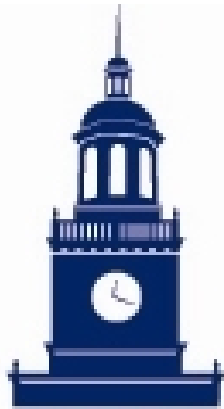


# **Student Handbook for Ed.D. Program in Educational Leadership and Policy Studies 2025-2026**



*Department of Educational Leadership and Policy Studies*

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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). 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.

This Doctoral/Graduate Student Handbook has been prepared to provide general information for prospective applicants and to serve as a guide for students who are currently enrolled in the EAGLE doctorate program offered by the Department of Educational Leadership and Policy Studies. Information has been provided, herein, regarding matters of policy and procedure that are necessary for all prospective and current students to know. We specifically note that this document is intended to supplement, but not supplant, the University catalogs. Specific inquiries regarding matters of interpretation and procedures should be directed to the Chair of the Department or the Associate Dean of School of Education. Students are also encouraged to contact other professors in their particular area of interest for additional information. This document is not legally binding and information is subject to updates as necessary.

The Ed.D. in Educational Leadership and Policy Studies reflects *Howard University* and the *School of Education's* commitment to urban and diverse school systems. This commitment is emphasized in the *School of Education's* mission statement and the Strategic Plan of the University.

The hallmark developed for the program is entitled EAGLE which stands for:

- Educational
- Administration
- Guided
- Leadership; *and*
- Experiences, regardless of race, color, national origin, gender, age, or disability.

Howard University, for over one hundred and fifty (150) years, has championed the cause of traditionally underserved groups. Howard University's graduate student population is diverse (approximately 70 percent are African American and 30 percent are non-African American. International students hail from more than 90 nations). The student's level of prior education, and varied experiential credentials, helps to facilitate a collaborative learning approach that also characterizes professor-student and student- to-student relationships. The current program admits students in cohorts of ten to fifteen (10-15) individuals. This enables the School of Education to maximize the use of faculty by offering courses in efficient sequences. This approach has also facilitated the assessment of the program by grouping a number of students who are able to evaluate the central program and identify changes that are required to improve the program.

The unique aspect of this program is its interdisciplinary content. This professional doctoral (Ed.D.) program focuses on educational administration as an interdisciplinary specialty

(sometimes referred to as a “cognate”). Students may select elective course offerings from the other two departments (*Curriculum and Instruction* and *Human Development*, and *Human Development and Psychoeducational Studies*) in the School of Education. Students may also take elective courses (sometimes referred to as a cognate) from four Howard schools – Business, Communication, Psychology and Social Work as well as two departments, Political Science and Sociology to supplement and enhance their major curriculum. These interdisciplinary courses will expand and enhance the skills of the students and contribute to the development of administrators as leaders who will be better communicators, decision-makers, politically astute, and oriented toward the family and social climate of the community.

Howard University is one of only two hundred forty-nine universities (249) to be designated as a Level One Research University by the Carnegie Foundation for the Advancement of Teaching. The core curriculum for the EAGLE program is designed to reflect such a high standard based on up-to-date knowledge from research and effective practice. The EAGLE I Program holds Educational Leadership Constituency Council (ELCC) National Recognition Status and is being revised to respond to the National Educational Leadership Program (NELP) Standards.

### **Purpose of the EAGLE program**

The EAGLE program is directed toward the preparation of administrators and supervisors who can function successfully and serve as leaders at both the individual school and the central office level, with particular emphasis on urban school systems. Therefore, the Ed.D. Degree has been designed primarily to prepare scholar-leaders for the public schools. Students in this program will be primarily current administrators in the public school systems. Hence, certain departures from the typical doctoral programs have been made. Two of the most striking changes are the substitution of continuous registration for the residency requirement at the doctoral level and the inclusion of a specialization within Educational Administration (i.e., Special Education Administration; Finance and Budget; Leadership and Communication; Politics of Educational Administration; Administration and Policy Development). The course work for the Ed.D Program can be taken during fall, spring, and summer sessions. Although students can complete the required course work through continuous registration, few, if any, are likely to complete the Doctoral Dissertation without a period of residency. In addition to the traditional dissertation, there are several other requirements that must be completed at the doctoral level. Students in the program are required to successfully complete the Preliminary and Comprehensive Examinations, proposal defense, and doctoral dissertation defense. Students must pass the expository writing exam, and complete the internship.

## **FULL-TIME CORE FACULTY FOR 2025-26**

### **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.**

Professor and Dean Emerita

Research: Educational Policy, the superintendency and principalship, higher education leadership, and urban school reform.

### **Gregory C. Hutchings, Jr., Ed.D.**

Assistant Professor and EdD Program (ELPS) Coordinator

Research: Antiracist Practices in PreK-12 Urban School Settings, The African American Superintendency and Dismantling Systemic Racism in Education.

### **Sosanya Jones, Ed.D.**

Associate Professor and PhD Program (HELPS) Coordinator

Research: Qualitative Methods, higher education policy with a particular emphasis on HBCUs and other MSIs, and Black women in STEM.

### **Shawn Joseph, Ed.D.**

Assistant Professor and Co-Director of Urban Superintendent Academy

Research: Urban School Leadership, Race, Equity, and Social Justice.

### **Carlos McCauley, Ed.D.**

Associate Professor and Associate Dean for Sponsored Research

Research: K-12 School Reform, Education Policy, School Finance and Resource Allocation in K-12 Schools.

### **Robert T. Palmer, Ph.D.**

Professor and Chair for Department of Educational Leadership and Policy Studies

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.

**Shannon R. Waite, Ed.D.**

Assistant Professor and MEd Program (ELPS) Coordinator

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.

**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.

## **ADMISSIONS, RESIDENCY, REGISTRATION, AND ENROLLMENT**

### **ADMISSIONS:**

Applications are reviewed once a year for Fall admission to the program. Applicants must submit all credentials by February 1. It is the responsibility of the applicant to ensure that all admissions materials are received prior to the February 1st deadline.

### **RESIDENCY:**

In consideration of our students, most of which are full-time school district employees in the metropolitan area, the Department of Educational Leadership and Policy Studies has adopted an alternative to residency requirements. Residency requirement is substituted by a requirement for continuous registration. Students are required to register for nine hours of coursework each semester for at least two consecutive semesters (fall and spring or spring or fall). There can be no provision for suspension of the requirement for continuous registration.

The faculty of the department looks upon the continuous registration requirement as a vital ingredient of the EAGLE program. High-level professional training and intellectual development require a concentrated experience that is possible only through sustained involvement in the academic and other activities of the department and university. Participation in research and service projects, informal work with individual faculty members and sustained interaction with other students will add substantially to the students planned course work. In short, to round out an advanced degree program a student is expected to participate in and contribute to enriching the academic community. The degree of involvement, which fosters individual growth, means physical residence and daily involvement in departmental and university affairs for at least one academic year.

### **REGISTRATION:**

Students must register for classes during the registration period through [BisonHub](#) and 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 EAGLE program can enroll on a part-time or full-time basis. However, students 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**

### **ACADEMIC ADVISOR:**

When a student is admitted into the doctoral program, he/she is assigned a *program advisor* by the Chair of the department. This advisor works with the student during the course selection enrollment stages of the program. The *program advisor* provides students a complete orientation to the program, and facilitates the student's selection of courses each semester. The *program advisor* keeps a log of meetings and types of advice provided to each candidate.

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 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 Program Coordinator (see Appendix A for a copy of the Change of Advisor).

### **DEGREE CANDIDACY:**

Faculty advisors and students are jointly responsible for ensuring that each step toward fulfilling degree requirements is met and officially recorded on file. The student must fill out the advancement to candidacy form. Admission to the Ed.D. Program does not automatically make a student a formal candidate for the Ed.D. Degree. A student shall be admitted to candidacy when they have completed most (no less than 2/3rds) of the requirements for the Ed.D. Degree, except the dissertation. Before a student can be admitted to candidacy, they must have:

- Complete all coursework--maintain GPA of 3.0 or higher to maintain residency in the program. A student is allowed only two "C" grades on their transcript.

- Passed the comprehensive examination administered by the department.
- Satisfactorily demonstrated expository writing proficiency.
- Fulfilled the twelve-hour cognate.
- Have received approval of a dissertation subject via a process determined by the faculty in the department. A copy of the approved dissertation proposal must accompany the admission to candidacy form.
- Received the signatory recommendation of his/her/ major advisor on the candidacy form.
- Completed an admission to candidacy form available from the Department of Educational Leadership and Policy Studies, which must include a list of graduate courses, completed, being taken, and yet to be pursued in the field as well as:
  1. Expository Writing Proficiency Certificate
  2. Responsible Conduct of Research Training (RCR) Certificate
  3. Letter from Department Chair of passed Comprehensive Exam. Dissertation Proposal Approval form with signatures from your 4-member dissertation committee
  4. Once all requirements have been met and ALL supporting documents have been attached to the Admission to Candidacy form, submit the completed application. NOTE: Remember to obtain signatures from the Graduate Program Director, your Research Advisor (Major advisor), and the Department Chair on candidacy form.

**Admission to candidacy must be achieved at least one semester before a student intends to graduate.** Candidacy for the Ed.D. Degree shall be valid for not more than five (5) academic years. Any student seeking renewal of candidacy must apply to the Department for readmission. The department shall determine the conditions under which the candidate may be reinstated. The responsibility for fulfilling these requirements on time is that of the student. Students should consult their Advisor if in doubt as to any of the requirements.

A major task after the successful completion of the proposal defense is to submit an application to the Howard University (HU) Institutional Review Board (IRB) for Human Subject Protection and procure IRB approval for the conduct of research. Students should understand that the approval of the IRB is not tied to candidacy for Ed.D. students. However, students cannot defend their dissertation proposal and graduate within the same semester. However, if a student defends his or her proposal in the fall semester and their IRB is approved within the first 30 days of the spring semester, this will likely set him or her up for graduating in the spring.

### **INTERNSHIP:**

An administrative internship is a requirement for students in the EAGLE program. The experience is designed to provide the student opportunities to apply the knowledge and theory acquired during coursework. In this process, the student will also be expected to think critically, analyze and solve problems, make ethical decisions, understand and use technology, demonstrate



knowledge, sensitivity and skill in working with diverse populations; and thereby gain the confidence necessary to provide effective educational leadership in a senior-level position.

The internship is a mentored, full semester or two-summer sessions experience, for which six (6) credit hours are earned. The student is required to complete a minimum of 240 hours to fulfill their internship residency and if they are in a situation that requires additional time beyond the semester; then the student will receive an “incomplete grade” until a minimum of 240 hours are completed. The internship must be taken at a level higher than the position that the student currently occupies. The student will be responsible for identifying at least two internship sites and site-supervisors. The student must fill out the request for an internship placement one semester prior to placement. The final decision regarding site and supervisor selection rests with the Department of Educational Administration and Policy. The student may choose to do the internship at a public school, school district office, higher educational institution, or any public or private organization that deals with educational administration and policies.

**The following prerequisites are required to be enrolled in this course:**

ELPS 419 Information Technology in Education

ELPS 435 Human Resources Management

ELPS 455 Ethics and Educational Decision-Making

ELPS 514 Organizational Change in Education

ELPS 517 Workshop on Leadership Development

ELPS 518 Politics of Education

ELPS 520 Financial Management in School Administration

ELPS 521 Educational Administration and Governance

ELPS 523 Research in Educational Administration

ELPS 524 Advanced Qualitative/Quantitative Research or HUDE 501: Design and Analysis

ELPS 525 Case Law in Public Administration

**In addition, ALL students must have:**

\*Passed the Graduate Expository Writing Examination

\*Made a formal application upon approval of faculty advisor

**Furthermore, the candidate is expected to comply with the following expectations:**

- Decide upon an internship experience within one week of the first class session.
- Complete the Administrative Agreement Form and the Internship Plan of Action.
- Confer regularly with the field supervisor about assignments and critiques of performance.

- Record the number of hours performed in the internship each week and a description of the work performed.
- Make an oral (virtual) presentation to classmates and/or internship coordinator on the internship experience at the end of the semester.
- Complete and submit evaluations;
- Adhere to all rules, regulations, and requirements of the assigned school system or educational organization;
- Attend all scheduled sessions with the course instructor
- Keep abreast of all assignments;
- Be punctual;
- Display professional behavior;
- Submit all reports, including evaluation forms by the designated dates;
- Complete a self-evaluation.

### **COGNATES REQUIREMENT**

The program model for EAGLE is based on an inter-professional strategy that utilizes research content from the field of educational leadership and generally five other academic professions: Business, Communications, Social Work, Political Science and Sociology. Additional academic units may serve as a cognate upon approval from your academic advisor. Students will select 12 credit hours of cognate courses outside of the Department of Educational Leadership and Policy Studies. **\*The AASA-Howard University Urban Superintendents' Academy cannot be used for meeting the cognates requirements.**

### **COMPREHENSIVE EXAMINATION:**

The School of Education offers Comprehensive Examinations in all the fields of studies once each semester. Dates for this examination are established and published by the school. The semester prior to the examination, students must apply to take the examination. The Comprehensive Examination has, as its overall objectives, the assessment of the student's understanding, knowledge, and skills as they relate to the mission and purpose of the EAGLE program. The Comprehensive Examination is not restricted to specific or standard course content.

Coursework, independent study and professional experiences are essential in providing the students with a command of the substance of supervision, administration, and leadership as a field of study. The Comprehensive Examination is designed to assess the student's ability to integrate and apply knowledge in problem solving and policy analysis contexts. Therefore, depth of knowledge, the ability to synthesize, and document mastery of general tools of logic, analysis, expression and conceptual thought are important criteria.

All courses, including your cognate courses must be completed prior to taking the Comprehensive Examination. However, you may take:

- the comprehensive examination before you complete the Internship Course.
- the comprehensive examination during the semester you are completing the Dissertation Seminar course; however, you may not defend your dissertation proposal until you have

passed the comprehensive examination.

A student who fails the Comprehensive Examination is permitted one retake of the examination (which must be taken in a subsequent semester from the original examination). Failure on the retake of the Comprehensive Examination results in the student's termination from the degree program.

### **COURSE REQUIREMENTS:**

Students are expected to complete a minimum of 66 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-. Students failing to raise their grade point average will be dismissed from the HUSOE.

### **TRANSFER OF CREDITS:**

Students may transfer up to a maximum of twenty-four (24) credit hours completed at another accredited university as part of the work required for a degree. Decisions regarding the transfer of credits are made on an individual basis and all graduate credit offered as transfer credit must be related directly to a planned program of study. Coursework counted toward a degree already completed may not be "double-counted" as part of a degree program in process.

Decisions regarding the appropriateness of requests to transfer in credit hours rest with the program advisor, who submits the request to the appropriate faculty and chair, with final approval residing with Howard University's School of Education Executive Committee. Students are allowed to complete courses in other colleges and universities within the Washington metropolitan area, which participate in the Washington Area Consortium of Universities and Colleges. Courses completed at any consortium member college or university can be transferred if that particular course was not offered at Howard University at that time. Students are advised to consult their program advisor and the Office of Enrollment Management for detailed rules regarding consortium programs.

### **COMPLETING COURSEWORK IN THE PHD PROGRAM IN HIGHER EDUCATION:**

ELPS students interested in joining the HELPS program must make an application to the PhD program and complete the traditional review process. If admitted to the HELPS program, a former Ed.D. student may transfer the two shared courses to the HELPS program but not additional courses. If students elect to take additional HELPS courses beyond the two shared courses and are accepted to the HELPS Ph.D., those additional courses will not count toward the degree leading to the PhD in Higher Education. Ed.D. students interested in applying for admissions for the PhD program must do so before their third semester in ELPS. ELPS students are not eligible to apply for the PhD. Program after their third semester.

### **LENGTH OF TIME FOR DEGREE COMPLETION:**

Students are expected to complete all Ed.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 department.

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

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 of the EAGLE program. 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>). 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.

#### **\*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

### Course Scheme for the EdD Program

This 4-year course sequence is designed for Ed.D. students to progress through core leadership, policy, research, and cognate courses while meeting all prerequisites for the internship, comprehensive exam, and dissertation. The plan ensures a balanced 9-credit load each semester, strategically sequencing courses to build skills, support research development, and maintain steady progress toward the 66-credit graduation minimum requirement.

<b>Year/Semester</b>	<b>Course 1</b>	<b>Course 2</b>	<b>Course 3</b>
<b>Year 1 – Fall</b> <i>Foundational and Core Leadership</i>	ELPS 521 – Educational Administration & Governance (3)	ELPS 514 – Organizational Change (3)	ELPS 517 – Workshop on Leadership Development (3)
<b>Year 1 – Spring</b> <i>Foundational and Core Leadership</i>	HUDE 400 – Intermediate Statistics (3)	ELPS 455 – Ethics in Decision Making (3)	ELPS 518 – Politics of Education (3)
<b>Year 2 – Fall</b> <i>Governance, Policy, &amp; Early Cognates</i>	ELPS 520 – Financial Management in School Administration (3)	ELPS 435 – Human Resource Management (3)	Cognate #1 (3)
<b>Year 2 – Spring</b> <i>Governance, Policy, &amp; Early Cognates</i>	ELPS 519 – Information Technology in School Management (3)	ELPS 422 – Seminar in Education Policy (3)	Cognate #2 (3)

<b>Year 3 – Fall <i>Research, Law, &amp; Final Cognates</i></b>	ELPS 523 – Research in Educational Leadership & Policy Studies (3)	ELPS 524 – Qualitative Research (3)	Cognate #3 (3)
<b>Year 3 – Spring <i>Research, Law, &amp; Final Cognates</i></b>	ELPS 525 – Case Law in Public School Administration (3)	Cognate #4 (3)	ELPS 599 – Dissertation Seminar (3)
<b>Year 4 – Fall <i>Internship &amp; Dissertation</i></b>	ELPS 584 – Internship (6) <i>Summer or Summer/Fall or Fall</i>		<i>Dissertation Proposal Defense and Comprehensive Exam</i>
<b>Year 4 – Spring <i>Internship &amp; Dissertation</i></b>	ELPS 600 – Dissertation Research (6)		

**Total Program Credits:** 66 minimum

\*Note- You are strongly encouraged to take both ELPS 524 and HUDE 501 in preparation for your Comprehensive Exam and Dissertation research, however only one of those courses are required at this time for program completion. The Department of Educational Leadership and Policy Studies has no control of course offerings outside of ELPS. Therefore, please note that course offerings in HUDE are subject to change.

\*\*HUDE 400 (Intermediate Statistics) is a prerequisite course for ELPS 523 (Research in Educational Leadership and Policy Studies).

\*\*ELPS 523 (Research in Educational Leadership and Policy Studies) is a prerequisite course for ELPS 524 (Advanced Qualitative Research) and/or HUDE 501 (Design and Analysis 1).

\*\*ELPS 599 (Dissertation Research Preparation) is a prerequisite course for ELPS 600 (Dissertation).

\*\*ELPS 600 (Dissertation) is taken once the student enters into candidacy.

#### **OTHER EXIT REQUIREMENTS (Ed.D. Program)**

\* Successfully complete all coursework with a minimum of a 3.0 GPA

\* Not accumulate 9 or more semester hours of grades below B

\* Demonstrate competency in the English language as evidenced by a passing score on the Graduate Expository Writing Examination.

\* Pass the Comprehensive examination as prescribed by the faculty of the major department.

\* Complete an approved internship for a minimum of one (1) semester (full-time). The Internship is a full-time mentored experience, under the supervision of a field supervisor in an assigned school, school district, or some other prior approved educational organization.

\* Develop and defend a doctoral dissertation proposal in the major field that demonstrates an ability to organize and present effectively findings and results of research study.

### **ACADEMIC STANDARDS**

1. A student must maintain academic good standing, which is a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
2. A student incurs academic probation when the cumulative grade point average falls below 3.0.
3. A student who is on academic probation and does not achieve good academic (3.0) standing by the end of the next semester in residence shall be suspended from the graduate program.
4. A student who accumulates nine (9) or more semester hours of grades below B shall also be suspended from the graduate program.
5. A student who has been suspended from a graduate program may not be readmitted until one full semester (excluding the summer session).

### **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 Educational Leadership. 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.

#### **CHOOSING A DISSERTATION TOPIC:**

The student should select a dissertation topic that is an original, scholarly contribution to the specialty area of Educational Leadership. Students preparing the dissertation document are encouraged to select a core EAGLE faculty member to serve as a dissertation advisor. However, other faculty members 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 Proposal Approval Process**

Your dissertation proposal must be developed with your advisor and approved by a 4-member committee (Dissertation Advisor + 3 faculty members).

- Prepare a 15-20 minute oral presentation of your proposal. Following your oral presentation, you will answer questions from your committee.
- Confirm with your dissertation chair that your proposal is ready to be sent to your committee. Allow two weeks (or more) for the committee to review the proposal. The Director of Graduate Studies does not attend your dissertation proposal defense.
- Please obtain all signatures on the Dissertation Proposal Approval form once edits are approved by your committee. A copy of the Dissertation Proposal, the Proposal Approval form, with signatures from the 4-member committee, must be submitted with the Candidacy Application form.

### **Dissertation Committee**

The dissertation committee shall consist of six members; the dissertation advisor, at least three members of the School of Education faculty (two of whom must be core ELPS faculty, if the dissertation chair is not a core faculty member), the SOE Director of Graduate Studies, 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. In the event the DGS serves as a committee member beginning at the dissertation proposal defense, the committee will be comprised of five members. The student and dissertation advisor's recommendation of a



dissertation committee will be considered. However, the final composition of the dissertation committee must be approved by the Director of Graduate Studies, and the professors invited to serve.

When the student proposes the dissertation, the committee must consist of the dissertation advisor and at least two committee members present. For the final oral examination of the dissertation, all committee members must be present. 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.

Candidacy for the Ed.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 through the department. The Program shall determine the conditions under which the student may be reinstated.

The student is responsible for fulfilling these requirements on time. Students should consult the Program Director of ELPS if in doubt as to any of the requirements for candidacy.

### **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 this 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 final oral examination of the dissertation should be scheduled according to the published HUSOE 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 candidate who fails the examination for a second time will be dismissed from the EAGLE 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 re-submit 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 Chair of ELPS 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 Chair of ELPS and include supporting documentation of such. The faculty advisor, Director and HUSOE Dean may request a doctor's statement to document any limitations arising from a student's disability or illness.

## **REGISTRATION AND RESIDENCY REQUIREMENTS FOR LEAVE**

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 ACCESS**

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 in this email account. 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, 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.
5. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case as expeditiously as possible.
6. 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.
7. 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.
8. Following the hearing, members of the committee deliberate and develop a recommendation as to how the case should be resolved.
9. The committee's recommendation is sent to the Dean of the School/College.
10. 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 coordinator 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 coordinator 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 coordinator 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,

ELPS Program Coordinator, Director 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/schooleducation>).

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](http://www.fastweb.com) and [www.finaid.com](http://www.finaid.com) list comprehensive financial aid information and opportunities. In addition, a number of research centers, grants, and academic programs on campus hire ELPS doctoral students. 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 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 (e.g., the National Alliance of Black School Educators (NABSE), American Association of School Administrators (AASA), and the National School Board Association (NSBA). In addition, each year the School of Education sponsors on-campus lectures and various workshops.

### **ELPS Ed.D. COURSE DESCRIPTIONS**

#### **ELPS 422 Seminar in Education Policy**

##### **COURSE DESCRIPTION**

This course is designed to introduce students to educational policy, the intergovernmental system of education in the US and some of the major issues challenging educators, students, and policy makers. This course has a particular focus on federal and state policy in education and the implications that it has for urban education. Educational policy and the policy process presents itself in at least three ways in

terms of (1) what to do or *policy development*; (2) decisions on how to do it or *policy implementation*; and (3) decisions on how to assess outcomes or *policy analysis or evaluation*. This seminar discussion will include how the politics of education is rooting in the struggle over values, ideology, power issues and conflict and/or consensus. We will also look at how the media and other socio-political forces play multiple roles in shaping the policy agenda, and how some groups have taken advantage of this to have great influence in educational policy formation.

### **ELPS 435 Human Resources Management**

#### **COURSE DESCRIPTION**

This Human Resource Management Course has been designed as an advanced graduate course of the Department of Education, Leadership and Policy Studies. The course will provide graduate degree candidates with a broad perspective and insights into the purposes, policies, plans, procedures and projects of the human resource function, and their impact on the work, working arrangements, and work motivation of school administrators, teachers and support personnel in educational organizations.

### **ELPS 455 Ethics of Decision Making in Education**

#### **COURSE DESCRIPTION**

This course will investigate the relationship between philosophy, ethics, and administrative decision-making. Educators continuously confront social, economic, and political situations that include moral and ethical issues. In addition, all educational decisions, from teachers in the public schools or higher education, counselors, or psychologists or in other non-educational work settings, are as critical as decisions made by educational administrators.

### **ELPS 514 Organizational Change in Education**

#### **COURSE DESCRIPTION**

This course explores theories and examples of organizational change in the context of education systems. Course content addresses decision-making, leadership, organizational theory and change, and the influence of internal and external actors and policies, and resistance to equity-oriented change. This course centers organizational changes to support policies and practices relevant to Black students, teachers, and systems' leaders and to promote racial and social justice. Weekly course readings provide knowledge, theoretical tools, and applied examples to support students' understanding and application of organizational change in educational contexts with Black students and leaders in mind.

### **ELPS 517 Workshop on Leadership Development**

#### **COURSE DESCRIPTION**

The purpose of the Workshop on Leadership Development is to introduce candidates to the scope and complexities of educational leadership, particularly in diverse urban communities. Candidates will develop the knowledge, skills, and dispositions to provide strategic leadership for an educational institution. Emphasis will be placed upon the role of the superintendent and board of education in urban schools.

### **ELPS 518 Politics of Education**

## **COURSE DESCRIPTION**

The purpose of Politics of Education is to provide knowledge about the origins, nature, and impact of political forces surrounding and influencing schools. This course will specifically look at those political, economic, and social forces that have influenced urban schools.

### **ELPS 519 Information Technology in School Management**

## **COURSE DESCRIPTION**

This course seeks to provide educators with an understanding of how technology can equip school leaders and students with tools to improve academic achievement. A secondary focus of this course is to help school leaders think about how to focus school improvement efforts through strategic supervision of schools and school principals. Lectures, presentations, and guest speakers from around the country will share cutting edge technology and best practices to increase student achievement in schools. Technology related to operational functions of a school district will also be explored.

### **ELPS 520 Financial Management in School Administration**

## **COURSE DESCRIPTION**

This course introduces the tools and techniques education leaders will need to be able to budget, administrate, and manage school funding. Participants will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels. Participants will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice. Credits: 3 Program: Educ. Leadership & Policy

### **ELPS 521 Educational Administration and Governance**

## **COURSE DESCRIPTION**

The goal of the Educational Administration and Governance course is to facilitate candidates' deep thinking concerning substantive aspects of administration and governance. Candidates will examine and critique the extent to which social justice and equity exist for students who have traditionally experienced oppression at the societal level as well as in micropolitical public schools in the United States. Using Critical Race Theory as the theoretical framework, candidates will be provided learning opportunities to understand, challenge, reflect upon and make practical applications of administrative theory and policy vis-à-vis the impact upon Black and Brown students.

### **ELPS 523 Research in Educational Leadership and Policy Studies**

## **COURSE DESCRIPTION**

ELPS 523 is a prerequisite course at Howard University that provides an overview of basic research methodologies. The course includes activities such as lectures, discussions, research critique, and proposal and report development. ELPS 523 is a prerequisite for ELPS 524, or Advanced Qualitative Research.

### **ELPS 524 Qualitative Research**



## **COURSE DESCRIPTION**

This course concentrates on postpositivist research with a focus on the design of such studies and the issues faced by researchers using qualitative methods. Central to our readings and discussions include issues of formulating criteria by which to evaluate postpositivist research and gain an understanding of the socio-intellectual context within which such research is conducted. Particular attention will be paid to issues of representation including access, ethics, reflexivity, validity, and writing strategies.

### **ELPS 525 Case Law in Public School Administration**

## **COURSE DESCRIPTION**

This course is intended to develop educational administrators with the knowledge base and skills to become sophisticated investigators and critical consumers of educational research. School/higher education leaders today, more than ever, need research knowledge and skills to critically examine and utilize research in their practice. Furthermore, the administrator is also required to explain and defend recommendations based on these research studies to boards of education, parents, and tax-payers. Hence, educational administrators need to be proficient in the current methodological approaches within quantitative and qualitative designs.

### **ELPS 584 Internship**

## **COURSE DESCRIPTION**

The Internship in Educational Leadership is an integral part of preparation for educational leadership roles. The internship is designed to provide the candidate with practical leadership experiences as a school administrator under the mentorship of a current practitioner. Candidates are provided opportunities to engage in real-life situations, perform administrative tasks, and apply the knowledge, skills, and dispositions needed to become effective educational leaders.

The major components of the Internship in Educational Leadership include (a) the application of both entry and exit requirements for candidates, (b) candidate demonstration of content, pedagogical and professional knowledge aligned with the standards set forth by the the National Policy Board for Educational Administration (NPBEA). (c) candidate application of skills, knowledge, and dispositions defined by the unit, (d) candidate knowledge and appropriate application of technology; and (e) candidate demonstration of skill in working with diverse colleagues, parents and families, and communities.

### **ELPS-599 Research Preparation Seminar**

#### **Course Description**

The purpose of *Dissertation Seminar, ELPS 599*, is to introduce and explain the development of the dissertation. The seminar guides the doctoral (EdD) student through the initial and formative stages of dissertation development and results in the student writing a Dissertation Proposal draft (that is, a draft of the dissertation's first three chapters).

### **HUDE 501 Design and Analysis of Research Projects**

**COURSE DESCRIPTION**

HUDE 501 is an advanced level course at Howard University that covers practical and theoretical research considerations. The course is part of the Education Leadership and Policy Studies program.

**HUDE 400 Intermediate Statistics****COURSE DESCRIPTION**

HUDE 400 is a course at Howard University that covers inferential techniques, hypothesis testing, estimation, and regression analysis. It also includes selected computer concepts.

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