

Nelson Mandela

College of Government and Social Sciences

Executive Ph.D. in Public Policy

Student Handbook



Finish Stronger



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Executive Ph.D. Student Handbook

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Executive PhD in Public Policy

PROGRAM OVERVIEW

The Executive Ph.D. in Public Policy is a NEW program that has been created to reach a broader base clientele. The traditional program has been in existence since 1999. This new Executive Ph.D. in Public Policy is built on the same framework. It offers the same quality education in a rigorous, less time-consuming format to help the consummate professional achieve their goals without sacrificing their career.

Everyone is impacted by policy. For every problem, there is a solution. How the solution is devised, shared, interpreted, implemented, how it is paid for, who is impacted by it, and the outcomes are all components of public policy. These two introductory statements are the genesis of public policy and its multi-discipline genre. Whether an individual works or aspires to work in education, transportation, healthcare, hospitality, entertainment, for the government, in corporate America or for self, public policy is essential to advancement and success. This is the only program that benefits a multitude of professions. Whether the policies impact staff, the local community, a population within the community, the state, the nation or the world, they must be devised properly and intentionally using a systematic method to ensure the desired outcomes are achieved and federal, state and sometimes local compliance is implicit in the planning. To this end, no matter who you are, where you work or what you do, public policy impacts you. Why not specialize in devising the solutions?

The Executive PhD in Public Policy offers practitioners who have worked for a minimum of ten years the opportunity to earn their Doctor of Philosophy while maintaining their professional posts. The weekend classes over a twenty-four-month time period and affordable cost make the opportunity one that is not only real but attainable with an investment of time, commitment, scholarly research and project management.

The program fees include course instruction, learning space, lodging and meals on in-person weekends. The all-inclusive fees are not negotiable or adjustable. Regardless of your domicile, lodging and meals are included for the weekends that classes are scheduled. Fee exclusions include but are not limited to transportation, individual computers, laptops, tablets, software, parking fees, travel costs, graduation fees and textbooks.

MISSION

The mission of the Executive Ph.D. Program is to produce a cadre of well-trained professionals whose dedication to the pursuit of equality for all genders, judicial fairness, and clean environment for the masses are adamant, unequivocally resolute. Because this era is unlike any other before us in which events have brought to the fore and to the consciousness of the nation and the world, the dire consequences and costs of prejudice, inequality, and environmental decay. It is therefore imperative

that good policies be designed to address these ills. Effective policies born out of these many societal ills if properly implemented could have the power to redirect the course of a nation's history and destiny. As students of public policy, the burden of redirecting the course of a nation's destiny through policy formulation should not be taken lightly.

What is a cohort?

A cohort for the purposes of this program is an educational learning model where synchronous instruction of small groups are used for learning, support and shared resources. The group works together to advance through the program synchronously. Using this model, students learn from instructors and their colleagues.

THE EPh.D. COHORT MODEL

A core group of executives from various professions that unite as a cohort to synchronously matriculate through twenty-four months of rigorous, intense, research, project based, policy-focused doctoral studies. The cohort is led by a cadre of distinguished professors and practitioners with focused specializations who also unite to lead academic learning.

The model is designed such that the cohort will require a commitment of time, dedication to studies, research, discipline, application of theoretical concepts, development and implementation of policy focused initiatives.

DEAN OF
THE NELSON MANDELA COLLEGE OF GOVERNMENT AND SOCIAL SCIENCES



Dr. Damien D. Ejigiri

I made a commitment to serve the Public beginning with my career as a primary school teacher which has progressed to a profession in Higher Education as a Dean of the Nelson Mandela College of Government and Social Sciences, and former Dean of the Graduate School all at Southern University A & M College. I have four role models: President Emeritus Nelson Mandela, President Barak Obama, Sir Phillip Sidney in the Sixteenth Century, England, and Dr. Martin Luther King.

President Nelson Mandela:

"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination and have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony with equal opportunities. It is an ideal which I hope to live for and achieve. But if needs be, it is an ideal for which I am prepared to die." There can be no greater service than for one to lay down his life in service of his people a strong imitation of the Christ.

Dr. Martin Luther King:

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by their character."

President Barack Obama:

"The arc of the moral Universe may bend toward justice, but it doesn't bend on its own." We are called up to help bend it in our daily service.

Sir Phillip Sidney:

"Sir Phillip Sidney in the Sixteenth Century, England who though himself dying on the battlefield, and desperately thirsty from loss of blood, gave his water flask to a dying soldier with the words, "Thy necessity is yet greater than mine." Serving those whose needs are greater than mine is my motto in public service. This is a philosophy I have since subscribed to.

Activities:

The two programs: the Ph.D. and the M.P.A. have produced a president of a University, a Commissioner of Board of Regence, Five State Secretaries, Deputy Secretary, several Vice Presidents and Faculty members serving in the academia. In support of the programs, the Dean has received awards such as the 2012 National Forum of Black Public Administrators Educator of the Year (NFBPA), National Teaching Excellence of the year.

EXECUTIVE Ph.D. FACULTY



Dr. Augustine Adu Frimpong

(Ph.D., Public Policy, Southern University and A&M College, Baton Rouge, LA). Assistant Professor of Public Administration/Policy who specializes in program design, evaluation & implementation, public policy analysis, economic policy analysis, microeconomics, healthcare economics, econometrics, research methods, statistics, modelling, monetary theory and practice, public policy, project management, publication review and editorial services, thesis & dissertation supervision, and coaching. He

teaches Program Evaluation, Program Implementation, and Research Methods.



Dr. Jocelyn Freeman

Dr. Jocelyn Freeman Bonvillian is a professor and Interim Chair in the Department of Psychology at Southern University and A&M College in Baton Rouge, Louisiana. She received her Ph.D. in Developmental and Child Psychology with a specialty area in statistics from the University of Kansas. Dr. Bonvillian specializes in socio-cognitive development of racial stereotyping and identity in children. And has published in several journals, books, and book chapters, as well as presented at numerous conferences and workshops on topics ranging from substance use to identity

development. She has been a statistical analyst and program evaluator for over two decades for several governmental, state, non-profit, and foundation organizations.

Dr. Bonvillian is a strong advocate of acquiring knowledge to make knowledge-based decisions that will benefit a society. The two accomplishments she is most proud of achieving in her leadership roles is strengthening the Department of Psychology Online Degree Program and establishing the Louisiana Center for Prevention Resources (LCPR) in the Department of Psychology which serves as a clearinghouse to offer training, education, advocacy, technical assistance services to healthcare and substance abuse prevention professionals at the state, regional, and community levels.

Dr. Bonvillian enjoys good mystery movies and shows especially British mystery shows on LPB. Her hobbies include exercising, traveling, and exploring nature. Her students always leave her with these words: "Dr. Freeman, I don't like statistics, but I hope I have the same passion and love for my job that you have for statistics". She has been married for 25 years to Gregory and has one son, Jaden.



Dr. Vanessa Greenslade

Vanessa Greenslade recently joined the faculty at Southern University full time as an Assistant Professor. She has taught at Southern University as Adjunct Professor in both the Public Administration and the Public Policy Departments since 2016. In 2013, Vanessa graduated with her PhD in Public Policy, with a concentration in Health Policy, from the Nelson Mandela School of Social and Behavioral Sciences at Southern University.

She has two master's degrees from Clark Atlanta University in Molecular Biology and Public Administration. Also, she has a Bachelor of Science degree from Clark Atlanta University in Biology. Vanessa has taught classes at Clark Atlanta University, Atlanta Technical College, Baton Rouge Community College, and Dillard University. In addition to teaching, she has worked as a data analyst in the non-profit sector over the past seven years.

Vanessa's research interest include examining the effects of state health policies on local children's health, examining the impact that local financial policies on individuals who are in poverty or are right above the poverty line; and investigating the impacts that COVID-19 virus will have on future health and economic policies in Louisiana.



Dr. Xavier Hoy

Dr. Hoy has worked for multiple state and federal agencies in several roles and continues to bring his wealth of knowledge and experience to his alma mater, where he is currently an Assistant Professor in the Nelson Mandela School of Government & Social Sciences at Southern University and A&M College. His research interests are grounded in his fields of expertise including: Foreign Policy, International Relations, Security Studies, Global Political Economy, International Development, Immigration Policy, BOP, and Terrorism. He also has significant experience in the areas of Human Rights, Social Justice Policy; as well as Public Policy theory, design, construction, and analysis. Professional

affiliations of Dr. Hoy include Gilman Scholars, Critical Language Scholars, Young Professionals in Foreign Policy (YPPF), Black Professionals in International Affairs (BPIA), and McNair Scholar Mentors.



Dr. Anthony Igiede

(Ph.D., Southern University and A&M College) Chair and Professor in Sociology. Interests include: Ethnic Preference Policy, Organizational Leadership, Social Theory, Social Control, Social Institution, Social Change, Sustainable Development, Law Enforcement, Criminal Justice and Crime and Deviance.



Dr. Melanie Johnson

Dr. Melanie Smith Johnson, is an Associate Professor of Political Science, Co-Activity Director for Title III program and Principal Investigator for the Jewel Limar Prestage, Public Policy, Polling and Research Center here at Southern University and A&M College in Baton Rouge, LA. She teaches courses that focus on civic engagement, political participation, local, state, and national politics, quantitative and qualitative research methods, educational policy, diversity in curriculum in higher education, and public policy. She has several years of administrative experience in higher education and served as section leader committee member (Section 10 - Educational Policies and Practices) for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) SACSCOC for Southern University and A&M College. She also has over 25 years grant compliance, grant writing/reviewing and policy development. Her research interests include black politics, examining governance and leadership in higher education, particularly at HBCU's and public policy issues to develop strategies and techniques for effective change. She is a graduate of Southern University and A&M College and earned my Ph.D. from Louisiana State University. She is a strong advocate of students and serving the underserved and underrepresented populations. Additionally, she is committed to the physical, social, and economic well-being of the local community and the state in which she lives. Dr. Johnson has 2 adult sons/daughter in law and a brand-new grandbaby (Naomi Jean) who is the light of my life!



Dr. Onyumbe Lukongo

Dr. Onyumbe Enumbe Ben Lukongo is an Associate Professor of Public Policy at Nelson Mandela College of Government and Social Sciences, Department of Public Policy Ph.D. Program, Southern University, Baton Rouge, Louisiana, USA. He is the Director of the Nelson Mandela Analytics Center and the Coordinator of the Public Policy Ph.D. program. He holds a Ph.D. in Economics from Mississippi State University with areas of expertise in Econometrics, Spatial Econometrics, GIS, and Remote Sensing applied in Social Sciences, and Research Methods. He has been involved in the high-level policy cycles for the State of Louisiana Senate. Dr. Lukongo teaches doctoral courses including Research Methods, Dissertation Research, Quantitative Methods, Microeconomics, Macroeconomics, Advanced Research and Critical Development Theory. He is the doctoral dissertation chair. Dr. Lukongo has published in known academic journals and has reviewed social sciences research methods textbooks for SAGE Publications. Dr. Lukongo is a reviewer of academic journals. As of the last year, Dr. Lukongo has been elevated to the rank of the Journal Article Editor. He designs and implements his own coding for different journal articles and has been teaching several econometrics and statistical packages including SPSS, STATA, SAS, LIMDEP, NLOGIT, EVIEWS, GEODA, GEOSPACE, and ArcGIS. Dr. Lukongo is familiar with the U.S. data system (Bureau of Economic Analysis, the U.S. Census, the Central Budget Office, the Federal Reserve Board, the Bureau of Labor Statistics, the Conference Board (the leading, coincident, or lagging indicators), The Penn World Tables, the World Bank's World Development Indicators, the OECD Statistics, the Eurostat... Recently, Dr. Lukongo created and published with The American Economist a SAGE Publication Journal, the loan accessibility index for the first time in the consumer finance literature.



Dr. Robyn Merrick

Robyn Merrick serves as Vice President for External Affairs for the Southern University and A&M College System in Baton Rouge. She leads a team that oversees alumni, communications, state and local governmental relations, the SU Museums of Art, and community relations.

At Southern, Robyn previously served as Executive Associate to the President and provided leadership for the University's 90,000 alumni serving as Director of Alumni Affairs and Executive Director of the Southern University Alumni Federation. Also, at Southern, Robyn hosted the University's radio show, Inside the Southern University System, and is the former co-editor of the Southern University System Magazine. Through her career in higher education, she has held several administrative positions including Director of Public Affairs and Policy Development Coordinator.

Robyn holds a Bachelor of Science degree in Business Administration, master's in public administration and a Ph.D. in Public Policy. She has conducted and published research in the areas of women's studies as it relates to women in government and Historically Black Colleges and Universities.

In addition, Robyn has served as chair of the Board of Directors for Girl Scouts Louisiana-East and chair of the Board of Directors for the Friends of Louisiana Public Broadcasting. She has served on numerous boards and currently serves on the board of directors for the Volunteers in Public Schools, WRKF Public Radio and the Arts Council of Greater Baton Rouge.

Robyn is committed to public service and volunteerism with more than 35 years of experience working with religious, civic, and nonprofit organizations including Delta Sigma Theta Sorority, Incorporated and The Links, Incorporated.



Dr. Kristie Perry

Dr. Kristie Perry is Assistant Professor of Sociology and Director of the Center for Social Research at Southern University and A&M College where she graduated from in 2002 with a bachelor's degree in Sociology, and in 2004 with a Master of Social Science. She holds a doctoral degree from Southern Illinois University-Carbondale in Sociology. Since 2011, she has been employed at Southern University. She has two daughters, Christina and Jasmine.

Dr. Perry's research has resulted in the expansion of existing knowledge in the discipline. She has conducted research on several projects; perhaps, the most significant of which is the Collective Healing Initiative. In the wake of Alton Sterling and the Police Ambush in the city of Baton Rouge she helps identify funds to bridge the gap between the community and the local police. The primary objective of the Collective Healing Initiative was to foster meaningful dialogue and reconciliation among law enforcement agencies and the communities of color they serve, to increase the capacity of victim services programs, and to address officer health and wellness. As a result of the expertise of Dr. Perry and others in conducting the community-based research initiative, plans are underway to support officer wellness, survivors of crime, and to reduce violent crime in Baton Rouge.

Dr. Perry has been successful in elevating her research at SUBR to levels of local, state, and perhaps, national recognition. Dr. Perry is very influential throughout the community. She has conducted community needs assessments to inform community-university partnerships and to determine the effectiveness of the University in understanding and addressing the best practices of regional development and evaluating the economic and social outcomes of those processes. Much of her work is on race, religion, and the family. She is currently the Chair of Racial and Ethnic

Minority in the Mid-South Sociological Association. She also serves as Director of United Excel Social Justice Institute. United Excel is a faith-based organization dedicated to the education, advocacy, and empowerment of the Baton Rouge community and surrounding areas using a MEDS (morally, economically, domestically and socially) model while promoting peace and justice around the world. She sits on the board for the Bridge Agency and the Coalition Against Domestic Violence. In this capacity she provides research assistance and advice in the development of programs and legislative policies for economic development and resources, services and activities to low income and moderate families within crime hot spot areas and debilitated neighborhoods and assist with partnerships to revitalize neighborhoods while empowering families.

As Director of the Center for Social Research, Dr. Perry also works with the local community agencies on identifying and securing funds to help support the agency missions. She has over 3 million Dollars in funding for grant programming.



Dr. Donovan Segura

An articulate speaker, scholar, author, philanthropist, superb organizer and outstanding team player, Donovan L. Segura, Ph.D. has earned promotion within the academy of Higher Education.

Donovan Segura serves as the Associate Vice Chancellor for Equity, Diversity, Inclusion and Title IX and Professor of Public Administration within the only Historically Black College System in the Nation-Southern University Agricultural Research and Extension Center and Southern University and A&M College in Baton Rouge, Louisiana.

A native of Crowley Louisiana, Segura earned a Bachelor of Arts degree in political science, a Master of Arts degree in social science, and a Doctor of Philosophy in public policy administration (at age twenty-nine) all from Southern University and A&M College in Baton Rouge, Louisiana.

Without question, he has increased awareness of Southern University's institutional brand and enhanced its recognition. In March (2022), Dr. Segura was appointed to serve on the Board of Directors for the Louisiana Organization for Refugees and Immigrants which is a global organization committed to promoting the socio-economic and well-being of refugees and immigrants living in Louisiana, the United States, and the world at-large. Concomitantly, Dr. Segura was elected to serve in March (2022) as the Vice President for the Conference of Minority Public Administrators (COMPA). COMPA is a national organization mission driven to serve and assist public administrators, students and other professionals involved in public service. Additionally, in January (2020), Dr. Segura was appointed as a Board Member to Louisiana's longest running AmeriCorps program, Serve Louisiana, which engages young adults in public service work that helps the critical needs of the

communities among the State of Louisiana. He is a member of the Southern University Alumni Association and was selected as a member of the association's Inaugural Cohort of its Top 40 Under 40 Alumni. Dr. Segura holds active membership in Alpha Phi Alpha Fraternity, Incorporated within the Beta Iota Lambda Chapter seated in Baton Rouge, Louisiana.



Dr. Katara Williams

Dr. Katara A. Williams currently serves as the Vice-Chancellor for Institutional Advancement and External Relations at the Southern University Ag Center. She is formerly the Chief of Staff for the Southern University System- the nation's only Historically Black College System. Williams was previously appointed by Governor John Bel Edwards as the Executive Director for the Louisiana Highway Safety Commission. Williams is a skilled professional with an impressive track record in the education, policy, and public affairs sectors. Having worked for more than 20 years in both K-12 and higher education, Dr. Williams has made her mark around the state and nation as an advocate for education. Prior to returning to Southern University as a top administrator, Williams served as the Associate Commissioner for Public Affairs and Advisor to the Council of Student Body Presidents at the Louisiana Board of Regents. Williams has also worked at the Louisiana Department of Education (LDOE), where she developed and executed stakeholder engagement strategies statewide for Louisiana's teacher evaluation system.

Prior to her work in the state department, Williams served as the Director of Media Relations for the Southern University System and Assistant to the Chancellor and Public Relations Specialist at the Southern University Ag Center. Dr. Williams also has extensive experience in broadcast journalism having been an air personality and public affairs talk show host on Cumulus Radio Stations.

Williams remains actively engaged in the community and beyond by serving on the Learn for Life National Advisory Board, the Higher Education Leadership Foundation, a member of the Executive Board of the Louisiana Association of Diversity Officers in Higher Education, and an evaluator for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Williams has also dedicated her time and talent as a past board member for Louisiana Public Broadcasting (LPB), the North Baton Rouge Women's Help Center, the Baton Rouge Ballet Theater, and the YWCA of Greater Baton Rouge to name a few. She is a member of Alpha Kappa Alpha Sorority, Inc., and a lifetime member of the Southern University Alumni Federation and the 1880 Society.

Williams has been recognized nationally for her commitment to education and is a life-long learner. She is a 2012 Graduate of the 2012 Baton Rouge Area Chamber's Leadership Baton Rouge Class, a 2014 Graduate of the Council for a Better Louisiana's

Leadership Louisiana Class, and a 2015 Graduate of the Higher Education Foundation's Leadership Institute, a 2015 member of the American Council of Education's (ACE) Aspiring Leaders cohort, a 2019-2020 American Association of State Colleges and Universities (AASCU) Millennium Leadership Fellow, and is a 2023 Leadership Fellow with the Academic Leadership Institute (ALI).

In 2020, Williams was recognized by HBCU Campaign as one of Ten HBCU Alumni to Watch, and in 2021 she was recognized for both her leadership ability and commitment to students and was selected as a Southern University System Leading Lady. Williams has also been acknowledged as a Power Alumna by HBCU Times in the 2022 Fall Edition, and most recently received the 2022 Community Advocacy Award during the Celebration of Women ceremony.

Williams is a proud alumna of Southern University and A&M College where she holds a B.A. in mass communications, a M.A. in public relations, and a Ph.D. in public policy from the Nelson Mandela School of Public Policy. She is also an adjunct professor in public policy where she teaches courses in political leadership, philanthropy, and diversity, equity and inclusion. Williams also has more than 15 years of experience in real estate where she is the licensed broker and owner of Compass Real Estate Group of Louisiana, specializing in the sale and management of residential and commercial properties.

The Executive Ph.D.

General Program Information

GRADUATE DEGREE OFFERED

Doctor of Philosophy (Ph.D.) in Public Policy

ADMISSION REQUIREMENTS

The Doctor of Philosophy is the highest degree offered by Southern University. Award of the degree testifies to independent mastery of an established subject area, successful acquisition of acceptable research skills, and a concentration of knowledge in a specific field. Consequently, doctoral programs are more flexible and varied than those leading to master's degrees. The Graduate School does not specify what courses will be required for the Ph.D. degree. The general requirement is that the program should be unified in relation to a clear objective, that it should have the considered approval of the student's entire supervisory committee, and that it should include an appropriate number of credit hours of doctoral research. The Executive Ph.D. program requires applicants satisfy the following:

- Have earned a relevant graduate or professional degree from an accredited university
- A graduate grade point average (GPA) of 3.0 on a 4.0 scale
- Apply and be admitted to Southern University and A&M College Graduate School.
- Complete the Executive Ph.D. Program application.
- Evidence of experience, accomplishments, and potential to overcome any deficiencies.
- Successfully completed a minimum of seven years as an executive level supervisor or manager.

Recommendation by the program admission committee in as much as the study of public policy can involve any number of academic disciplines, many master's degrees, especially in the natural sciences, can provide ideal foundations, as can a law degree. Applications to the Executive Ph.D. Program in Public Policy are accepted annually March 15th through May 15th for the impending fall term.

PROGRAM MATRICULATION

Program matriculation is key to academic success. This program is accelerated pace and requires a significant amount of independent study apart from the cohort learning sessions on weekends. The amount of investment is key to the dividends the investment will yield. The policies listed below are specifically related to program matriculation.

- If a student earns two grades of "D" or less in any term, they will be dismissed from the program.
- Each student's academic journey is unique. This is an accelerated pace program. If a student is unable to handle the academic pace of the program,

they may be recommended for transition to the traditional program.

- Graduation in two years is dependent on student commitment and academic success in the program. Lack in either area may delay timely program completion.
- Because the program has a prescriptive curriculum failure to remain on track with your cohort may delay your program advancement significantly. In these cases, the program reserves the right to dismiss a student that does not remain on track.

GRADUATION REQUIREMENTS

The minimum coursework requirement is 48 credit hours. This includes 12 hours of dissertation research. Ten of the courses are designated as "core," including quantitative techniques, research methods, economics, program evaluation, program implementation, and policy studies. In addition, each student must complete two courses or six hours of designated electives.

To remain in good standing, each student's cumulative GPA must be a minimum of 3.0 or better. The dissertation process begins after the first 18 hours of course work is complete and continues throughout the duration of the program. After successfully completing the final semester of coursework candidates must complete and successfully defend a doctoral dissertation. Graduate School rules and guidelines apply in all instances.

A full-time student may complete coursework within two academic years (four semesters and two summers). The candidate's dissertation committee will guide the preparation of a prospectus and the dissertation. More details and policies are available in the Nelson Mandela College of Government and Social Sciences.

- The Executive Ph.D. Program like other graduate programs at Southern University is guided by the same rules and regulations that govern graduate programs.
- The Executive Ph.D. Program is a rigorous 48 credit hours program that must be satisfactorily completed including dissertation hours before a degree may be awarded.
- If for any reason a student is unable to complete the 48 credit hours and the dissertation within two years, any additional semesters needed may be requested and paid for by the student if approved to complete all requirements.
- A student will not be allowed to graduate with more than two "C's" or with an "F" grade.

Programmatic Dissertation Proposal Policies

Students are required to successfully defend their dissertation proposals by the end of their first summer of dissertation research. Failure to do so may result in program dismissal.

If your project is NOT APPROVED during proposal defense at the end of the first summer of dissertation research. You will have one additional opportunity prior to the start of the fall term to present your proposal. If you are not successful, you will not advance to year two of the program.

Any additional semesters needed to continue/complete your research will be at your expense. Because this is a cohort model, any additional research hours or courses needed must be requested. Those hours or courses will be offered in the traditional program.

Programmatic Dissertation Policies

If your project is NOT APPROVED for defense by the end of the second Spring term the summer session will be used to continue your research and writing with your committee. Any additional semesters needed to continue/complete your research will be at your expense. Because this is a cohort model, any additional research hours or courses needed must be requested. Those hours or courses will be offered in the traditional program.

Persons approved by their committees to proceed with a defense will be required to present their research orally utilizing visual aids (e.g. power point) to the faculty after the written document has been shared and approved.

Post a successful defense, the student is required to have their project edited by a university and program approved editor.

The student must print and provide one hardcover bound copy of their final approved and edited project on 100% cotton bond paper to the Executive Ph.D. Program.

The Executive Ph.D. *Program Policies*

COURSE REGISTRATION

Each semester students will be pre-registered for all courses by the EPh.D. program.

CURRICULUM ADVISEMENT

The program does not utilize advisors for curriculums. The program's curriculum is prescribed.

FINANCIAL AID

Due to the nature of this non-traditional academic program departmental aid is limited and extremely competitive. Students admitted to the program are strongly encouraged to pursue their financial aid options with the university's Office of Financial Aid.

TELEPHONES

The use of telephones is limited to breaks to minimize disruption of the academic experience. Mobile devices should be placed on silent during all sessions and if they must be used, please exit the learning space to do so.

LODGING

Lodging is provided for all students admitted in the program for in-person weekends only. Accommodations will be arranged by the program. If you will not be in attendance to a session, please inform the program via email or phone a minimum of seven days prior to the session. All visits to the campus outside of the normal in-person weekends are at the expense of the student. This includes early arrivals and late departures. There is no refund for hotel days missed.

STUDENT CONDUCT

Graduate students are subject to the same rules of behavior that governs all students at the university. Administrative regulations governing the conduct of students enrolled at Southern University are contained in the Code of Student Conduct. Included in that publication are rules and regulations governing student rights and responsibilities, the University Judicial System, disciplinary sanctions, penalties, violations, and types of offenses. A copy of the Code of Student Conduct may be obtained from the Office for Students Affairs. Disruptions to the learning process will not be tolerated.

Family Educational Rights and Privacy Act In accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380, Section 513, amending the General Education Provisions Act, Section 438) students enrolled at Southern University are hereby informed of their right of access to their official records as described in the Act. For additional information, contact the Office of the Registrar.

The Family Educational Rights and Privacy Act defines the term “directory information” as the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended. The University will make public information about each student limited to these categories in ways such as those described above. Information from all these categories, however, is not made public in every listing.

Students who do not wish to have any or all such directory information made public without prior consent must notify the Office of the Registrar in a signed and dated statement specifying the information that they do not wish to be published. The notice must be received by the Office of the Registrar by the end of the registration period of the semester or summer term of first enrollments, or after an absence and re-enrollment, and by the end of each fall registration period thereafter.

RECORDS OF STUDENTS

Final grades are electronically submitted and officially filed in the Office of the Registrar. Grade reports are submitted to students. However, approximately 10 days will be required to post grades and issue transcripts for students who have completed courses and wish this work to be included on their transcripts.

Transcripts cannot be released until all debts to the University are paid in full.

Regulations Governing Student Records

Campuses comprising the Southern University System shall comply fully with regulations of Section 438, Privacy Rights of Parents and Students, of the General Education Provisions Act. This ensures students access to their educational records maintained by the University and prohibits the release of personally identifiable information except as specified by the law.

The Chancellor shall inform students of the rights accorded them by law.

- To gain access to their academic records, students must submit written requests or present themselves to the Office of the Registrar.
- Personally, identifiable information from educational records cannot be released without the student’s permission except:
 - To Southern University personnel who have legitimate educational interest as determined by the University
 - To other educational institutions in which the student seeks to enroll, (the student may obtain a copy of the record that was transferred)
 - To public agencies as specified in the Act
 - To agencies and offices requesting records in connection with the student’s application for financial aid
 - To accrediting agencies

- To parents of students who are dependents for income tax purposes
 - To courts of law in response to court orders or subpoenas
- Policies governing disciplinary procedures for the University are included in the Code of Student Conduct manual, available in the Office of the Vice Chancellor for Student Affairs.

Requests for access to educational records by any person other than the Graduate Student shall be refused unless the student has submitted a written, dated, and signed waiver to allow access to the records. The waiver must specify the records to be released, the reasons for the release, and names of persons to whom records should be released.

ACADEMIC STANDARDS

Graduate students at Southern University are governed by the following regulations regarding scholarship standards:

- The minimum standard for graduate work is a letter grade of "B" applied to the plan of study used to meet degree requirements.
- Earn a minimum cumulative Grade Point Average of 3.0 on all graduate course work, and all course work applied specifically to the degree.
- Only two "C" grades are permissible towards a degree program. NO GRADE OF "D" COUNTS TOWARDS A DEGREE PROGRAM.

Any graduate student may be denied further registration in a graduate program if the cumulative grade point average falls below a 3.0. Disciplinary actions will be taken against students with unsatisfactory scholarship. Such actions may include probation or suspension. The following are the conditions for the respective disciplinary actions:

PROBATION

A student whose cumulative GPA, in either graduate or undergraduate course work while enrolled in Graduate School, falls below 3.0 for the first time. Students on academic probation are expected to take steps to improve their situation and raise their GPA to 3.0 or above. The cumulative grade point average is computed as follows: total quality points divided by total hours pursued (including transfer credits), except for repeated courses.

- A graduate student will remain on probation until a cumulative grade point average of 3.0 or above is achieved.
- Failure to earn a cumulative grade point average of 3.0 or above a semester or summer term average of 3.0 while on probation will result in suspension (see below).
- Graduate students with cumulative grade point averages between 2.51 and 2.99 will receive an academic warning that they are below the 3.0 minimum cumulative GPA required for graduation.
- When a cumulative grade point average of 3.0 or above is achieved, the student is in academic good standing.

SUSPENSION

A graduate student who is placed on probation for two consecutive periods, will be suspended if a cumulative GPA of 3.0 is not achieved at the end of the second probationary period. **Summer is excluded.**

Academic Appeals Process for Suspension

A graduate student may appeal a suspension only if it is the first one for the student and the student is able to provide strong supporting documentation as well as compelling reasons for reconsideration.

All appeals should be directed to the Graduate School's Appeal Committee and submitted to the Graduate School by certified mail. The hearing schedule will be determined by Graduate School's Appeals Committee.

A student who is placed on suspension must remain out of school (and not allowed to register) for the semester or summer session immediately following such suspension, unless there is/are extenuating circumstance(s) that are documentable. A suspended student shall follow the steps listed below:

- a) The student submits a written appeal with supporting documentation to the Graduate School by certified mail
- b) If the student is successful with such appeal, the removal of suspension is submitted to the Registrar for posting and the department is notified. If appeal is not successful, the student may appeal to Academic Affairs.

EXPULSION

A student who fails to earn a cumulative 3.0 GPA after readmission following a suspension will be expelled from the Graduate School. The student may submit an appeal to the Office of Academic Affairs, if they have compelling reasons or documentation to support extenuating circumstances that affected their academic performance.

A student who is expelled from a program is ineligible for readmission to the program from which they were expelled.

Plagiarism

Plagiarism is using someone else's work without giving proper credit, a failure to cite adequately. (Council of Writing Program Administrators, 2003) Citing sources allows writers to give credit to their sources for the original author's work and ideas; and, provides a roadmap for readers who are interested in learning more about the topic. In an academic environment, if you fail to cite your sources adequately, you are guilty of plagiarism, which is taken very seriously. Plagiarism is considered academic dishonesty. Academic dishonesty can result in a failing grade in the paper, failing grade in the course, academic probation, expulsion from the university, or recreating the research process. Any issue of plagiarism will be referred to the Dean.

ACADEMIC GRIEVANCE PROCEDURE

A special conference between the teacher and the student should be arranged under optimum conditions. If conditions do not allow for this to occur or the matter remains unresolved the student can submit a grievance as outlined below:

1. The student shall submit a grievance, in writing, to the teacher's department chair or director where the incident occurred. The completed form, with all supporting documents, shall be submitted within ten (10) working days after the occurrence of the incident precipitating the grievance. Grievances must be filed at the departmental level within the academic area where the incident occurred.
2. The department chair or director will acknowledge receipt of the grievance in writing, within three (3) working days of receiving the grievance. The written acknowledgement will be provided to the student in person or by mail or through the official university email or through the student's email.
3. The department chair or director will respond expeditiously, in writing, to the grievance submitted, but no later than ten (10) working days after the acknowledgment of receipt of the grievance. The department chair or director may appoint a committee to review and submit recommendations regarding the grievance. The department chair or director will review findings and make a ruling on the grievance. The response to the grievance will be provided to the student in person. The student, upon receipt, must state on the grievance form whether he/she is satisfied or unsatisfied with the ruling. If the student is satisfied the matter is closed; but if the student is unsatisfied with the ruling of the department, the student has three (3) working days to take the grievance to the Dean of the College.
4. The Dean will respond expeditiously, in writing, to the grievance submitted, but no later than (ten) 10 working days following receipt from department chair or director. The Dean may appoint a committee to review the department chair or director's ruling or review the findings independently. The Dean will provide ruling to the student in person or by mail or by official university email or the student's email. If the student is satisfied, the matter is closed, but if the student is unsatisfied with the ruling, the student can file an appeal to the Dean of the Graduate School.
5. The Office of the Graduate School will respond expeditiously, in writing, to the appeal submitted, but no later than ten (10) working days after acknowledgement of receipt of the appeal. The Graduate School Dean may appoint a committee to review the grievance or act independently. The Graduate School Dean will review the findings and make a ruling on the appeal. The Graduate School Dean will communicate the ruling to the student in person or by mail or by the student's email. If the student is satisfied the matter is closed. If the student is unsatisfied with the ruling, the student can file an appeal to the office of the Vice Chancellor of Academic Affairs.
6. The student must file the appeal to the Office of the Vice Chancellor of Academic Affairs within three (3) working days of being notified of the Graduate School ruling. The office of the Chancellor will acknowledge the receipt of the appeal, in writing,

within three (3) working days of receiving the appeal. The written acknowledgement will be provided to the student in person, by mail, through the official university email, or the email provided by the student. The office of Academic Affairs has 7 working days from the date of acknowledgement to render a decision. If the student is not satisfied, the student may appeal with the Chancellor within 3 days.

7. The office of the Chancellor will respond expeditiously, in writing, to the appeal submitted, but no later than seven (7) working days after receipt of the appeal. The Chancellor will communicate the ruling to the student in person, by certified mail, through the official university email, or the email provided by the student and the Chancellor's ruling is final.

GRADING SYSTEM

The Graduate School adheres to the quality point system of four points per semester hour for an "A," three points for a "B" two points for a "C", one point for a "D" and 0 point for "F". For example, 3.0 indicates a "B".

The only grades accepted for graduate credits are "A," "B," "C", and "P". A grade of "D" will not be accepted for graduate credit.

A grade of "P" is usually awarded only in the following courses: Supervised Research, Supervised Clinical or Practicum, Master's Research, Special Project, Advanced Research, Doctoral Research Thesis and Dissertation.

Additional courses for which a grade of "P" may apply are noted in the departmental listings. No other courses—graduate or undergraduate— may be taken for a "P" grade. Grade points are not designated for "P" grades; "P" grades are not used in calculating the grade-point average.

GRADE OF N/C (NO CREDIT)

Students enrolled in thesis, dissertation, research, or special project who failed to complete or make satisfactory progress within a given semester or term should receive a grade of NC (non- credit). Since these courses are designated as having variable credits (e.g., 1-15 credit hours), they may be repeated up to the maximum number of credit hours required for the respective disciplines. If a student receives a grade of NC, action cannot be reversed by a grade change. NC grade does not carry any quality points and it does not affect the overall grade-point average. However, NC grade will only be counted towards attempted credit hours. The student must register again for the required credit hours and receive a passing grade in order to receive academic credit. The Maximum number of NC grades is determined by the respective department.

Students registering for thesis, dissertation and research project hours must be registered in class sections assigned to the chair or supervisor of their

thesis/dissertation/research committee. The chair/supervisor of the research committee is responsible for determining the grade earned and must have the responsibility, as the instructor of record, of assigning the grade.

NON-TRADITIONAL MODE OF DELIVERING GRADUATE COURSES

A faculty member who proposes to teach a course using a nontraditional mode must present the appropriate documents to the departmental chairperson and dean of the college for approval. Examinations must be like those of regular classes and should be given and graded according to the established course syllabus. Students are required to complete all the requirements including projects and assignments as delineated in the course syllabus. Nontraditional mode of course delivery is usually designed to fulfill the needs of nontraditional students and people in the community.

INCOMPLETE GRADES

Work that is of passing quality but, because of extenuating circumstances, is not completed by a student in each semester or term may be given an "I" (incomplete) grade. Students must initiate an incomplete grade request through the course instructor and obtain approval of the department head and the Dean of the Graduate School. The instructor must submit the "Incomplete Grade Report" and file the form with the Office of the Registrar by the deadline for submitting grades to the Registrar. If a request is not received from the student prior to the issuing of a final grade, the instructor should consider the delinquent work to be of failing quality and the student should be given a failing ("F") grade and not an "I" grade.

A grade of "I" received during a semester or term should be removed as soon as possible, but **no later than the end of the semester/term following the one in which such grade was received** (excluding Summer Sessions).

Incomplete grades are removed only by completion of the course work, not by repeating the course. A grade of "I" becomes a grade of "F" if not removed by the end of the semester/term following the semester/term in which the "I" grade was received. A grade of "I" carries no quality points and does not lower the overall grade-point average. All grades of "I" must be removed prior to the applying for graduation and receiving a graduate degree.

CHANGE OF GRADES

Any change of grade must be initiated on the required form available in the Office of the Registrar by the instructor who originally assigned the previous grade. Grades that have been submitted to the Office of the Registrar can be changed only by submitting the official Change of Grade Form certifying that an error was made in recording the grade. Materials submitted by a student after the official completion of a course by means of the final examination or otherwise may not be used as a means of continuing the course and thus changing a previously submitted grade.

A change of grade must be approved by the department head and the Dean of the Graduate School before the Registrar will make changes on the student's record. Any grade change must be received in the Office of the Registrar no later than 60 calendar days immediately following the beginning of classes in the semester following the one in which the grade was given or omitted. For a Summer term, the changes are due in the Office of the Registrar no later than 60 calendar days immediately following the beginning of classes in the succeeding Fall semester. If a student is not enrolled the following semester, then the grade change is due 60 calendar days following the beginning of classes in the next semester in which the student is enrolled.

REQUIREMENTS FOR THE Ph.D. DEGREE

The Doctor of Philosophy is the highest degree offered by Southern University. Award of the degree testifies to independent mastery of an established subject area, successful acquisition of acceptable research skills, and a concentration of knowledge in a specific field. Consequently, doctoral programs are more flexible and varied than those leading to master's degrees. The Graduate School does not specify what courses will be required for the Ph.D. degree. The general requirement is that the program should be unified in relation to a clear objective, that it should have the considered approval of the student's entire supervisory committee, and that it should include an appropriate number of credit hours of doctoral research.

Supervisory Committee

Supervisory committees are nominated by the program director and appointed by the dean of the college. The supervisory committee for a candidate for the doctoral degree shall consist of no fewer than four members selected from the Graduate Faculty. At least two members, including the chairperson, will be from the department recommending the degree, and at least one member will be drawn from a different educational discipline. The committee should be appointed as soon as possible after the student has begun doctoral work and in general no later than the end of the second semester of equivalent full-time study. The dean of the college is an ex-officio member of all supervisory committees.

Duties of the supervisory committee are as follows:

- To inform the student of all regulations governing the degree sought. It should be noted, however, that this does not absolve the student from the responsibility of informing himself/herself concerning these regulations.
- To meet immediately after appointment to review the qualifications of the student and to discuss and approve a program of study.
- To meet to discuss and approve the proposed dissertation project and the plans for carrying it out.
- To give the student a yearly letter of evaluation in addition to the Southern University grades awarded for the research.
- The chair should write this letter after consultation with the supervisory committee.

- To conduct the qualifying examination or, in those cases where the examination is administered by the department, to take part in it. In either event, no fewer than five faculty members shall be present with the student for the oral portion of the examination. This examination must be given on campus.
- To meet when the work on the dissertation is at least one half completed to review procedures, progress, and expected results and to make suggestions for completion to meet on campus when the dissertation is completed and conduct the final oral examination (defense) to assure that the dissertation is a piece of original research and a contribution to knowledge. No fewer than five faculty members, including all members of the supervisory committee shall be present with the candidate for this examination. However, only members of the official supervisory committee may sign the dissertation and they must approve the dissertation unanimously.

The Graduate School desires each supervisory committee to function as a University committee, as contrasted with a departmental committee, in order to bring University-wide standards to bear upon the various doctoral degrees.

A co-chairperson may be appointed to serve on a student committee and to serve as a chair in the absence of the chairperson.

A student enrolled in the doctoral program must complete a minimum of a full year of residency as a full-time student on the Baton Rouge campus of Southern University. A student may satisfy the residency requirement by continuous enrollment for a total of 18 semester credit hours, during one academic year (including enrollment in the summer sessions).

Executive Ph.D. in Public Policy Program Curriculum by Year

Total Credit Hours | 48.00

Academic Year I

Course Acronym	Course #	Description	Credit Hours
EPHD	700	Quantitative Methods	3
EPHD	706	Program Evaluation and Design	3
EPHD	714	Foundations of Public Policy	3
EPHD	704	Research Methods	3
EPHD	708	Policy Models	3
EPHD	716	Political Philosophy and Social Policy	3
EPHD	850-1	Dissertation Research	2
EPHD	850-2	Dissertation Research	2
EPHD	850-3	Dissertation Research	2

Academic Year I Total Credit Hours | 24

Academic Year II

Course Acronym	Course #	Description	Credit Hours
EPHD	710	Microeconomics	3
EPHD	718	Social and Political Institutions in Policy Making	3
EPHD	733	Philanthropy and the Nonprofit Sector	3
EPHD	711	Public Finance and Budgeting	3
EPHD	720	Policy Analysis	3
EPHD	735	Seminar on Issues of Race, Gender and Equity	3
EPHD	850-1	Dissertation Research	2
EPHD	850-2	Dissertation Research	2
EPHD	850-3	Dissertation Research	2

Academic Year II Total Credit Hours | 24

Executive Ph.D. in Public Policy Program
Curriculum by Semester [Total Credit Hours | 48.00]

Semester I | Fall

Course Acronym	Course #	Description	Credit Hours
EPHD	704	Research Methods	3
EPHD	706	Program Evaluation and Design	3
EPHD	714	Foundations of Public Policy	3

Total Credit Hours Semester I | 9

Semester II | Spring

Course Acronym	Course #	Description	Credit Hours
EPHD	700	Quantitative Methods	3
EPHD	708	Policy Models	3
EPHD	716	Political Philosophy and Social Policy	3

Total Credit Hours Semester II | 9

Semester III | Summer

Course Acronym	Course #	Description	Credit Hours
EPHD	850-1	Dissertation Research	3
EPHD	850-2	Dissertation Research	3

Total Credit Hours Semester III | 6

Semester IV | Fall

Course Acronym	Course #	Description	Credit Hours
EPHD	710	Microeconomics	3
EPHD	720	Policy Analysis	3
EPHD	733	Philanthropy and the Nonprofit Sector	3

Total Credit Hours Semester IV | 9

Semester V | Spring

Course Acronym	Course #	Description	Credit Hours
EPHD	711	Public Finance and Budgeting	3
EPHD	718	Social and Political Institutions in Policy Making	3
EPHD	735	Seminar on Issues of Race, Gender and Equity	3

Total Credit Hours Semester V | 9

Semester VI | Summer

Course Acronym	Course #	Description	Credit Hours
EPHD	850-1	Dissertation Research	3
EPHD	850-2	Dissertation Research	3

Total Credit Hours Semester VI | 6

Course Descriptions

EPHD 700. QUANTITATIVE METHODS I. (Credit, 3 hours).

This is the first part of two semester coverage of the science and art building and using statistical models. The course covers regression models and related problems, application and computer programs, and time series models and polynomial regression, estimation, testing, and predictions.

EPHD 704. RESEARCH METHODS. (Credit, 3 hours).

This course examines the empirical methods of social research including epistemology, theory construction, and qualitative research. Emphasis will be placed on data collection techniques, methods for conducting survey research, and analysis of limited dependent variables, such as logit.

EPHD 706. PROGRAM EVALUATION AND DESIGN. (Credit, 3 hours).

Students are introduced to evaluation research and impact analysis. Documentation, selection of performance indicators, input and output indicators of performance measurements, and a general overview of false measures. Emphasis is on audit performance techniques and modeling. An advanced reading and research seminar on the formulation, design, and evaluation of programs and policies will be conducted. Methods of the policy analysis, such as decision theory will be presented.

EPHD 708. POLICY MODELS. (Credit, 3 hours).

This course addresses program implementation, applying modeling techniques with built-in performance indicators. Program implementation and outcome assessments linked with process management, and quality assurance measures will be examined. Spatial analysis using Geographic Information Systems. Emphasis will be on modeling implementation.

EPHD 710. MICROECONOMICS FOR PUBLIC POLICY. (Credit, 3 hours).

This advanced graduate level course examines the most important concepts, principals, and procedures of microeconomics and its applicability and applications for public policy. Topics covered include; theories of demand, supply, production and cost; elasticities; markets structures and market failures; competitive and monopolistic markets; markets for resources, especially labor markets; unions; government regulations; microeconomic foundations of public policy, and applications microeconomic to public policy formation, implementation, and evaluation.

EPHD 711. PUBLIC FINANCE. (Credit, 3 hours).

This course covers selected special or topical issues and problems of public financing including alternative revenue sources, revenue sharing, taxing of individuals and corporation, flat tax, public expenditures, and modern practices of expenditure managements. Other topics of interest to participants will also be addressed. (*Prerequisites: PADM 530 or by instructor's permission.*)

EPHD 714. FOUNDATIONS OF PUBLIC POLICY. (Credit, 3 hours).

An overview of the policy process with emphasis on the policy-making apparatus. An introduction to the major theories of public policy together with the historical intellectual development of the discipline.

EPHD 716. POLITICAL PHILOSOPHY AND PUBLIC POLICY. (Credit, 3 hours).

This course examines broad aspects of political philosophy of several countries at different times. Various philosophies which have guided various forms of government are reviewed. Special emphasis is placed on philosophy underpinning democratic and socialist governments. The policy making apparatus of each form of government is fully explored noting their strengths and weaknesses. (*Prerequisites: None*)

EPHD 718. SOCIAL & POLITICAL INSTITUTIONS IN PUBLIC POLICY MAKING. (Credit, 3 hours).

This course examines social institutions, political forces and factors that influence and shape the development of public policy in the United States. Theories and Paradigms that bear on Public Policy formulation in the United States and fully examined beginning with the evolution of Public Policy in the United States.

EPHD 720. POLICY ANALYSIS. (Credit, 3 hours).

Advanced training in analytical policy research methods will contribute to the strength and significance of the student's doctoral research and should enhance opportunities for the student upon graduation. The course will cover advanced design issues, methods for exploring data, and advanced statistical techniques. Public policy researchers must be able to understand, appreciate, and use diverse research methods in order to conduct ethical and accountable research. The employment of a variety of qualitative and quantitative methods, along with the use of computers is now critical to the conduct of scientifically sound research. Therefore, this course integrates the foundations of advanced research methodology with the use of computers and appropriate statistical procedures in order to prepare students to meet the increasing demands for conducting policy-relevant research.

EPHD 733. PHILANTHROPY AND THE NONPROFIT SECTOR. (Credit, 3 hours).

This course provides an overview of America's tradition of philanthropy and its relevance for today's fundraisers. The course explores changes in donor markets which impact the practice of philanthropy in the 21st century. Additionally, the course examines expectations for ethical behavior and accountability. This course also discusses the theoretical basis and goals of fundraising activities and reviews the framework for establishing a comprehensive development program.

It further examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of the historical development of the nonprofit sector; the multiple rationales for the existence of the nonprofit sector; the distinctive characteristics of nonprofit organizations; the structures, processes and complexities of organizational

governance shared by volunteer board members and professional staff; the dynamic environment of the contemporary nonprofit organization; and the current issues of importance to nonprofit decision makers.

EPHD 735. SEMINAR ON ISSUES OF RACE, GENDER AND EQUITY. (Credit, 3 hours).

This course is to present an overview of the historical impact women have endured in leadership roles in America, comparing the male and female role and of the challenge's women face in attaining and successfully embodying leadership roles. The course examines the issues facing women in leadership positions and offers strategies for handling them. The course explores social norms and expectations regarding women of color in leadership positions and discusses practical strategies for operating effectively within the workplace.

Specifically, the course tackles "gender bias" and the "double-blind" dilemma - a common phenomena frequently faced by minority women leaders - If they're strong, assertive leaders, they're viewed as domineering and abrasive, encountering resistance as a result; if they aren't assertive enough, they're viewed as weak and a pushover, making it hard to get support within the organization. In this course, we will examine that very common "double bind" and identify strategies to deal with it.

EPHD 850. DISSERTATION RESEARCH. (Credit, 0-12 hours).

This course is designed for the student to apply the skills attained throughout the matriculation in the program to a policy based supervised scholarly research report. The student is expected to outline, introduce and research their policy-based topic before developing a theoretical framework and conducting a study under the supervision of a faculty mentor. Finally, the student will report the findings and the implications of the policy as it relates to the work.

The Dissertation Proposal

The dissertation proposal is a plan for a research problem you wish to investigate.

Parts of the Research Proposal

- Genesis of the problem
- Statement of the problem
- Purpose of the study
- Research questions / hypothesis
- Logic model
- Rationale
- Review of related literature
- Theoretical Frameworks
- Overview of methodology

The Parts Explained

The **genesis of the problem**. In this section discuss all the dimensions of the problem and toward the end of the page or pages settle on one dimension of the problem to investigate. The identification of the aspect of the problem that has not been addressed and needs to be addressed or partially addressed is called identifying the **Research Gap. It's the identification of a problem that needs to be addressed. And that's how a statement of the problem can be formulated or derived.**

The **statement of the problem** clearly summarizes “why” the study should be done – the reason for conducting the research. What is the purpose? Clearly explains to the reader the importance of the problem. It also shows the problem in the larger field, provides a narrow/focused frame of reference and gives the reader a perspective of the problem to be investigated.

The **research questions** must relate to the problem, and be focused, concise and must be amenable to testing. There must be data to test the questions (see examples below. Any research question that can be answered with one or two sentences is not a good research question. Again, research questions must be clear and focused; the research questions must be amenable to data collection for evaluation or analysis, must be amenable to empirical testing.

A **hypothesis** is a statement or a proportion that expresses a relation between two or more variable that are measurable or capable of being operationalized.

The **logic model** is a visual model that shows the relationships between the problem under investigation/situation and the processes or activities required to achieve the desired outcomes.

As you conduct the **review of the related literature** start with the most recent data. Look for current periodicals or articles. Review summaries of recent publications. Vary the Sources. Do not use only one source. At the end of the lit review, provide a summary of the lit review. Present

a summary of the literature – indicate the main pros, cons, neutral aspects of key authorities. Also indicate the overall position found in the literature.

The problem statement, research questions, and review of related literature are the foundation of the **theoretical framework**. Here, the researcher uses theories that supports the research. This shows the research is grounded on established ideas.

The **methodology** must address the research questions or hypothesis. The methodology ties together the thread that began with the problem statement, the purpose of the study, the research questions or hypothesis together. They must be connected.

The Dissertation

The dissertation is designed to cultivate critical thinking and scholarly reporting. It serves as a culminating academic project. In this program, the project is a policy based five or six chapter, (depending on model used), academic research investigation. The student will pursue independent research on a question or problem approved by the supervising faculty and engage in scholarly discussions regarding the study. Under the supervision of a faculty member the student will also produce a substantial paper that reflects a deep understanding of the topic

The Dissertation Defined

The dissertation shall consist of the components below.

Chapter I: Introduction (minimum 25 - 30 pages)

- Genesis of the Problem (8-10 pages)
- Statement of the Problem
- Purpose of the Study
- Research Questions / Hypotheses
- Significance of the Study
- Logic Model
- Organization of the Study

Chapter II: Theoretical Framework (minimum 15 pages)

- Theoretical Framework

Chapter III: The Literature Review (minimum 40 pages)

- Literature Review

Chapter IV: Methodology (minimum 12 pages)

- Rationale for Methodology
- Population
- Sample
- Instrumentation (Reliability and Validity)
- Data Collection and Procedures
- Data Analysis Procedures

Chapter V: Analysis & Findings (minimum 15 pages)

- Description of Population
- Description of Sample
- Statistical Analysis

Chapter VI: Summary, Recommendations and Conclusions (minimum 15 pages)

- Discussion of Findings (Confirm or Refute its linkage to the literature)
- Recommendations based on study
- Recommendations for future research
- Implications for Policy and Practice
- Conclusion

References

- Use APA Format

Appendix

- Discuss in the order they appear in the document.

Chapter I: The Introduction

- **Genesis of the Problem**

History of the problem

Origin of the problem

Past and Current Standing Conditions

This section discusses the history of the problem, the origin of the problem, its past and current standing or conditions . Successes and failures recorded in addressing the problem. What is the current standing of the problem to be investigated? Citations are required to support the factual presentation of the problem and issues surrounding the problem. Based on the successes or failure of the problem as presented, the researcher indicates what aspect of the problem the researcher plans to address or investigate. This paragraph leads to the statement of the problem. Usually, ten pages or less or more should suffice to discuss the origin of the problem depending on the nature of the problem. The genesis must relate to the topic of the paper.

- **Statement of the Problem**

Research Gap

Identify with clarity the problem being investigated.

Which should include the gap in research after discussing the status of the problem in the genesis. This should lead to the statement of the problem. This paragraph must identify with clarity what the problem is that is being investigated. The statement of the problem must be stated with clarity so that anybody reading the paper must understand what is the problem that is being investigated - with no ambiguity. It could be a sentence or a paragraph- whatever it takes to bring out the clarity.

- **Purpose of the Study**

Must bring clarity.

What is the aim of the study?

Like the statement of the problem, must bring clarity in declaring the purpose/s of the study. What are/is the aim of the study? State with clarity and preciseness the purpose - for example, the purpose of the study is to investigate, to analyze, to compare, to synthesize, to evaluate, to explain a phenomenon, etc. The purpose must be amenable to analysis with data.

- **Research Questions & Hypothesis**

Must relate to the problem, be focused, concise and testable

Includes the Hypothesis

The research questions must relate to the problem, and be focused, concise and must be amenable to testing. There must be data to test the questions (see examples below). Any research question that can be answered with one or two sentences is not a good research question. Again, research questions must be clear and focused; the research questions must be amenable to data collection for evaluation or analysis, must be amenable to empirical testing. See examples:

EXAMPLES:

Research Questions:

Why was Government Street overrun by chickens for the second time last year? This question is not focused or precise and can be easily answered in one or two sentences.

Revised:

What are some of the environmental factors in Baton Rouge in 2019 that might have caused the chickens to cross Government Street in Baton Rouge? It is precise, focused and can be analyzed using environmental data

Research Questions:

Why are social net networking sites harmful? This question is unfocused, not precise. It also has taken the position that net workings are harmful.

Revised:

How are online users experiencing or addressing privacy issues on such social networking sites as Facebook and Twitter?

Hypothesis:

H₀: {Null}. Users of the networking sites such as Facebook and Twitter are more likely to support regulation of the networking sites to safeguard privacy, abuses, false harmful propaganda to harm users and individuals and the public.

H₁: [Alternative]. Users of the networking sites such as Facebook and Twitter are not likely to support regulation of the networking sites to safeguard privacy, abuses, false harmful propaganda to harm users and individuals and the public.

Research Questions:

Are females smatter than males? This is not a good research question; how will intelligence be measured? It is not focused or precise.

Revised:

Do females aged 17-34 score higher than males aged 17-34 on the WAIS? [WAIS is a standardized intelligence test]. It is precise and amenable to date collection.

A Hypothesis is a statement or a proportion that expresses a relation between two or more variable that are measurable or capable of being operationalized.

Hypothesis:

H₀: [Null]. Are males aged 25-40 more likely to be promoted to managerial positions than females aged 25-40 because of intelligence, education, skills, and gender roles.

H₁: [Alternative]. There will be no difference amongst males and females aged 25-40 in promotion to managerial positions based on intelligence, education, skills, and gender roles.

Finally, as you consider the kind of questions/problems you wish to address or research on, it should aim to accomplish one of these four goals:

- a) Define or measure a fact or gather facts about a specific phenomenon
- b) Match facts and theory
- c) Evaluate and compare two theories, models, or hypothesis/ programs or policies
- d) Affirm that a certain method is more effective than other methods

- **Significance of the Study**

Includes the definition of terms.

Importance of the study

Make contributions to the literature.

The significance of the study and definition of terms if any. What is the importance of the study? Will it make any contributions to the literature? Sometimes the significance may be stated after the study has been completed.

- **Logic Model**

Graphically and Schematically summarize the problem.

Demonstrates the knowledge and understanding the researcher possesses in addressing the problem

- The Logic Model is simply a clean graphic presentation tool that provides the reader with a clean picture - graphically/schematically - summary of the problem, events, variables and order of sequence, relationships that will be considered in addressing the problem. The variables, events, steps, input, related to the problem and the expected outcome. Construct the logic model to reflect a clean summary of what you plan to do. Build your model to fit the problem. A good logic model demonstrates the knowledge and understanding the researcher possesses in addressing the problem.

- **Organization of the Study**

Indicates the remainder of the chapters.

- Definition of Terms

Define terms as they relate to this project.

Simply indicates what the rest of the chapters will address or contain, for example, chapter one is the introduction, chapter two deals with the – theoretical framework if it stands alone, chapter three deals with the literature review, chapter four is about the methodology, data, and analysis, and chapter five deals with the summary, findings, and conclusion. The organization heading indicates how the paper will be organized and marks the end of chapter one.

Chapter II: Theoretical Framework

The steps are focused on using theory-driven and emphasizing on the relation of a theory to a selected topic. You are advised to explore theories being used in completed dissertations, doctoral studies, encyclopedias, other literatures, and handbooks. This chapter may stand alone or combined with the literature review. Apply the steps below.

The steps are as follows:

1. Identify your key concepts and the key terms from your problem statement and research questions. Policy frameworks that have been used.
2. List the constructs and variables that might be relevant to your study.
3. Have a list of theories and take notes on how and where they were used.
4. Review past related literature to find theories related to your research work.
5. Select a theory.
6. Test whether the theory fits your study.
7. Search out good seminal works related to those theories to learn how they were been used.
8. Show how your research fits in the selected theory.
9. You may combine different theories in a new and unique way, evaluating and explaining its relevance.
10. Use the theory as a basis for interpreting your research results.
11. Identify and learn more about relevant theories.

Chapter III: The Review of the Literature

Note the term related/relevant literature. The review must be related to the problem being investigated. This section addresses the historical, past, the current issues, theories related to the problem being investigated. It may begin broadly - may include international, national perspectives before zeroing in or narrowing the narrative to the specific problem. Past and present methodologies related to the study and gaps in the literature may be reviewed and critiqued. Again, note the emphasis on related and relevant literature. It must relate to the topic or problem being investigated. The issues

and the gaps discussed usually provide rich fodder for developing or improving the hypothesis in relation to the problem identified in the statement of the problem. It's very important that applicants demonstrate a thorough knowledge of the literature. The literature review is expected to be detailed and extensive. While there are no minimum number of pages required, a ten-page literature review at the doctoral level is however unacceptable!

Chapter IV: The Methodology

Usually, it's after the literature review that the hypothesis is developed, and the variables identified. It may however be developed in chapter one.

Here, you are expected to discuss **fully the steps** to be taken to answer the questions and hypothesis posed. It may be necessary to restate the questions/hypothesis. In this chapter, the method and the explanation of the model that may be used are stated. Depending on the method, if an equation/model is involved, the model is clearly stated followed with the model specification, and the operationalization of the variable in the hypothesis clearly stated. The method and the steps that will be involved must be clearly presented. If a survey is used, the instrument is attached as an appendix. [You are expected to research deeply on different research methodologies].

Chapter V: Analysis, results and discussions

This Section may include the following:

- a. Purpose of the study restated
- b. Hypotheses restated, the research questions must be answered
- c. Discussion of findings to support or refute the hypotheses/questions including tables and figures

Chapter VI: Summary, conclusion and Policy implications

This section may include the following:

- a. Significance of the study and limitations. Now that the study has been conducted and analyzed this is the proper place to state contributions of the study.
- b. Finally summarize, discuss the implications of the findings, and provide suggestions for future research

The Dissertation Sequence

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- Copyright Page (optional)
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- Dedication
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- Chapter II | Theoretical Framework
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- Chapter IV | The Methodology
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- Chapter VI | Summary, Conclusions and Policy Implications
- Appendix
- Vita



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