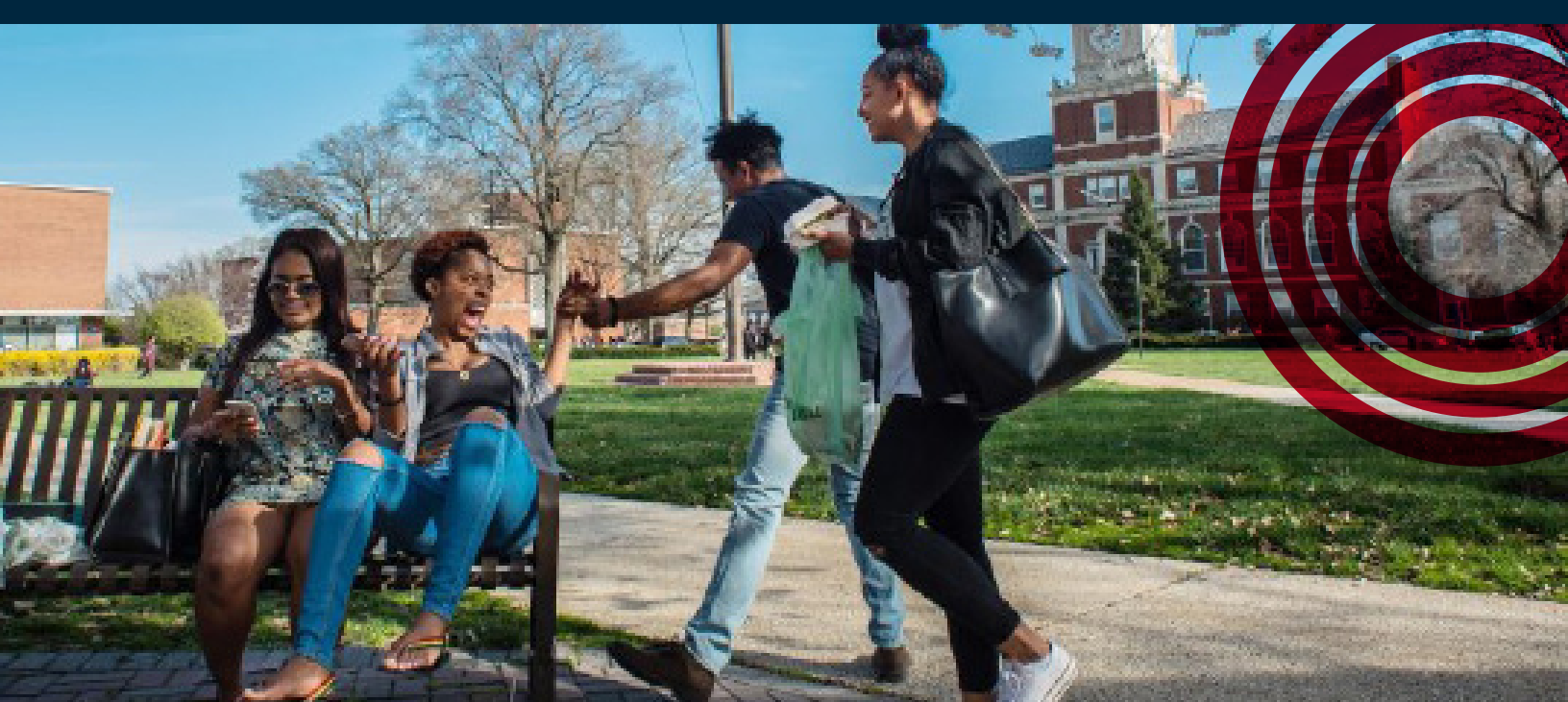
# 100%

Effectiveness ranking from the Office of the State Superintendent of Education (OSSE)

# 94%

Average graduation rate over the past five years





## SIGNATURE PROGRAMS

### THE URBAN SUPERINTENDENTS ACADEMY

The Urban Superintendents Academy, a partnership between Howard University and AASA, The School Superintendents Association, is one of the country's premier executive leadership development programs for current and prospective urban school superintendents.

### TRIO/UPWARD BOUND

Upward Bound is one of several federally-funded TRIO programs currently funded under Title IV of the Higher Education Act (HEA). As one of the initial pilot programs Howard University's Upward Bound Program is one of the oldest and most successful college preparatory programs of its kind in the nation. Through intensive academic support and exposure to the college-going experience, Upward Bound prepares District of Columbia and Prince George's County high school students to enter and succeed in higher education. The TRIO/Upward Bound program has served more than 1,800 students over the past 10 years.

### CENTER FOR DRUG ABUSE RESEARCH

The Center for Drug Abuse Research (CDAR), one of the School of Education's longest running, continuously-funded research centers, serves as the University's link for coordinating interdisciplinary teams to pursue sponsored research and training opportunities in substance abuse and related topics. In addition to the technical, scientific, and administrative assistance that CDAR provides, it has served approximately 2,800 students through their "AlcoholEdu" and "Opioid Prevention" programs over the past 4 years and approximately 10,000 participants through community events over the past 10 years.

### VERIZON INNOVATIVE LEARNING PROGRAM FOR MINORITY MALES

The Verizon Innovative Learning Program for Minority Males is a dynamic, three-week intensive summer program for middle school boys. During this enriching experience, participants learn design thinking, 3-D printing, augmented reality and social entrepreneurship. Since its inception, the Verizon Innovative Learning Program for Minority Males has served more than 250 students in the greater Washington, DC area since 2018.



# AFFILIATED PROGRAMS

## EARLY LEARNING PROGRAM

**The Howard University, School of Education Early Learning Program** provides an academically rich, developmentally appropriate environment, which allows young children an opportunity to enhance their social-emotional, physical, and cognitive growth. The atmosphere encourages children to develop positive self-concept, identity, confidence, and independence. We believe that a climate that fosters respect of cultural diversity and a learning environment that utilizes an eclectic approach to education allow for optimal growth and development of young children. The Howard University School of Education is accredited by the National Association for the Education of Young Children (NAEYC).

## JOURNAL OF NEGRO EDUCATION

**The Journal of Negro Education (JNE)**, a scholarly refereed journal, was founded at Howard University in 1932. It is one of the oldest continuously published periodicals by and about Black people. At the time of its inception, however, there was no publication that systematically or comprehensively addressed the enormous problems that characterized the education of Blacks in the United States and elsewhere. The mainstream educational journals only occasionally published articles or studies pertaining to Black education, but no publication focused specifically on this area. There was thus an urgent and critical need for a scholarly journal that would identify and define the problems, provide a forum for analysis and solutions, and serve as a vehicle for sharing statistics and research on a national basis. Consequently, the Journal was launched with a threefold mission: first, to stimulate the collection and facilitate the dissemination of facts about the education of Black people; second, to present discussions involving critical appraisals of the proposals and practices relating to the education of Black people; and third, to stimulate and sponsor investigations of issues incident to the education of Black people.

## DC AREA WRITING PROJECT

**The District of Columbia Area Writing Project (DCAWP)**, the local site of the National Writing Project, is a professional development network for teachers. DCAWP works to increase literacy by improving the teaching and learning of writing. With more than 175 active teacher consultants, DCAWP has been providing high quality professional development in the Washington, DC area since 1995. DCAWP is one of over 200 writing project sites across the country that serve more than 135,835 teachers annually. The ultimate goal of the teachers in DCAWP is to enrich and empower our own lives and the lives of our students through writing. We seek to improve the writing of students in all grade levels in the District of Columbia metropolitan community. Successful educators, who support and enhance each other's instruction through demonstration and dialogue, are the centerpiece of DCAWP.

## STEM SUMMER CAMP

**Elementary students in the 2nd through 5th grades** attending DC public/public charter schools have the opportunity to explore the world of science in a fun-filled learning environment on Howard University's campus. For more information about the camp schedule and activities or contact at [HUSTEMcamp@howard.edu](mailto:HUSTEMcamp@howard.edu).



# GRANTS FOR HUSOE

2017-  
2018

**\$6.02M**

8 AWARDS

2018-  
2019

**\$6.35M**

10 AWARDS

2019-  
2020

**\$7.69M**

7 AWARDS

## ▶▶▶▶ ALUMNI PROFILE



**Dr. Andrae Townsel, Ed.D.**

**Occupation:** Superintendent at Benton Harbor Area Schools

Three-time Howard University Graduate!

B.S. in Secondary Education- '07

M.Ed. in Educational leadership and Policy Studies '09

Ed.D. in Educational leadership and Policy Studies '15

**Quote:** "I was exposed to some of the best educators on the planet. My career trajectory would not have been possible if it weren't for the nurturing and expert information received from the faculty and staff at the Howard University School of Education."

## ▶▶▶▶ STUDENT PROFILE



**Ms. Ashley Turnbull, M.Ed.**

**HUSOE Program:** Ph.D. in Educational Psychology

Ashley Turnbull is an educational psychologist who has dedicated her work to cultivating students' positive racial identity development, understanding academic motivation and engagement among Black students, and addressing racial implicit bias against Black students.

**Quote:** "Pursuing a doctoral degree at Howard University School of Education has been humbling and transformative. The faculty are supportive of my academic and professional endeavors, and my peers are like family."

**Hometown:** Raleigh, NC    **Anticipated Graduation Date:** 2023

## ▶▶▶▶ LICENSURE EXAM PASS RATES



# NEW PROGRAMS ▶▶▶▶

## HOWARD UNIVERSITY TEACHER RESIDENCY PROGRAM

The Howard University Teacher Residency Program (TRP), a partnership with the District of Columbia Public Schools (DCPS), couples Howard University's historic mission and talent development approach with the expertise of our partners to offer a well-designed, yearlong clinically-oriented teacher residency program. Yearly, the TRP will recruit exceptionally qualified career changers to complete a rigorous three-semester teacher residency program (Fall, Spring, & Summer) that leads to a Master of Education (M.Ed.) degree in elementary, secondary, or special education. During the three semesters, residents will be placed in our partner schools to engage in all aspects of the teaching profession under the tutelage of well trained, carefully-selected teacher mentors. Funded through a matching grant program from the U.S. Department of Education, the TRP aims to increase persistence, retention, and diversity (especially male representation) within the DCPS teacher workforce.

## EXPLORING SCIENCE THROUGH THE GULLAH PEOPLE

The Exploring Science through the Gullah People project studies how the lived experiences, heritage, and accomplishments of people of Black African heritage can be used to create a culturally representative STEM curriculum. It also aims to develop and implement a culturally representative STEM curriculum supported in the Next Generation Science Standards. Undergraduate students participate in this project as researchers and the cultural resources of the Gullah people of South Carolina, along with best practices in science education pedagogy, are used to create science lesson units that are culturally representative of African Americans. Funded by the National Science Foundation, Black students who attend a Historically Black College or University also inform the direction of the science curricula created. The science curricula will be implemented in various workshops with pre-service teachers, in-service teachers, and science educators to embed the cultural underpinnings of African Americans into Western science in the K-12 classroom.

## PRECOLLEGE PROGRAM: ACCESS TO CAREERS IN ENGINEERING

The Precollege Program and Access to Careers in Engineering program is a multi-disciplinary, multi-institutional partnership, led by the Howard University School of Education, that is designed to positively influence minority ninth grade students' attitudes toward STEM fields, especially in the field of engineering, and improve academic performance of university students. Funded by the National Science Foundation, the Howard University School of Education has partnered with several campus units and Texas Southern University to offer a four-tier program designed that includes 1) a three-week summer program that

incorporates the Engineering Design Process for rising ninth grade algebra students and teachers; 2) a virtual college readiness component for students and parents; 3) tutoring services for undergraduate students who are having difficulty in college algebra; and 4) financial literacy seminars for rising senior STEM majors.

## THE STEREOTYPE THREAT RISK-REDUCTION INTERVENTION PROGRAM

The Stereotype Threat Risk-reduction Intervention Program (STRIP) is an evidence-based, culturally responsive intervention, designed to address social identity threat, and the unique challenges faced by people of color as a result of social identity threat. STRIP employs a customized approach of addressing social identity threat by risk level with aims to broaden the participation of underrepresented groups (especially women and people of color) in STEM. Funded by the National Science Foundation, STRIP seeks to improve retention rates and academic outcomes of college students from underrepresented groups and aid in developing a more diverse, globally competitive workforce.

## HEALTH RESOURCES AND SERVICES ADMINISTRATION (HRSA) GRANT

The Howard University Counseling Psychology (Ph.D.) Program was awarded by the U.S. Department of Health and Human Services' the Health Resources and Services Administration (HRSA) grant. This award funded 12 incoming Counseling Psychology students who specifically came from economically and socially disadvantaged communities. This 2.4-million-dollar award covered scholarships that includes student's tuition, fees, and stipend.