

Student Handbook for M.Ed. Program in Educational Leadership and Policy Studies 2019-2020



Department of Educational Leadership and Policy Studies

*Howard University
School of Education
2441 4th Street NW
Washington, DC 20059
Phone: (202) 806-7340, Fax: (202) 806-5302*

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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.

This 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 Master's 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 the 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 M.Ed. 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.

Howard University, for the last 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 five to fifteen (5-10) individuals, which enables the School of Education to maximize the use of faculty by offering courses in efficient sequences.

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 M.Ed. program is designed to reflect a high standard based on up-to-date knowledge from research and effective practice. In past years, the M.Ed. Program held Educational Leadership Constituency Council (ELCC) National Recognition Status. Now, the program is aligned with the updated Professional Standards for Educational Leadership (PSEL) standards.

Purpose of the M.Ed. program

The Master Program in Educational Administration in Educational Leadership and Policy Studies is designed for persons preparing to become administrators or specialists in education-related professions.

FULL-TIME CORE FACULTY AS OF 2019-2020**Program Coordinator:****Kmt Shockley, Ph.D.**

Associate Professor and Coordinator of the Master's Program in Educational Leadership
Research: Transformative African centered education, educational transformation, and educational leadership.

Program Faculty:**Kmt Shockley, Ph.D.**

Associate Professor and Coordinator of the Master's Program in Educational Leadership
Research: Transformative African centered education, educational transformation, and educational leadership.

Lisa Grillo, Ed.D.

Assistant Professor
Research: Leadership in K-12 Settings, urban school reform, special education

Cristobal Rodriguez, Ph.D.

Associate Professor and Director of Graduate Studies, School of Education
Research: Focuses on concentrated diverse demographics and explores the variation of policy development, implementation, and results and their influence on access throughout the educational pipeline.

Adjunct Faculty:**Alpheus Arrington, Ed.D.**

Director, Human Resources
alpheus.arrington@howard.edu

Michael Brooks, Ed.D.

Human Resource Specialist
Prince George's County Public School
michael.brooks@howard.edu

Jean-Paul Cadet, Ed.D.

Principal, Oxon Hill High School
jeanpaul.cadet@howard.edu

Rodney Henderson, Ed.D.

Principal in Residence
Prince George's County Public School
rodney.henderson@howard.edu

Donna Whitman, J.D.

Regulatory Policy and Transaction Attorney
donna.whitman@howard.edu

ADMISSIONS, REGISTRATION, AND ENROLLMENT**ADMISSIONS:**

Applications are reviewed on a rolling basis for admission into the program. It is the responsibility of the applicant to ensure that all admissions materials are complete when applying.

REGISTRATION:

Students must register for classes during the registration period and follow procedures for registration as outlined in the Student Reference Manual and Directory of Classes (<http://www.howard.edu/enrollment/registration>). Prior to registering for courses, students must obtain an alternate pin number from either their academic advisor or the Program Coordinator. 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 M.Ed. program can enroll on a part-time or full-time basis. Full-time enrollment is registration in 9 credit hours or more. Part-time enrollment is registration in less than 9 credit hours. 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:**

The program coordinator advises all students in the Master's program unless the coordinator specifies a different advisor. The 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.

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. Following are requirements for students to be granted the Master's degree for students on the traditional Leadership track:

- Satisfactorily demonstrate expository writing proficiency
- Pass the SLLA (currently requires a score of 163).
- Satisfactorily complete the practicum.

Satisfactorily complete all course requirements with no more than 9 semester hours below the grade of B.

PRACTICUM:

A practicum experience is a requirement for students in the M.Ed. 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 building-level position.

The practicum is a mentored, full semester experience, for which six (3) credit hours are earned. The student will work with the practicum supervisor to locate school for practicum placement. The student must request a meeting with their academic advisor one semester prior to placement. The final decision regarding site and supervisor selection rests with the Department of Educational Administration and Policy.

SLLA:

Students must take and pass the School Leadership Licensure Assessment (163) with a score of 163. The SLLA is a standardized test that is administered by Educational Testing Services (ETS). Students must register and pay for the SLLA independently. The test can be found at: <https://www.ets.org/sls>.

COMPREHENSIVE EXAMINATION:

International students on a valid visa have the option of completing a Comprehensive Examination in lieu of the SLLA in their last semester of study in the M.Ed. program. Those students must request a meeting with their advisor to announce their last semester in the program

and request to take the Comprehensive Examination. The coordinator of the Master's program organizes the exam session, requests for an ELPS faculty member to create the exam, and requests that ELPS faculty members grade the exam and decide on pass/fail status. 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 specialization strands and knowledge of educational leadership and policy. 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.

A student who fails the Comprehensive Examination is permitted one retake of the 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 36 graduate credits for the M.Ed. degree.

TRANSFER OF CREDITS:

Students may transfer in up to a maximum of three (6) graduate-level credit hours that are related to the M.Ed. in educational leadership and/or specialization that were 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 coordinator, who submits the request to the appropriate faculty, 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 program.

LENGTH OF TIME FOR DEGREE COMPLETION:

Students are expected to complete all M.Ed. program degree requirements within a maximum of five (5) 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 M.Ed. 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 M.Ed. Program

*Traditional Leadership Specialization

M.Ed. Educational Leadership and Policy Studies

Area	Credit Hours
Core Courses	15
Major Specialization Courses	18

	Area	Credit Hours
Elective		3
Total		36

ACADEMIC REQUIREMENTS

Core Courses (M.Ed)

HUDE 200	Introduction to Educational Research	3
HUDE 205	Introduction to Statistical Methods	3
HUDE 201	Human Growth and Development	or 3
HUDE 220	Advanced Educational Psychology	3
ELPS 231	Multicultural Education: Issues and Trends	3
ELPS 252	History of Black Education in the U.S.	3
	Total Required	15

Suggested Elective (M.Ed.)

EDUC 260	Introduction to Special Education	3
ELPS 435	Human Resource Management	3
ELPS 422	Seminar on Education Policy	3
ELPS 455	Ethics in Decision-Making	3
	Total Required	3

Specialization Courses (M.Ed.)

ELPS 280	Supervision of Instruction	3
ELPS 284	Public School Administration	3
ELPS 382	Conceptual Cases in Administration & Supervision	3
ELPS 384	Practicum in School Administration & Supervision	3
ELPS 385	Case Law in Education Administration	3
ELPS 386	School Finance and Information Management Systems	3
ELPS 514	Organizational Change in Education	3
	Total Required	18

MEd Course Offerings

Fall Courses

Spring Courses

Fall Courses

HUDE 200: Introduction to Research - 3 credits (C)

HUDE 201: Human Development - 3 credits (C)

HUDE 205: Introduction to Statistics - 3 credits (C)

HUDE 220: Advanced Educational Psychology - 3 credits (C)

ELPS 231: Multicultural Education - 3 credits (C)

ELPS 284: Public School Administration - 3 credits (M)

ELPS 386: School Finance - 3 credits (M)

ELPS 435: Human Resource Management - 3 credits (E)

ELPS 514: Organizational Change - 3 credits (M)

Spring Courses

ELPS 252: History of Black Education - 3 credits (C)

ELPS 280: Supervision of Instruction - 3 credits (C)

ELPS 382: Conceptual Cases in Administration and Supervision - 3 credits (M)

ELPS 384: Practicum in School Administration - 3 credits (Fall, Spring, Summer) (M)

ELPS 422: Seminar in Education Policy - 3 credits (E)

ELPS 455: Ethics in Decision Making - 3 credits (E)

ELPS 525: Case Law in Public School Administration - 3 credits (M)

Note: C = core course; M= major course; E= suggested elective

OTHER EXIT REQUIREMENTS (M.Ed. Program)

* Successfully complete all coursework

* 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. The Expository Writing Examination must be completed successfully before the student may sit to take the Preliminary Examination.

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

*Successfully complete the Practicum

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) has passed.

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 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 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, 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 and doctoral students are usually given first consideration for such financial assistance, both the School of Education and Graduate School work hard to provide as many graduate assistantships and scholarships as possible to graduate students at all levels. 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 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 ELPS 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.