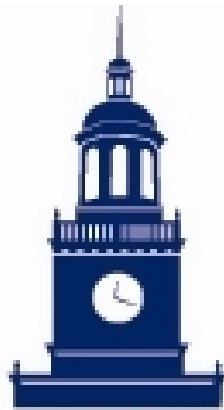# Student Handbook for the Ph.D. Program in Higher Education Leadership and Polices Studies

Department of Educational Leadership and Policy Studies

Howard University
School of Education
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Revised July 2022

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PREFACE

All students are expected to comply with Howard University's Student Code of Conduct found in the Howard University Student Handbook (hereafter referred to as the *H-Book; www.howard.edu/students/hbook/H-Book.pdf*). Students are deemed to have agreed to the Code and are required to adhere to the Code upon enrollment at the University. It is the responsibility of students in the Program to become acquainted with all provisions of the Code.

The Higher Education Leadership and Policy Studies (HELPS) Program at Howard University is housed in the Department of Educational Leadership and Policy Studies (ELPS), within the School of Education, but is administered by the Graduate School. The Graduate School *Rules and Regulations* (http://www. https://gs.howard.edu/students/rules-and-regulations) is the official governing information that guides students throughout their tenure in the HELPS Program. Additionally, students are expected to be familiar with the School of Education's *Academic Policies and Procedures Manual* (obtained in hardcopy from the Office of the Dean or in electronic format on the School of Education website).

The *HELPS Handbook* (hereafter referred to as the *Handbook*) has been prepared to serve as a general reference to students enrolled in the Howard University HELPS Doctor of Philosophy Program. The information contained in this *Handbook* will provide students with information regarding requirements, procedures, and policies of the Ph.D. Program in HELPS at Howard University.

The *Handbook* applies to current HELPS students under the curriculum in effect as of 2017 for their program of study. Students should retain a copy of the *Handbook* issued in their year of doctoral admission, as it contains the policies and procedures that govern the student's doctoral studies. When policies change in the Graduate School, the School of Education or Howard University, the most current version of the *Handbook* will reflect these changes. Students requiring information beyond what is presented in this publication should contact their advisor, the Program Coordinator, or the Department Chairperson.

OVERVIEW OF THE PH.D. PROGRAM IN HIGHER EDUCATION LEADERSHIP AND POLICY STUDIES

Introduction

The curriculum for the 72-credit hour Ph.D. program in Higher Education Leadership and Policy Studies is designed to provide graduate students with a theoretical and practical understanding of the social, political, and economic issues encompassing the development, and future challenges of postsecondary institutions in general and MSIs specifically. Curricular priorities will include integrating theory and practice, fostering

high quality research, enhancing leadership development, and developing the knowledge base for policy advocacy.

Students will be expected to attain these academic objectives through a set of interrelated core courses that examine relevant conceptual and theoretical developments in history, policy, finance, and philosophy. The program offers students an opportunity to examine multiple research methodologies and to acquire methodological specializations based on interests and expertise.

Background

The Department of Educational Leadership and Policy Studies strives to continuously identify gaps in educational leadership and administration that consequently effects the learning and societal realities of students; thus, better impacting the overall outlook of underrepresented, underperforming, and underfinanced individuals in society. A critical goal of the HELPS Program is to contribute to the production of the next generation of leaders for staffing the administration and management of Minority-Serving Institutions (MSIs), institutions with lower-than-expected measures on key student and institutional metrics. Despite the fact that MSIs increasingly comprise a large share of higher education institutions today, no Ph.D. program has focused on preparing students to work with stakeholders of MSIs. There are two critical foci of this program: (a) leadership development, preparing students to work in multiple leadership capacities at MSIs and (b) policy advocacy, equipping students with legislative knowledge and the research skill set to study and promote the sustainability of MSIs. In spite of these niches, this program will prepare students for careers in higher education such as faculty, researchers, administrators, and higher education policy professionals.

Learning Outcomes

Goal #1: Educate entry-level educational leaders in core foundational areas of higher education leadership and policy studies

- Objective 1A: To examine relevant conceptual and theoretical developments in history, policy, finance, and philosophy.

Goal #2: Prepare entry-level educational leaders to become competent in research and scholarship in higher education leadership and policy studies

- Objective 2A: To understand developing trends (educational, economic, social, technology, and political) and their impact on higher education in general with a particular emphasis on MSIs;

- Objective 2B. To understand and interpret large scale programmatic and institutional datasets;

- Objective 2C. To conduct and fluidly articulate original research, rigorously define research problems, analyze, and interpret findings.

Goal #3: Prepare educational leaders who foster respect for human diversity and who are skilled to effectively work with individuals from diverse cultural backgrounds

- Objective 3A. To define and understand the experiences of diverse groups, paying particular attention to leadership requirements of underrepresented groups in higher education

Goal #4: Prepare entry-level educational leaders who are competent in higher education and policy studies practice that includes awareness of cultural factors

- Objective 4A. To utilize technology as a tool to problem solve and communicate across stakeholders;
    - 4A1. To understand the nexus between high quality research and policymaking;
    - 4A2. To understand budgetary analysis, fiscal management, responsibility, and leadership;

- 4A3. To understand policy development, implementation, evaluation, and advocacy as it relates to higher education in general and MSIs specifically

Goal #5: Prepare students to appropriately apply and practice ethical and professional standards and guidelines in all professional activities

- Objective 5A. To effectively negotiate the challenges across higher education institution types, communities, constituencies, and ethical dilemmas

FULL-TIME CORE FACULTY AS OF 2022-2023

Program Coordinator:

Robert T. Palmer, Ph.D.
Professor and Chair
Research: Access, equity, retention, persistence; the college experience of racial ethnic minorities, particularly within the context of historically-Black colleges and universities (HBCUs); racial and ethnic minorities in STEM; and Minority-Serving Institutions.

Sosanya Jones, Ed.D.
Associate Professor
Research: Qualitative Methods, higher education policy with a particular emphasis on HBCUs and other MSIs, and Black women in STEM.

Jorge Burmicky, Ph.D.
Assistant Professor
Research: Racially minoritized leaders in community colleges and Minority Serving Institutions, Men of Color (MoC), with an emphasis on community college Latino men, the impact that MoC programs and initiatives have on student success.

Melanie Carter, Ph.D.
Associate Provost and Director of the Center for HBCU Research, Leadership, and Policy and Associate Professor
Research: The history of higher education institutions, specifically HBCUs and pre-desegregation Black professional organizations, higher educational leadership, and factors related to undergraduate academic success.

Leslie T. Fenwick, Ph.D. [on leave for the 2022-2023 AY]
Professor and Dean Emerita
Research: Educational Policy, the superintendency and principalship, higher education leadership, and urban school reform

Kathryn Wiley, Ph.D.
Assistant Professor
Research: School discipline, climate, and safety; leadership and equity-oriented school change; school desegregation; education resourcing; community-research partnerships; qualitative research methods.

Carlas McCauley, Ed.D. and Associate Dean for Sponsored Research
Associate Professor
Research: K-12 School Reform, Education Policy, School Finance and Resource Allocation in K-12 Schools.

Shawn Joseph, Ed.D. and Co-Director of Urban Superintendent Academy
Assistant Professor
Research: Urban School Leadership, Race, Equity, and Social Justice

Dr. Shannon R. Waite, Ed.D.
Assistant Professor
Research: Diversity recruitment and pipeline programs, culturally responsive school leadership, developing critical consciousness in educational leaders, and examining hyper-segregation and its connection to the school-to-prison pipeline.

Dr. Carol Moye, Ed.D.
Visiting Professor

ADMISSIONS, RESIDENCY, REGISTRATION AND ENROLLMENT

Admissions
Applications are reviewed once a year for Fall admission to the program. Applicants must submit all credentials, along with their scores on the GRE (verbal and quantitative sections), MAT or the GMAT by **December 1st**. Application guidelines and other required admission information are available from the Graduate School (http://www.gs.howard.edu). It is the responsibility of the applicant to ensure that the Graduate School receives all admissions material prior to the **December 1st** deadline. Admission to the doctoral program requires acceptance to the Graduate School of Arts and Sciences (GSAS).

Registration
Students must register for classes during the registration. Prior to registering for courses, students must obtain an alternate pin number from either their academic advisor or the Director. After receiving the alternate pin number, students may enroll for classes during the pending semester through BisonWeb (http://www.howard.edu/bisonweb). Students should meet with their academic advisor during the pre-registration period to ensure that they are meeting program curriculum requirements and objectives.

Enrollment

Students in the HELPS program can enroll on a part-time or full-time basis. However, students in the HELPS program are expected to maintain continuous enrollment in the program throughout their tenure. Specifically, students must be continuously enrolled every fall and spring semester of the academic year until such time as the degree is conferred unless students have requested a temporary leave for personal or professional reasons. Students who discontinue enrollment must apply for readmission to the University and will be subject to the admissions requirements in effect at the time the application is submitted.

ACADEMIC ADVISING AND OVERVIEW OF COURSE POLICIES

Advisor Selection

After an offer of admission by the Graduate School, students are assigned to an academic faculty advisor based on their stated areas of research interest and/or faculty availability and load. Advisors provide academic advisement and professional mentorship monitor program matriculation (and academic plan of courses and program curriculum requirements), and assist with other matters related to progress in the doctoral program.

Oftentimes, a student's academic advisor may serve dually. Students may have an academic advisor *and* a different research advisor. Students are encouraged to become acquainted with the research interests of HELPS *and* other ELPS faculty and choose a research advisor who is a good match with the student's research interests. All students who select a research advisor that is different than the one initially assigned must complete and submit a Change of Advisor form to the Training Director (see Appendix A for a copy of the Change of Advisor).

Course Requirements

Students are expected to complete a minimum of 72 graduate credits (inclusive of dissertation credits) for the degree. They are expected to progress full time toward the degree. Students are expected to maintain a cumulative grade point average of 3.0 (B) or above throughout their tenure in the program; students are permitted only two grades below a B-, and will be dismissed from the program after a third grade below B-. A student who falls below 3.0 GPA will be given notice by the Graduate School that he/she must raise his/her grade point average to 3.0 in the next two terms in residence. Students failing to raise their grade point average will be dismissed from the Graduate School.

Transfer of Credits

Doctoral students admitted in the Higher Education Leadership and Policy Studies Program (HELPS) may potentially transfer between 10-to-15 earned credits from a master's degree program in Higher Education, Student Affairs, or another closely related field of study. To initiate this process, one must:

1. Have a conversation with his or her academic advisor to determine course (a) alignment and/or (b) overlap with a course offered in the HELPS Program. To facilitate this process, the course syllabus for the class under consideration and an academic transcript presenting the course with no lower than a "B" letter grade is needed. Please note the course under consideration must have been taken in the past 5 year. This is a first step evaluation.

2. As a second step evaluation, have a conversation with the instructor teaching the course in the HELPS Program and present him or her with the syllabus for the course under transfer consideration. An official academic transcript from the previous school or program presenting the course with a letter grade not lower than a "B" is needed.

3. If and when the instructor approves course transfer, the student must inform their advisor and hold on to all correspondences or documentation pertaining to course transfer until he or she applies for candidacy.

Students may take courses in one of the Washington, DC, member institutions that are a participant in the Metropolitan Area Consortium of Universities*. Enrollment in a course within the Consortium must meet the conditions of the Consortium Program *and* Howard University guidelines (see procedures for enrolling into in consortium Courses for further information: https://www2.howard.edu/academics/exchange/cuwma.

***Members of the Consortium**

The American University
The Catholic University
Gallaudet University
George Mason University
George Washington University
Marymount University
Mount Vernon College
Trinity College
University of the District of Columbia
University of Maryland

Length of Time for Completion of the Ph.D. Degree

Students are expected to complete all Ph.D. program degree requirements within a maximum of seven (7) years from the date of initial registration in the program. After seven years, students must petition for readmission and may be readmitted only upon (a) fulfillment of conditions recommended by the departmental Committee on Graduate Studies (e.g., demonstrated course viability, etc.) and (b) approval by the Executive Committee of the Graduate School, subject to the rules for readmission to the Graduate School in Article I, Section 7.

COURSE VIABILITY

The Graduate School places limits on the recency of courses that can be counted toward the fulfillment of graduation requirements. Credit for courses pursued more than seven, but less than ten years prior to the term in which the student presents herself/himself for the final examination can be counted toward the fulfillment of degree requirements *only* if they are restored as described in the *Graduate School Rules and Regulations,* with the approval of both the department Committee on Graduate Studies and the Dean. In the event that a student has been granted a leave of absence (see *Graduate School Rules and Regulations*), the student must apply in writing to the departmental Graduate Studies Committee and the Dean for an exception to the foregoing limitations on course viability and course restoration.

ENROLLMENT IN COURSES IN THE METROPOLITAN AREA CONSORTIUM OF COLLEGES AND UNIVERSITIES

The Higher Education Leadership and Policy Studies (HELPS) Program is not administered through a consortium of universities and colleges. However, students in the Program may enroll in a limited number of courses (maximum of 4 courses or 12 credit hours) at other accredited universities and colleges through the Washington Metropolitan Area Consortium of Universities and Colleges, which is formal university-based, cooperative agreement designed to permit the sharing of academic resources by member institutions (refer to the *Howard University Handbook* for a listing of all universities participating in the consortium). Prior approval by the student's advisor is required for enrollment in consortium courses; as is the case for courses approved for course waivers, students must demonstrate that the course(s) requested through the consortium adequately addresses similar learning objectives and competencies as required in the Doctoral HELPS Program curriculum. Guidelines for enrollment in courses are governed by the university's policies and procedures. Courses completed at any consortium member college or university can be applied to students' transcript if that particular course was not offered at Howard University at that time of enrollment.

Students are advised to consult the Director and the Office of Enrollment Management regarding the university's policies, procedures, and guidelines for enrollment in courses in the consortium.

HIGHER EDUCATION LEADERSHIP AND POLICY STUDIES PH.D. PROGRAM DOCTORAL TRAINING SEQUENCE

I. Core courses (33 credits)
There are 33 credits required of each student. These courses provide broad overviews of the key aspects of higher education, emphasizing the historical and contemporary context of MSIs while focusing on leadership and policy development in postsecondary education.

ELPS 604: History of Higher Education (3 credits)
ELPS 608: Law in Higher Education (3 credits)
ELPS 611: Board and Community Relations (3 credits)
ELPS 605: Higher Education Policy (3 credits)
ELPS 603: The College and University President or Chancellor (3 credits)
ELPS 602: Minority-Serving Institutions (3 credits)
ELPS 606: Higher Education Administration, Leadership, and Governance (3 credits)
ELPS 607: Diversity and Multiculturalism in Higher Education (3 credits)
ELPS 610: Financial Management in Higher Education (3 credits)
ELPS 517: Workshop on Leadership Development (3 credits)
ELPS 514: Organizational Change in Education (3 credits)

II. Research Courses (15 credits)
Since the Ph.D. is a research degree, the research requirement consists of both introductory and advanced courses in quantitative and qualitative methods

Introductory Methods (6 credits)
- HUDE 400: Intermediate Statistics (3 credits)
- ELPS 524: Introduction to Qualitative Research (3 credits)

Advanced Methods (9 credits)
- HUDE 500 Advanced Statistics (3 credits)
- ELPS 524: Advanced Qualitative Research (3 credits)
- HUDE 501: Research Design and Analysis (3 credits)

III. Elective or Cognate courses (12 credits)

Students can take the following courses or they can take courses in another department in the School of Education (SOE) or Howard University at large, with permission from their advisor.

- ELPS 612: Contemporary Issues in Student Affairs (3 credits)
- ELPS 613: Fundraising in Higher Education (3 credits)
- ELPS 614: Institutional Research (3 credits)
- ELPS 455: Ethics in Decision Making (3 credits)

IV. Capstone Methods Course (3 credits)
- ELSP 615: Research Practicum (3 credits)

V. Dissertation Courses (completed independently with dissertation chair) (9 credits minimum)
- ELPS 599: Research Preparation Seminar (3 credits)
- ELPS 600: Dissertation Guidance (3 credits)
- ELPS 600: Dissertation Guidance (3 credits)

Intermediate Statistics	This course examines inferential techniques including estimation, hypothesis testing, and regression analysis; selected computer concepts
Minority-Serving Institutions	This course takes a historical and contemporary look at the Minority-serving Institutions (MSIs) within the American higher education system.
Organizational Change in Education	This course examines major ideas on school improvement/change, past and present, and of emerging research on the condition of higher education in the United States.
Introduction to Qualitative Research	This course introduces doctoral students to the field of qualitative research and prepare them in the skills, techniques, and knowledge necessary to undertake independent research using this methodology
The College & University Presidency or Chancellor	This course is designed to provide greater understanding of the multiplex issues associated with the office of the presidency at American colleges and universities, with a particular emphasis placed on MSIs. Specific issues to be covered include, but not limited to pathway to presidency, faculty governance, fundraising, ethical decision-making, working with Broad of trustees, mentorship, and self-care, etc.

History of Higher Education	This course provides an overview of the development of American higher education from the colonial period to the present, giving students an understanding of the origin of contemporary practices and dilemmas.
Workshop on Leadership Development	This course identifies and analyzes the complexities of higher education leadership, particularly in diverse urban communities. Focuses on the knowledge, skills and dispositions needed to provide strategic leadership in an educational institution.
Higher Education Policy	This course provides an overview of current higher education policy issues facing governmental bodies and institutions. An emphasis is placed on investigating both the policy-making and policy-evaluation processes through multiple theoretical lenses. Specific topics explored include access, equity, and accountability within the higher education setting.
Advanced Statistics	The focus of this course is to learn some of the basic methods of classical applied multivariate statistics: descriptive statistics, Hotelling's T^2-test, multivariate regression and MANOVA, principal components, discrimination and classification, and modeling continuous longitudinal data.
Higher Education Administration, Leadership, and Governance	This course provides a through an examination of leadership transitions, initiatives, and issues. Students will develop a greater appreciation of the complexity of academic institutions and the range of knowledge, skills, and expertise needed by effective leaders in Higher Education. Particular attention will be placed on faculty governance and working with internal and external stakeholders relative to MSIs.
Diversity and Multiculturalism in Higher Education	This course focuses on diversity and multiculturalism at individual, group and organizational levels. It will assist leaders in higher education to negotiate and design operations for and through many kinds of diversity in colleges and universities. This course will pay particular attention to issues of diversity in MSIs, such as racial, cultural, and economic diversity among students as well as diversity among faculty, and administrators.

Law in Higher Education	This course will focus on legal aspects of higher education more generally. However, emphasis will be placed on laws that impacts MSIs and the students will attend them, including, but not limited to Title III of the Higher Education Act of 1965; Civil Rights Act of 1964; Adam v. Richardson, 1972; United v. Fordice, 1992; The Office of Civil Rights and College Desegregation, undocumented students and the federal and state sponsored Dream Acts, etc.
Advanced Qualitative Research	The focus of this course is the application of the various methods of qualitative data collection and analysis
Financial Management in Higher Education	This course provides a general introduction to and overview of the financial management practices and problems in Higher Education, particularly at MSIs.
Board & Community Relations	This course examines the nature of Board of Trustees in higher education generally and MSIs specifically, their responsibilities, working with the Board effectively for the good of the institution, strategies for maintain healthy relationship between the Board and other institutional stakeholders.
Contemporary Issues in Student Affairs	This course explores many of the complex issues facing student affairs at colleges and universities today. Topics will include: diversity in higher education; creating conditions for success for diverse; funding underfunded students; best practices in student activity fees; student affairs and online courses; Title IX issues; Affirmative Action; and community student standards.

Fundraising in Higher Education	This course reviews the literature regarding fundraising and applies knowledge to a higher education setting. We will examine theory and practice of fundraising in the profession. Moreover, in this course, special attention will be placed on examining case studies of MSIs that have been successful at fundraising activities. This course will also include guest speakers, such as administrators working in institutional advancement at MSIs and prominent higher education policy and leadership organizations.
Institutional Research	This course examines the application of a variety of institutional research processes to the development, or improvement, of the organization and to the measurement of accountability
Design & Analysis Research Project I	This course provides practical and theoretical research considerations and examines balancing, locking, repeated measures, and mixed models.
Ethics in Decision-Making	This course examines the ethical bases and the ethical theories that should be included in the decision-making process for administrators, teachers and support personnel.
Research Practicum	This course provides students an opportunity to participate in a scholarly activity that culminates in a published research article or a refereed research paper that is presented at a professional conference. The project may be an independent study conducted with faculty supervision or part of a faculty member's ongoing research for which the student assumes primary responsibility. In the case of articles or presentations prepared jointly with faculty or other students, the student's role is expected to be that of a lead author or equal co-author. The Practicum provides both an opportunity to directly experience the research process prior to the dissertation and to gain entrance to professional networks that are important for career development.

Research Preparation Seminar	This course introduces and explains the development of the dissertation process of the Ph.D. Program.
Dissertation	Facilitates the development of a scholarly research document as partial fulfillment of the requirements of the Doctor of Philosophy (Ph.D.) degree

Program Requirements

Coursework

Core Courses	33 Credit Hours
Research Courses	15 Credit Hours
Elective or Cognate Courses	12 Credit Hours
Capstone Methods Courses	3 Credit Hours
Dissertation Courses	9 Credit Hours
TOTAL:	72 Credit Hours

Year 1

FALL SEMESTER (9 Credits)	SPRING SEMESTER (9 Credits)	SUMMER (6 credits)
602 Minority-Serving Institutions Higher Education (3 cr)	609 Introduction to Qualitative Research (3 cr)	517 Workshop and Leadership Development (3 cr)
604 History of Higher Education (3 cr)	603 The College and University Presidency or Chancellor (3 cr)	605 Higher Education Policy (3 cr)
514 Organizational Change in Education (3 cr)	400 Intermediate Statistics (3 cr)	

Year 2

FALL SEMESTER (9 Credits)	SPRING SEMESTER (9 Credits)	SUMMER (6 credits)
500 Advanced Statistics (3 cr)	608 Law in Higher Education (3 cr)	611 Board and Community Relations (3 cr)
606 Higher Education Administration, Leadership, and Governance (3 cr)	524 Advanced Qualitative Research (3 cr)	455 Ethics in Decision-Making (3 cr)
607 Diversity & Multiculturalism in Higher Education (3 cr)	610 Financial Management in Higher Education (3 cr)	

Year 3

FALL SEMESTER (9 Credits)		**SPRING SEMESTER (9 Credits)**		**SUMMER**
613	Fundraising in Higher Education (3 cr)	612	Contemporary Issues in Student Affairs (3 cr)	
615	Research Practicum (3 cr)	614	Institutional Research (3 cr)	
501	Research Design and Analysis (3 cr)	599	Research Preparation Seminar (3 cr)	
	Comprehensive Examination			

Year 4

FALL SEMESTER (3 Credits)		**SPRING SEMESTER (3 Credits)**	
600	Dissertation (3 cr)	600	Dissertation (3 cr)

FLOW CHART FOR THE PH.D. DEGREE IN HELPS

1. **Admission** (GPA, letters of recommendation, writing sample, professional CV, graduate-level standardized scores, and personal statement and interview).

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2. **Provided with a "Doctoral Program of Study"** (upon entry). Students are expected to adhere to the curriculum scheme and matriculate through the program as a cohort, except where course(s) have been waived.

⬇

3. **Comprehensive Examination**. The Doctoral Comprehensive Examination is taken after the completion of 51 credits of coursework, including the research practicum, typically at the end of the fall semester of the 3rd year of the program. Students should apply for the Comprehensive Examination on the proper form through their academic advisor (using the *Intent to Take the Preliminary / Comprehensive Examination* form; located http://www.howard.edu/schooleducation/overview/dforms.html).

4. *Dissertation Proposal (approval of a proposal for dissertation research).* A dissertation proposal is developed in conjunction with the student's research advisor and three additional dissertation committee members. A fifth member (from outside the University) is assigned to the dissertation committee upon scheduling the Final Oral Examination of the dissertation.

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5. *Application for Admission to Candidacy.* Students can be admitted to candidacy after (a) completing major course work, (b) passing the Comprehensive Examination, (c) satisfying the Expository Writing Examination requirement, and (e) having the dissertation proposal approved.

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4. **Dissertation Defense.** This is the Final Oral Examination of the dissertation research.

STUDENT EVALUATION PROCESSES

Overview

Students in the HELPS Program are evaluated across multiple areas, using multiple assessment methods and processes, including: students' performance on key assignments, which are course embedded assessments designed to provide more explicit information about students' mastery of required skills and competencies; and student performance on the Comprehensive Examination, which is designed to assess students' cumulative knowledge and their ability to integrate multiple sources of knowledge and skill related to the HELPS curriculum.

Comprehensive Examinations

The Comprehensive Examination assesses students' command of: 1) HELPS theories; 2) salient practices, concepts and issues germane to higher education, generally; and 3) a doctoral-level research design knowledge base. Students can take the Comprehensive Examination after successfully completing or enrolling in 51 credits of coursework, which includes the following:

1. The core courses: **[You must successfully complete all 33 credits of core courses]**

2. The research courses: [**You must successfully complete ELPS: 524, 609 and HUDE: 400 and 500]. Please note,** you can take the Comprehensive Examination while being enrolled in HUDE 501- Research Design and Analysis)

3. The Research Practicum- **3 credit hours** [**you must successfully complete the Research Practicum course]**

This information can also be found on the Department's website:

https://education.howard.edu/sites/education.howard.edu/files/PHD_HELPS_Comprehensive_Exam_Overviev.pdf

Students must register to take the Comprehensive Examination at least thirty days prior to the scheduled examination date and must complete the Intent to Take the Comprehensive Examination form to be considered "registered" to take the examination. This Form should be by signed by the student's advisor and submitted to the Department Chairperson. This form is located online:

https://education.howard.edu/sites/education.howard.edu/files/Intent%20to%20Take%20Comprehensive%20Exam%20form%20.pdf

A committee comprised of the HELPS Core faculty constructs the subspecialty area of educational leadership and policy studies for the Comprehensive Examination. A committee comprised of the HELPS Core faculty constructs the evaluation, research methodology, and statistics section of the Comprehensive Examination. Each examination question is graded anonymously.

Any student who fails the examination the first time is allowed to sit for a second examination, provided that the second examination does not come earlier than two (2) months from the date of the previous examination and provided that the application for the second examination bears the approval of the program faculty. Failure on the second examination will result in the student being dismissed from the graduate school and thus from the program. A student dismissed for this reason will not be readmitted to the Graduate School.

Reasons for Remediation, Probation or Dismissal from the Program

Students are regularly evaluated on their academic and professional performance throughout their matriculation in the program. All concerns, complaints, charges or problems that emerge regarding a student's performance should be directed to the program coordinator. University faculty, supervisors, other students or professionals outside of the University community may initiate concerns or complaints about a student's performance. When this occurs, the student will be informed verbally by the Program Director of any complaint, concern, or charge that may threaten the student's immediate status within the HELPS Program. When concerns or complaints about a student arise, the faculty has the responsibility to review and evaluate any student circumstances or conduct or functioning that may negatively affect the student's competence for independent professional practice or that may threaten client welfare. The following list includes examples of circumstances or performances that may result in disciplinary actions and/or dismissal from the program:

1. Failure to maintain minimum academic standards
2. A finding of academic dishonesty
3. Criminal misconduct
4. A finding of ethical, judiciary code, professional and/or legal/criminal misconduct and/or violations
5. Failure to comply with established University or Program timetables and requirements
6. Failure to maintain regular contact (e.g., once or twice a semester, minimally) with the program and one's advisor.

Research Practicum

This course provides students an opportunity to participate in a scholarly activity that culminates in a published research article or a refereed research paper that is presented at a professional conference. The project may be an independent study conducted with faculty supervision or part of a faculty member's ongoing research for which the student assumes primary responsibility. In the case of articles or presentations prepared jointly with faculty or other students, the student's role is expected to be that of a lead author or equal co-author. The Practicum provides both an opportunity to directly experience the research process prior to the dissertation and to gain entrance to professional networks that are important for career development.

DISSERTATION DEVELOPMENT AND GUIDELINES

The dissertation is an original, formal, scholarly report of an empirical study that is written in partial fulfillment of the requirements for the doctoral degree in HELPS. The dissertation proposal is a plan of study for the dissertation research. Students gain the requisite knowledge and skills for the dissertation research project through a series of courses and structured learning activities, including a progression of research and statistics courses, which begin with Intermediate statistics and culminate with Design and Analysis of Research Projects. Students also are required to complete 1 yearlong Research Seminars in HELPS. The goal of the Research Seminars, in concert with the series of research and statistics courses, is to promote a close link between coursework and research experiences by introducing students to the process of writing and conducting research early in the graduate program, and thereby advancing the student's preparation for his or her eventual dissertation work. Students get feedback from their faculty advisor and research team as they build their research and scholarly writing skills to produce a scientifically defensible research proposal.

Choosing a Dissertation Topic

The student should select a dissertation topic that is an original, scholarly contribution to the specialty area of HELPS. Students preparing the dissertation document are encouraged to select a core HELPS faculty member to serve as a dissertation advisor. However, a faculty member within the Educational Leadership and Policy Studies department may advise students.

Dissertation Proposal

The topic of the dissertation should be determined as early in the program as possible, preferably before the end of the second term in the program. As a condition of

admission to candidacy, the student must present an approved proposal for his/her doctoral dissertation research, which has been approved by his/her dissertation advisor and members of the dissertation committee.

The dissertation proposal usually consists of three chapters: (a) Introduction, (b) Review of the Literature, and (c) Methodology. The introduction (Chapter 1) often includes: an overview of the researchable problem; the purpose of the study; research problems, questions, and/or assumptions; hypotheses; significance of the proposed study; delimitations (scope of the study) and limitations (conditions that may affect the outcome of the study); operational definitions of terms; and a theoretical framework, if appropriate. The review of the literature (Chapter 2) should include a survey of recent empirical research or studies that are related to the research topic and an assessment of the status of the available literature. The methodology (Chapter 3) often includes: a description of the population and a description of the research sample (participants) that will be studied; a description of instruments or techniques for collecting data; delineation of procedures for collecting data; a listing of null hypotheses (if appropriate); and explanations of the design and statistical procedures for data analysis. A copy of the approved dissertation proposal must accompany the admission to candidacy form submitted to the Graduate School.

Dissertation Committee

The dissertation committee shall consist of a minimum of five members; the dissertation advisor, at least three members of the Graduate School faculty (two of whom must be core HELPS faculty if the dissertation chair is not a core faculty member), and an external member who shall be from outside the University of comparable academic ranking (e.g., Assistant, Associate, Full) to the University faculty member. The student and dissertation advisor's recommendation of a dissertation committee will be considered. However, the final composition of the actual dissertation committee must be approved by the Office of the Dean of the Graduate School and the acceptance of the professors who are invited to serve. Each member of the committee is responsible for fully reviewing and approving both the process and the final dissertation document. Final approval of all aspects of the dissertation is the responsibility of the full committee acting on behalf of the Graduate School.

Admission to Candidacy

Admission to the Graduate School does not automatically make a student an official candidate for the doctoral degree. A student must formally apply to candidacy and is admitted to candidacy only when he/she has completed the below requirements.

Before a student can be admitted to candidacy he/she must have:

1. Completed an Admission to Candidacy form available from the GSAS, which must include a list of graduate courses completed, being taken, and yet to be pursued in the program.
2. Passed the Comprehensive Examination.
3. Satisfactorily demonstrated expository writing proficiency to the Office of Educational Affairs.
4. Received approval of a dissertation topic via a process determined by the graduate faculty in the department. Students in the Doctoral HELPS Program must have their dissertation proposal approved by a 4-member committee of faculty. A copy of the approved dissertation proposal must accompany the Admission to Candidacy form.
5. Received the recommendation of his/her major department on the candidacy form.
6. Completed the Responsible Conduct of Research Training administered by the Graduate School.
7. Secured the approval of the Institutional Review Board (IRB) as required for the dissertation research project.
8. Secured the approval for candidacy from the GSAS.

Admission to candidacy must be achieved at least one semester *prior to* that in which the student expects to receive his/her degree.

Candidacy for the Ph.D. degree shall be valid for no more than five (5) years. If candidacy status expires (after 5 years), students must seek renewal of candidacy by applying to the GSAS through the department. The Program shall determine the conditions under which the student may be reinstated, subject to the approval of the GSAS.

The student is responsible for fulfilling these requirements on time. Students should consult the Director of Graduate Studies if in doubt as to any of the requirements for candidacy. Students should carefully note the specific requirements of their departments relative to admission to candidacy and regard them as additional to the requirements of the program and the Graduate School.

Enrollment in Dissertation Writing Courses

Students may only enroll in dissertation courses (which constitute 3 credit hours over 2 semesters) after approval of candidacy. When a student has met the 2-hour course credit requirement but has not completed the dissertation, he/she must continue to enroll in a dissertation writing course (minimally 1 credit per term).

Assignment of Grades for Dissertation Writing Courses

Dissertation courses shall be assigned a grade of "Incomplete" while the dissertation is in progress. These incomplete grades are removed after the student passes the final oral examination.

Final Oral Examination and Defense of the Dissertation

The candidate shall be required to pass a final oral examination in defense of the dissertation. Students must complete a minimum of 6 dissertation credits (ELPS 600). The Graduate School requires students to register for a minimum of 1 credit during the semester in which they defend their dissertation. The final oral examination of the dissertation should be scheduled according to the published GSAS graduation dates. The final oral examination typically occurs during the Fall or Spring semester, however, a Summer defense may be given with the consent of all members of the dissertation committee.

Any candidate who fails the dissertation oral examination will be allowed to sit for a second examination, provided that the second examination does not come earlier than two (2) months from the date of the previous examination and provided that the application for the second examination bears the approval of the core program faculty.

Any student who fails the examination for a second time will be dismissed from the HELPS Doctoral Program. A student dropped for this reason may not be readmitted to the Graduate School. A student can be recommended for dismissal by the program/department if, after failing the first dissertation oral defense, he/she does not resubmit the dissertation and present himself/herself for re-examination within a six-month period.

MISCELLANEOUS PROGRAM POLICIES

Leave of Absence Policy

The University recognizes that personal and family circumstances (e.g., childbirth, adoption, illness, disability, caring for incapacitated dependents, military service, or similar circumstances) may interrupt students' educational progress. In these circumstances, students may apply for a leave of absence.

Length of Leave
Students who apply for a leave of absence should indicate the length of time requested and explain why their circumstances warrant that length of time. Leaves of absence in excess of four semesters will not be granted except in extraordinary circumstances or as required by law.

Leave Application Procedures
A leave of absence for childbirth, adoption, illness, disability, dependent care, or similar circumstances normally must be requested and approved prior to the beginning of the academic term for which it would commence. The letter of request should be sent to the Dean of the Graduate School and, in cases of disability, the Office of Special Student Services. Requests should provide:
  a) a detailed explanation of the circumstances leading to the request and a justification of the length of time requested;
  b) progress in the program to date; and

  c) how and/or if the requested leave of absence is expected to affect time to complete the program, course viability, or course-restoration limitations set forth elsewhere in the Graduate School Rules and Regulations.

The letter of request must also state whether the request is supported by the student's faculty advisor and Director of Graduate Studies and include supporting documentation of such. The faculty advisor, Director of Graduate Studies, Office of Special Student Services, and/or the Graduate Dean may request a doctor's statement to document any limitations arising from a student's disability or illness.

Registration and Residency Requirements for Leaves
Students on approved leaves of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. Upon the conclusion of an approved leave of absence, a student may register without applying for readmission to the University. Students must be registered during a semester in which they wish to fulfill a University or departmental degree requirement, such as the qualifying exams or dissertation defense. In addition, students must also be registered in order to be eligible for any form of University financial aid (e.g., a teaching or research assistantship) and to be certified as full-time students. Students taking leave must still comply with the program's residency requirement (as specified Graduate

School Rules and Regulations Article 4 Section 1—Residence & Course Requirements.)

Leave for International Students
Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time each semester at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence would be a serious illness or medical condition. International students are advised to consult with the staff of the Office of International Educational Services for more information when considering a leave of absence.

Student Email Accounts

All students will be given a Howard University student email account upon their admission into the program. Students should expect to receive official course and program information to this email. Students must ensure that they are able to receive such information. Questions or concerns about their email account should be discussed with iLAB.

Appeal of Academic Decisions

Appeal and Grievance procedures can be employed if a student wants to challenge academic decisions or believes that he/she has been the subject of improper or irregular demands or procedures, which are detailed in the "Policy on Student Academic Procedures" in *The Graduate School Rules and Regulations*, and the *H-Book*.

In an attempt to expeditiously resolve grievances, students are encouraged, whenever possible, to pursue informal resolution (see below). However, students are not required to take this informal path. If students are unsatisfied with the results of the informal process or wish to bypass that avenue, they may pursue resolution through the formal process (see below). However, once resolution via the formal process has been initiated, the student may neither institute nor pursue informal resolution.

Informal Resolution
The below steps are recommended for attempts to informally resolve problems:
1. The student first attempts to seek resolution with the other party involved in the dispute, e.g., with the instructor for a grade dispute.
2. If the student is unable to resolve the dispute with the primary party of dispute, then the student may request the intervention of his or her department chairperson.
3. All disputes that are not resolved at the departmental level may then be brought to the Dean's Office in the Graduate School, whereupon the Dean or his/her

designee will seek to reach an informal resolution through mediation between the parties.

4. If mediation at the Dean's level fails, then the student's grievance may be consigned to the committee designated by the school/college to address student grievances in accordance with the below formal procedures, herein referred to as the Student Grievance Committee.

Formal Procedures

Students wishing to utilize the formal grievance must adhere to these steps:

1. Formal student grievances must be submitted in writing to the Student Grievance Committee and the Dean or the Dean's designee.
2. A student's written statement, along with supportive evidence, constitutes a case document, which is submitted to each member of the committee.
3. The second party to the dispute is also requested to provide the Office of the Dean with an account of the matter in dispute, which also becomes a part of the case document that is forwarded to the committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case as expeditiously as possible.
5. After the date has been set, each party to the dispute is sent a certified letter that informs him or her of the charges and date of the hearing, as well as invites him/her to attend the hearing.
6. During the hearing, the student presents his/her case. Next, the accused party is allowed to present his/her position. Each side is permitted to have witnesses.
7. Following the hearing, members of the committee deliberate and develop a recommendation as to how the case should be resolved.
8. The committee's recommendation is sent to the Dean of the School/College.
9. The Dean considers the committee's recommendation, makes a formal decision, which may be based upon or may modify the recommendation, and then informs both parties in writing of the decision.

Dismissal Procedures

1. Upon receiving notice of a concern, complaint, or charge concerning a student, the Program Director will meet with the student and may advise him/her to seek informal methods of resolution with the member(s) raising the concern, complaint, or charge. The student and Program Director will meet no later than 30 days to discuss the outcome of this action.
2. If a resolution is not possible, cannot be reached, or if is inappropriate or unsatisfactory, the Program Director will inform the Program faculty that the student's status in the Program may be in immediate jeopardy, and a formal meeting of the Program faculty will be held to review the nature of the concern, complaint, or charge. During the meeting, the faculty will review the nature of the threat to the student's status and arrive at a decision regarding remediation or probation. If the

concern, complaint, or charge is judged to be sufficiently severe, the faculty may elect to recommend dismissal from the Program.

3. If the concern, complaint or charge is judged to be remediable, the faculty will develop a plan with the student to remediate his/her performance deficiencies and/or conduct problems. The remediation plan will describe the nature of the concern, complaint, charge, or deficiency, outline and specify expected behavior patterns or goals of the plan, describe the methods for accomplishing the specified goals, and identify a date for re-evaluation of the student.

4. During the time period of the remediation, the student will be considered on probation and may not enroll in classes that are connected with the concern, complaint, charge, or deficiency, until the student is re-evaluated.

5. On the basis of the evaluation, the faculty may: a) decide that the student has satisfactorily met the remedial goals and the student will continue in the program; b) decide that the student requires further remedial goals, should be re-evaluated at a later date, and should continue the student on probation; c) decide that the student has unsatisfactorily met the remedial goals and there is no expectation that he/she will be able to meet them, and recommend that the student be dismissed from the program.

6. Following completion of the program faculty's decision, the Program Director will inform the student (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in *Graduate Student Rights and Responsibilities* should be followed.

FINANCIAL ASSISTANCE INFORMATION

Upon admission to the Program, students are eligible to receive financial support from the School of Education, the Graduate School, or the University. Although assistantships and scholarships are limited, both the School of Education and Graduate School work hard to provide as many graduate assistantships and scholarships as possible. Still, not all students can be financially supported. Graduate assistantships are typically awarded on a yearly basis without guarantees for continued funding. Inquiries about graduate assistantships or financial aid should be directed to the Associate Dean's Office of the School of Education, the Graduate School, HELPS Program Coordinator, Coordinator of Graduate Studies, and the Howard University Financial Aid Office. Funding sources and information can be found on the School of Education's website (http://howard.edu/schooleduation) and the Graduate School's website (http://www.gs.howard.edu).

Scholarship awards can also be found through professional organizations and federal agencies such as the Thurgood Marshall and the U.S. Department of Education. Online websites such as www.fastweb.com and www.finaid.com list comprehensive financial aid information and opportunities. In addition, a number of research centers, grants, and academic programs on campus hire HELPS doctoral students. Examples of these

include: Center for Research on the Education of Students Placed at Risk (CRESPAR); the Center for Disability and Socioeconomic Policy Studies (CDSPS); TRIO Programs (including Upward Bound, Student Special Services, and Math-Science Initiative); and the *Journal of Negro Education.* In addition, individual faculty members may also have grants and contracts that provide financial assistance opportunities for students.

INVOLVEMENT IN PROGRAM, PROFESSIONAL
AND OTHER EDUCATIONAL PROGRAM ACTIVITIES

There are several student associations on campus as well as professional associations off campus that welcome student involvement. Some of the on-campus associations include: the Howard University National Education Association; Kappa Delta Pi (Theta Alpha Chapter); Phi Delta Kappa (Howard University Chapter); the Graduate Student Council; and the School of Education Student Council. Numerous off-campus professional associations in the area are open to student involvement and membership. See below:

- American Council on Education (ACE)

- NASPA Student Affairs Administrators in Higher Education

- Council for Higher Education Accreditation

- Institute for Higher Education Policy (IHEP)

- The Education Trust

- ACPA- College Student Educators International

- National Association for Equal Opportunity in Higher Education

- Association for Public-Land Grant Universities (APLU)

- United Negro College Fund (UNCF)

- Excelencia in Education

- Thurgood Marshall College Fund

- American Indian Higher Education Consortium

- Hispanic Association of Colleges and Universities (HACU)

Appendix A
Change of Advisor Form

HOWARD UNIVERSITY SCHOOL OF EDUCATION
APPLICATION FOR CHANGE OF ADVISOR

Name: _____ Date: _____

I.D. Number: _____

Request permission to change my advisor from: _____

To_____

Because (provide reason/s; this is optional): _____

_____

_____

_____ Approved   Proposed new
                                 Advisor: _____

_____ Disapproved

_____ Approved   Departmental
                                 Chairperson: _____

_____ Disapproved

- If the proposed change is approved, the student's records must be forwarded to the NEW advisor

Cc: Current Major Advisor
       Coordinator of Current Program
       Departmental Chairperson