

# RESOURCES FOR FACULTY AND STUDENTS FOR REMOTE LEARNING

## **FOR FACULTY**

*Guidance for Remote Teaching & Advising*

*Guidance for Conducting Remote Oral Defenses*

## **FOR STUDENTS**

*Participating in Remote Classes*

*Participating in Remote Oral Defenses*

**SPRING 2020**

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The  
Graduate  
School

# TABLE OF CONTENTS

<b>SECTION</b>	<b>PAGE</b>
Statement from the Graduate School	3
Thesis & Doctoral Defense Overview	4
Graduate Staff Contact Information	6
Graduate Chairs & Directors	7
Information for TAs, RAs, and GAs	11
Procedures for Conducting Remote Defenses	15
Defense Meeting Room Request Form	23
Information Gathering Survey for eLearning	24
Suggested Additions to Course Syllabi	28
Frequently Asked Questions For Grad Students	31
Laptop Borrowers Agreement	36
Tip Sheet for Remote Defenses via Zoom	37

# STATEMENT FROM THE GRADUATE SCHOOL

The university offers a variety of resources and tools to encourage academic continuity and to enhance the remote teaching and learning experience. Digital tools that promote collaboration and faculty/student interaction can help offset challenges related to shifting from a face-to-face (f2f) classroom to a remote classroom experience. We know there is no substitute for good classroom teaching; still, if the COVID-19 experience has taught us nothing else, it has indeed taught us that we need the critical thinking skills and cross-disciplinary awareness more today perhaps than ever. So, we must teach and learn with renewed purpose.

## **For Faculty**

If you are looking for video or audio conferencing options, consider platforms like Microsoft Teams, which can host one-on-one calls as well as conferences with as many as 250 people and is built in to your HU email; Google Hangouts, which your students are likely familiar with and which is free; Zoom, which has free options for short periods of time and smaller numbers but which requires you to have a university account if you need to host more than 250 people at once and/or for longer periods of time; and Blackboard (Bb) Collaborate, which is free and allows for seamless integration into your current Bb course site. CETLA has posted tutorial videos for all of these. Whichever you chose, be sure to alert students in advance so they can download whatever software is needed to participate in video and/or audio conferences.

## **In addition to holding synchronous classes, consider the following options:**

- Record messages and lectures and post them to your course site.
- Store and share content with your classes through Bb or Teams or file sharing applications like Dropbox or Google Docs.
- Host, record, and share your synchronous class sessions.
- Identify free and affordable reading/course materials. Be sure to avoid copyright infringements.
- Provide students with opportunities to test their technology and/or offer multiple submission options for “high stakes” assignments.

## **For Students**

We know that the move of your courses from f2f to remote learning will pose a unique set of challenges. The Graduate School is making every effort to help mitigate these challenges when possible. Since your classes will be remote, we'd like to remind you of our laptop borrowing program. We can also help with technology upgrades as needed and appropriate. We strongly recommend that you check the system requirements for the platforms your instructors may use to deliver instruction. Some tutorial videos to help acclimate you to a variety of video and audio conferencing are included in the resource.

## **In addition to planning to participate in synchronous classes, consider the following options:**

- Build an online community with your classmates.
- Take time to familiarize yourself with applications like Dropbox and Google Docs for file sharing.
- Identify free and affordable reading/course materials. Be sure to...
- Consult with your professor about any concerns you have about the course.

# INSTRUCTION TRANSITION OVERVIEW

## SHIFT FROM FACE-TO-FACE (f2f) TO SYNCHRONOUS eLEARNING

- For courses offered by the Graduate School, the shift to remote/online instruction is a shift from face-to-face (f2f) to synchronous eLearning, which allows for virtual classrooms that mimic f2f classrooms as much as possible;
- Classes should be held during regularly scheduled class time for the full class period unless there is ample justification to do otherwise. ***Requests for exceptions should be sent to Dr. Constance Ellison at [cellison@howard.edu](mailto:cellison@howard.edu); and***
- For all graduate courses, online instruction can supplement the virtual class period but should not replace virtual class periods. We understand that in some instances, this may not be possible. But synchronous eLearning is the standard unless otherwise determined.

# THESIS AND DOCTORAL ORAL EXAMINATIONS OVERVIEW

## GRADUATE SCHOOL REQUIREMENTS

- To initiate the formal request for the final oral defense, the candidate must submit Forms GS-EA 1 through GS-EA-4, the Turnitin.com originality report, and the curriculum vitae for the external examiner to Ms. Goodwin for doctoral students and Mr. McCray for master's students;
- A final copy of the dissertation/thesis must accompany the requests;
- Oral defense examinations will be scheduled only after dissertations/thesis have been checked thoroughly and approved by the Office of Graduate Studies;
- The Tele/Video Conference process is initiated and completed by the Graduate School. Thesis students are to contact Mr. McCray and doctoral students must contact Ms. Goodwin in the Graduate School for initial set-up; and
- Requests must be made at least one week in advance of the remote meeting.
- It is the students' responsibility to ensure that all visual aids used at the examination be available to committee participants prior to the examination (final document, PowerPoint, other related handouts);

## GRADUATE SCHOOL REQUIREMENTS (CONT'D)

- A digital copy of the visual aids should also be used via screen share features for review by the committee during the examination;
- The candidates and faculty must be in a location where there is a stable and reliable internet connection;
- All other members, including the chair and the external examiner, are expected to participate via tele/video conference and to follow the traditional procedures of asking the candidate two round questions. The meeting will be scheduled for 3 hours to allow for resolution of any technical issues;
- If communication is broken during the examination and cannot be retrieved, thereby not fulfilling the standards of a high quality oral examination, the defense will be terminated and rescheduled to a later time/date;
- Committee members who are participating remotely will be asked to dial into another remote meeting room for a deliberation session and vote (pass, reexamine, fail). The chair of the committee must record the deliberation (pass, reexamine, fail) and vote. The student will be asked to join the conference to receive the vote (pass, reexamine, fail) and a summary of the deliberation. The Chair of the defense will invite the candidate to join the deliberation;
- The student will have ten (10) working days to make any necessary/recommended corrections. The final document must be sent to Ms. Goodwin (doctoral) or Mr. McCray (master's) for final processing; and
- If the above stated requirements are not met, the examination may be invalid, and the Graduate School may require another examination.

## ADDITIONAL RESOURCES

**Howard University Resource Page:** [home.howard.edu/corona-virus](http://home.howard.edu/corona-virus)

**Graduate School Landing Page:** [gs.howard.edu](http://gs.howard.edu)

**Laptop Borrowing Program:** Dr. Linda Jones at [lgjones@howard.edu](mailto:lgjones@howard.edu)

**Schedule Zoom Test Day for Remote Dissertation:** Ms. Jamie Triplin at [jamie.triplin@howard.edu](mailto:jamie.triplin@howard.edu)

**Requests for Exceptions to Synchronous eLearning:** Dr. Constance Ellison at [cellison@howard.edu](mailto:cellison@howard.edu)

**Thesis Remote Defense Initiation:** Mr. Jahmal McCray at [jahmal.mccray@howard.edu](mailto:jahmal.mccray@howard.edu)

**Dissertation Remote Defense Initiation:** Ms. Betty Goodwin at [bgoodwin@howard.edu](mailto:bgoodwin@howard.edu)

**Technical Issues:** Mr. Glenn Griffin at [glenn.griffin@howard.edu](mailto:glenn.griffin@howard.edu)

**Twitter:** [www.twitter.com/HU\\_GradSchool](https://twitter.com/HU_GradSchool)

**Instagram:** [www.instagram.com/HU\\_GradSchool](https://www.instagram.com/HU_GradSchool)

**Facebook:** <https://www.facebook.com/HUGradSchool/>

# GRADUATE STAFF CONTACT INFO

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**HOWARD UNIVERSITY GRADUATE SCHOOL**

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**INFORMATION FOR  
TEACHING,  
RESEARCH AND  
GRADUATE  
ASSISTANTS  
DURING REMOTE  
LEARNING PERIOD**

**SPRING 2020**

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# TEACHING ASSISTANTS

## RECOMMENDATIONS FOR TEACHING ASSISTANTS

- Verify your access to Bb immediately if you have not already done so;
- Participate in CETLA's online tutorials on faculty Bb use;
- Send an announcement to your class via email or Bb (or whatever course management system you have been using to date);
- Send a survey to your class to give them the opportunity to share any concerns they have about the shift from face-to-face (f2f) to online/remote classes;
- Opt for synchronous eLearning (instead of online) if possible, e.g. meet with the class during regularly scheduled class time using video and/or teleconferencing technologies; similarly, hold your office hours using video and/or teleconferencing; and
- Consider the ways your course calendar will be impacted and make adjustments to your assignments and syllabus.

## REVISING THE SYLLABUS

- Revise your syllabus to reflect changes related to the shift from f2f to synchronous eLearning (assignments, grade distribution, office hours etc);
- Assure students that the ideal blend of high standards and flexibility will inform your approach to the class;
- Consider especially clear guidance for submitting assignments with clear deadlines and information about confirmations of receipt if not in Bb;
- Indicate clearly what the policy is for assigning an incomplete grade in situations that are related to the shift in instruction delivery;
- Reiterate consequences of cheating and plagiarism;
- Clearly outline your attendance and participation policy; and
- Clearly outline the rules of engagement for class and for grade queries.

## **ADDITIONAL ITEMS TO CONSIDER RELATED TO TEACHING**

- Note that the policy for absences due to illness (COVID-19 and non COVID-19 related) is the same—documentation should be provided;
- Reiterate the Office of Special Student Services as a resource for students, and remind students that retroactive accommodations cannot be considered;
- Provide clear guidance about opportunities students have to express concern about their performance in the class (especially in relation to the shift from f2f);
- Use Grade Book (or its functional equivalent) to make students aware of their grades to date and then to keep them abreast of their ongoing performance; e.g. take every effort to avoid surprises that will lead to grade appeals; and
- Be as patient with your students as you want/would want your faculty to be with you during this time.

# GRADUATE/RESEARCH ASSISTANTS

## IMPORTANT INFORMATION

- TAs who are not the instructor of record should consult with the faculty member the TA supports;
- Research and graduate assistants should be in touch with research faculty immediately to determine what off-site research can be conducted;
- As of March 11, 2020, University- sponsored non-essential travel is canceled until May 1, 2020. Research assistants should reach out to organizers of conferences and meetings for other ways to participate;
- Sasakawa fellows shall not participate in international travel until further notice.

## WHAT CAN YOU DO DURING THIS TIME PERIOD

- Conduct literature reviews or library research;
- Collect, code, clean or analyze data;
- Prepare materials for submission to funding agencies and foundations;
- Prepare materials for IRB, IACUC, or IBC review;
- Code computer programs to automate processes;
- Write reports or design conference presentations;
- Perform research under the guidance of faculty mentor; and
- Attend remote research meetings, seminars, webcasts, etc. as assigned.

**HOWARD UNIVERSITY GRADUATE SCHOOL**

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# **PROCEDURES FOR CONDUCTING REMOTE THESIS AND DISSERTATION DEFENSES**

**SPRING 2020**

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# PHD REMOTE PROCESSING

*All remote defenses will be held and recorded in Zoom meeting rooms*

## SUBMITTAL OF PhD ONLINE ORAL DEFENSE REQUEST

1. Prior to the student forwarding the defense package, the Director of Graduate Studies must send an Online Tele/Video Conference Request Form via email to Ms. Goodwin bgoodwin@howard.edu to introduce the candidate and approve the submittal. The Director will also propose (at least) three dates and times for the defense session. All defense sessions will be monitored by a Graduate School (GS) representative.
2. The candidate would then send an email to Ms. Goodwin with two attachments:  
**Attachment 1:** the forms, the CV for external person, the Turnitin report, and  
**Attachment 2:** PDF of the dissertation.
3. The Graduate School will review the defense request package, schedule the defense, and notify the Director and the candidate.
4. As soon as possible, the candidate will receive a review of the dissertation format from Ms. Goodwin. Any formatting problems must be resolved within ten days of the online oral defense. Within the ten days, a PDF file of the corrected dissertation must be emailed to Ms. Goodwin.
5. If the candidate successfully defends, the Director will forward/email the signed forms— GS-EA-5 and GS-EA-6 to the Ms. Goodwin in the Graduate School.
6. The Graduate School will then send an email to the Director of Graduate Studies and the candidate to certify receipt of final forms.



# MASTERS REMOTE PROCESSING

*All remote defenses will be held and recorded in Zoom meeting rooms*

## SUBMITTAL OF THE MASTERS CANDIDACY APPLICATION

1. Prior to the student forwarding the candidacy package, the Director of Graduate Studies must send an email to introduce the candidate and approve the submittal of the candidacy package.

2. The candidate would then send an email to Mr. McCray with one or two attachments. The candidate has the option of sending a single file PDF including the application and all required attachments; or he/she/they can send an email with two attachments:

**Attachment 1:** the signed candidacy application, and

**Attachment 2:** all required attachments.

## SUBMITTAL OF MASTER'S NOTIFICATION OF DEFENSE FOR THESIS CANDIDATES

1. Prior to the student forwarding the defense package, the Director of Graduate Studies must send an Online Tele/Video Conference Request Form via email to Ms. Goodwin bgoodwin@howard.edu to introduce the candidate and approve the submittal. The Director will also propose at least three dates and times for the defense session. All defense sessions will be monitored by a GS representative.

2. The candidate would then send an email to the Graduate School with two attachments:

**Attachment 1:** the introduction memo from the Director of Graduate Studies, form GS-EA-3, the Turnitin report, and

**Attachment 2:** a PDF of the thesis.

3. The Graduate School will review the defense package, place the request into a time slot and notify the Director and the candidate.

4. As soon as possible, the candidate will receive a review of the thesis format. Any formatting problems must be resolved within ten days of the defense. Within the ten days, a PDF file of the corrected thesis must be emailed to Mr. McCray jmccray@howard.edu.

5. If the candidate successfully defends, the Director will forward/email the GS-EA-5 and GS-EA-6 to the GS.

6. The Graduate School via Mr. McCray will then send an email to the Director and the candidate to certify receipt of final forms.

# MASTER'S REMOTE PROCESSING

## SUBMITTAL OF GS-EA-6 FOR NON-THESIS CANDIDATES

1. The Director will email the signed form to Mr. McCray [jmccray@howard.edu](mailto:jmccray@howard.edu).
2. The Graduate School via Mr. McCray will then send an email to the Director of Graduate Studies and the candidate to certify receipt of signed GS-EA-6.

## GRADUATE SCHOOL REQUIREMENTS

### PROCESS OF REMOTE ORAL DEFENSE REQUEST

- To initiate the formal request for the final oral defense, the candidate must submit Forms GS-EA 1 through GS-EA-4, the Turnitin.com originality report, and the curriculum vitae for the external examiner to Ms. Goodwin for doctoral students and Mr. McCray for master's students. A final copy of the dissertation/thesis must accompany the requests. Oral defense examinations will be scheduled only after dissertations/thesis have been checked thoroughly and approved by the Office of Graduate Studies.

**GS-EA-1** consists of the biographical data of the candidate.

**GS-EA-2** consists of the dissertation/thesis summary.

**GS-EA-3** consists of a certification of the fact that all work on the dissertation/thesis has been completed and that the dissertation is ready to be defended. A synopsis of the dissertation/thesis research (typed as a part of GS-EA-2) must accompany this form. The form and the synopsis must be submitted with the request for scheduling the online oral examination. Once submitted, both become the joint property of the department and the Graduate School.

**GS-EA-4** certifies that the dissertation/thesis meets the standards of the Graduate School. The outside examiner is not required to sign this form.

- The Tele/Video Conference process is initiated and completed by the Graduate School. Thesis students are to contact Mr. Jahmal McCray and doctoral students must contact Ms. Betty Goodwin in the Graduate School for initial set-up.

## PROCESS OF REMOTE ORAL DEFENSE REQUEST (cont'd)

- After receipt of the GS forms and Turnitin report, candidates present their dissertation/thesis via videoconference scheduled by the Graduate School. Requests must be made at least one week in advance of the remote meeting. This final oral defense is a formal discussion of the scholarly content of the thesis and dissertation, followed by an evaluation of the document and oral defense by the faculty and external examiner (dissertation defense only).
- It is the students' responsibility to ensure that all visual aids used at the examination be available to committee participants prior to the examination (final document, PowerPoint, other related handouts). A digital copy of the visual aids should also be used via screen share features for review by the committee during the examination. The candidates and faculty must be in a location where there is a stable and reliable internet connection. If you require technical assistance, please notify Glenn Griffin at [glenn.griffin@howard.edu](mailto:glenn.griffin@howard.edu).
- All committee members, including the external examiner and the Graduate School's ex officio, must be notified of the defense prior to the scheduled remote oral examination.
- The Graduate School ex officio must be present and will not participate in the discussion by tele/video conference after offering the greeting. The ex officio will only participate in the event that a committee member is having technical difficulties participating or if a committee member cannot attend the defense due to an emergency.
- All other members, including the Chair and the external examiner, are expected to participate via tele/video conference and to follow the traditional procedures of asking the candidate two round questions.
- If communication is broken during the examination and cannot be retrieved, thereby not fulfilling the standards of a high quality oral examination, the defense will be terminated and rescheduled to a later time/date.
- Committee members who are participating remotely will be asked to dial into another remote meeting room for a deliberation session and vote (pass, reexamine, fail). The chair of the committee must record the deliberation (pass, reexamine, fail) and vote. The student will be asked to join the conference to receive the vote (pass, reexamine, fail) and a summary of the deliberation. The Chair of the defense will invite the candidate to join the deliberation.

## PROCESS OF REMOTE ORAL DEFENSE REQUEST (cont'd)

- The student will have ten (10) working days to make any necessary/recommended corrections. The final document must be sent to Ms. Goodwin (doctoral) or Mr. McCray (master's) for final processing.
- The oral examination must be scheduled for a two-and-one-half-hour time period to allow for any delays resulting from tele/video communications use.

***If the above stated requirements are not met, the examination may be invalid, and the Graduate School may require another examination.***

# PROCEDURES FOR CONDUCTING REMOTE ORAL DEFENSES

## PROCEDURES SENT TO CHAIR OF DISSERTATION/THESIS COMMITTEE

**Committee Chairperson:** I now declare this meeting of the committee for the final oral examination in defense of the dissertation to be in session. The candidate will stand. Will the major advisor please present the candidate?

**Dissertation Advisor:** To the chairperson and members of the committee, I am pleased to introduce: \_\_\_\_\_ who will defend the doctoral dissertation entitled:

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*The Advisor may, at his/her/their own discretion, give information about the candidate's previous education work experiences and publications, etc.*

**Committee Chairperson:** Thank you for the introduction. I will now introduce the other members of the committee. (Introduction of each member after which the following statement is read aloud.)

*The Candidate for the degree of Doctor of Philosophy/ Master's of Arts/Master's of Science is required to present a dissertation, which is the result of significant and sustained research in his/her major field. The student must demonstrate ability to organize and present effectively the findings of his/her research. When completed, it is expected that such research will make a meaningful contribution to knowledge.*

### Outline of Examination Procedure:

- A.** The candidate will be seated and will then summarize the dissertation as follows: (10-15 minutes)
  1. How initial interest in the topic began
  2. Summary of the research done
  3. Summary of the findings
- B.** Initial round of questioning by examination committee members.
- C.** Second round and follow-up of questioning by committee members.
- D.** Questions/Comments from other members of the University Community (10-15 minutes)
- E.** The candidate and the audience will be excused to permit the committee to deliberate.
- F.** Committee discussion, evaluation, decision and recommendations.
- G.** The major advisor and/or the chairperson will notify the candidate and informs him/her of the committee decision.

# PROCEDURES FOR CONDUCTING REMOTE ORAL DEFENSES (CONT)

## PROCEDURES SENT TO CHAIR OF DISSERTATION/THESIS COMMITTEE

### **Failure of the Final Online Oral Examination**

Any candidate who fails the final oral examination may be given a second oral examination, provided the second oral examination does not come earlier than two months (60 days) from the date of the first oral examination. Application for a second oral examination must be approved by the department in which the candidate is specializing. Any student who fails the examination for a second time will be dismissed from the Ph.D./MA/MS program. A student dismissed for this reason will not be readmitted to the Graduate School.

### **Graduate School Ex Officio Ph.D. Defense Members**

Dr. Dana Williams – 806-4676

Dr. Constance Ellison – 806-4666

Dr. Linda Jones – 806-6802

Assistant Dean Sylvia McDonald-Kaufman– 806-7277

Dr. Kamla Deonauth – 806-5936

Dr. Pamela Carter-Nolan– 806-4959

### **Graduate School Ex Officio Master's Defense Members**

Ms. Betty Goodwin – 806-5804

Ms. Jahmal McCray – 806-5805

Ms. Jamie Triplin – 806-4670

Ms. Alveta Addison – 806-5814

### **Online Technical Assistance**

Dr. Linda Jones – 806-6802

Mr. Glenn Griffin – 806-6345

Ms. Shalisa Smith – 806-4676

## Master's/Dissertation Defense Meeting Room Request Form

To set up a Zoom meeting room for a thesis or dissertation final defense, please provide the information requested below completely. When complete, send the form to [bgoodwin@howard.edu](mailto:bgoodwin@howard.edu) (PhD students) or [Jahmal.McCray@howard.edu](mailto:Jahmal.McCray@howard.edu) (Master's students).

To increase the likelihood that you will obtain your preferred choice in scheduling, submit this form at least one week prior to the proposed date. Incomplete forms will not be processed; no defense will be scheduled earlier than 5 business days after completed request form is received. You will receive a response to this request within **three (3) business days**. If you do not receive a confirmation by that time, please call or email Ms. Goodwin or Mr. McCray to inquire about your request.

### What is the purpose of the remote defense?

- ☐ Online Pre-dissertation oral meeting (committee members only; or committee members and candidate only).
- ☐ Online Final Oral Presentation (Committee members, external examiner, GS *ex officio*, candidate, and community).

### What date/day(s) & time(s) are being requested? (Enter information in the table below)

To ensure availability, please indicate more than one date/time where all participants would be available. The candidate and the committee must be in the Zoom meeting room for the entire duration of the oral defense. Each Zoom meeting room will be scheduled for three (3) hours to allow ample time for the oral defense.

	Date: (mm/dd/yy)	Day: (M, Tu, W, Th, F)	Start Time:
1 <sup>st</sup> choice			
2 <sup>nd</sup> choice			
3 <sup>rd</sup> choice			

### Committee Information: (Full name, email address, phone number)

Committee Chairperson	
Thesis/Dissertation Advisor	
Committee Member	
Committee Member	
Committee Member	
External Examiner	
Graduate School <i>Ex Officio</i>	

### Student Information: (Full name, email address, phone number)

Student Name, Email Address, Phone Number	
Graduate Program	
Title of Thesis/Dissertation	

**HOWARD UNIVERSITY GRADUATE SCHOOL**

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# INFORMATION GATHERING SURVEY FOR TRANSITIONING TO SYNCHRONOUS E-LEARNING

Adapted from with permission  
of Andrea Kaston Tange

**SPRING 2020**

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The  
Graduate  
School



# INFORMATION GATHERING SURVEY

## SURVEY FOR CONVERTING A FACE-TO-FACE CLASS TO SYNCHRONOUS eLEARNING

As you know by now, our class will be shifting temporarily (for now) from face-to-face (f2f) to online. It is important to acknowledge that we did not begin the semester with the expectation of having this class offered remotely. Accordingly, I hope we can commit together to being adaptable and to supporting each other as we make this transition. While we will not meet f2f, we are all still members of this community of learners. In our remote classroom, we won't be physically present as we imagined, but the opportunity to be mentally and physically present remains.

I know we share anxieties about so many things related to COVID-19—travel, personal and national economies, health safety (yours and your family's and friends'), and a host of other challenges. Keep in mind that the University will make every effort to make resources available to you to continue to support your needs, but you should still feel empowered in this classroom to talk about the ways these challenges are impacting you.

More immediately, I want to get a sense of your access to and comfort with technology, your needs and concerns about the move from f2f to synchronous eLearning (a virtual classroom), and your suggestions about how we can recreate our classroom remotely.

**1.** Do you have your own computer or unlimited access to one that you can use for class meetings (during our regularly scheduled class time), for office hours, and for writing conferences as needed; to access reading material (primary and secondary sources); and to upload assignments and review graded material? Please assume that you will not have access to computers in the iLab, library, or labs outside of your dorm.

- a.** Yes
- b.** No
- c.** I will have access to a computer, but it will be limited.

**2.** Do you have reliable, high speed internet service and reasonable bandwidth (6.0 Mbps) at home or in your dorm?

- a.** Yes
- b.** No

# INFORMATION GATHERING SURVEY

## **SURVEY FOR CONVERTING A FACE-TO-FACE CLASS TO SYNCHRONOUS eLEARNING (cont)**

- 3.** Have you taken Blackboard (Bb) tutorials recently to help you better navigate Bb in our virtual classroom? I have posted them in the course site for your convenience.
- a.** Yes
  - b.** No
  - c.** No, but I will immediately.
- 4.** Does your computer have all of the hardware requirements to support one or more of the following apps? To test the hardware, visit either application's support website.
- a.** Microsoft Teams
  - b.** Google Hangouts
  - c.** Zoom
  - d.** Skype
- 5.** If you do not have a computer or unlimited access to one, do you have unlimited access to a phone with unlimited data that will allow you to join our class meetings via video and/or audio?
- a.** Yes, I can join by phone with video and audio
  - b.** No, I can join by phone with audio only
  - c.** No, I don't have a phone with unlimited data and/or access capabilities.
- 6.** If you are unable to join our virtual class for some reason, what would be the best way for you to continue to learn and to contribute to the class? Please check all of the things you would be willing to do to keep pace with and contribute to the class.
- a.** Post/read responses to a discussion board in Bb
  - b.** Participate in small group online or Group Me real time chat with a small group of students
  - c.** Use Google docs to write responses and notes with classmates
  - d.** Watch the recordings of the video conferences and share comments when I have access to a device
- 7.** Bearing in mind the learning goals and objectives for this class, as outlined on the syllabus, and given the way teaching and learning have unfolded in our class thus far, please offer any suggestions you think will help us have a successful remote/online learning experience.

# INFORMATION GATHERING SURVEY

## **SURVEY FOR CONVERTING A FACE-TO-FACE CLASS TO SYNCHRONOUS eLEARNING (cont)**

8. What concerns you the most about shifting our teaching and learning from f2f to remote?
9. What possibilities do you think can be actualized by shifting our teaching and learning from f2f to remote that might not otherwise be likely?
10. What are the things beyond this class that concern you the most about the possibility of quarantine, mandatory isolation, and the social and economic challenges related to this situation? What can the University do better to help mitigate your concerns?

**SUGGESTED  
ADDITIONS TO  
COURSE  
SYLLABI TO  
ACCOMMODATE  
TRANSITION TO  
SYNCHRONOUS  
E-LEARNING**

**SPRING 2020**

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The  
Graduate  
School

# SUGGESTED ADDITIONS TO COURSE SYLLABI

## HOW TO ACCOMMODATE THE SHIFT FROM FACE-TO-FACE (f2f) TO SYNCHRONOUS eLEARNING

***Consider using an addendum to your current syllabus to help acclimate your students to the shift from f2f classes to a virtual classroom and to outline clearly the rules that will govern the class. We've listed below a few things you might want to add or to clarify:***

### **Course Structure**

- Information about how the course will be delivered and what online course management system (Blackboard, Microsoft Teams, Google Hangout, Skype, etc.) will be used;
- Online courseware login instructions (e.g. Blackboard, Microsoft Teams);
- Online course activities (chatroom, blogs, discussion forums, email, journaling, blogging, wikis, and web posting, YouTube); and
- Links to tutorials to introduce students to the platforms being used.

### **Technical Information**

- Internet and a supported Web browser access information (Internet Explorer, Chrome, Firefox, Safari) needed to access the course;
- Information about accessing the online learning environment (especially minimum recommended computer and internet configurations);
- Technical assistance information.

### **Basic Information**

- Expectations for attendance and participation in the remote course;
- Online course policies (late work policy, make-up exams, incompletes, withdrawals etc.).
- Information regarding online submission of course assignments;
- Information about getting technology or eLearning assistance;
- An explanation of how the online classroom is organized;
- A network etiquette (or netiquette) statement;
- Reminders about expectations for academic integrity (what are the penalties for cheating and plagiarism, especially if the eLearning environment makes this more tempting);
- Disability considerations specific to eLearning;
- Information about and sign-up sheets for office hours; these should be comparable to your current days and hours.
- Information about your online and offline availability and the expected turn-around time for responses to digital queries. Doing so, students will understand that faculty will not be available online 24/7.

# SUGGESTED ADDITIONS TO COURSE SYLLABI

## **Basic Information (cont)**

- A reminder about course withdrawal dates (students can withdraw from a course until Friday, April 3, 2020); take some care to counsel students on their standing in the class now so they are less likely to blame the shift from f2f to synchronous eLearning for a grade that does not meet their expectation;
- A reminder of the incomplete grade policy
  1. To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.
  2. The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete - the end of the subsequent semester - this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract. ***Go here to view the incomplete grade contract:*** [gs.howard.edu/resources/incomplete-grade-contract](https://gs.howard.edu/resources/incomplete-grade-contract)
- Information about accommodations, with a clear indication that any accommodations related to the shift from f2f to synchronous eLearning must be sought as soon as the problem is recognized;
- Information about how and when students should communicate/document specific concerns about their performance in light of the shift from f2f to synchronous eLearning.

## **Advising**

- For thesis and dissertation advising, faculty should plan to do so virtually to help students to continue to make progress with their research and writing;
- For faculty who advise students for registration, faculty should do so virtually and in detail before sharing PINs with students.

**HOWARD UNIVERSITY GRADUATE SCHOOL**

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**FREQUENTLY  
ASKED QUESTIONS  
FOR GRADUATE  
STUDENTS**

**SPRING 2020**

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The  
Graduate  
School

# FREQUENTLY ASKED QUESTIONS

## **OPERATIONS**

### **Q: Will staff be available in the Graduate School?**

**A:** Yes. Staff will be available via email. For general inquiries, send an email to Graduate.School.Student.Affairs@howard.edu. For specific staff members, email them directly using their HU email addresses that is in the Overview section of this packet.

### **Q: Will I be able to use the study rooms in the Graduate School after spring break?**

**A:** No. Not at this time.

## **POLICIES**

### **Q: How does the Graduate School handle incomplete grades during this time?**

**A:** The regular requirements for incomplete grades apply during this period. In extenuating circumstances where the incomplete grade is related to the shift in instruction, you should request an incomplete grade from your instructor before grades are posted. All incomplete grades, except those for theses, dissertations, internships, or research courses must carry an alternate grade designation. The alternate grade will be finalized if coursework is not completed by the end of the next semester in which you are enrolled and the course is offered.

### **Q: I may not be able to attend classes remotely due to a need to care for a sick child/parent/spouse, for childbirth, for military service, or for another extenuating circumstance. How do I handle this?**

**A:** You may apply for a leave of absence from your program, which must be granted with the permission of the Graduate Dean, provided that you request accommodations in advance. The procedures and implications for taking a leave of absence are explained in detail in Article II, Section 3 of the Graduate School's Rules and Regulations. Please review this document and contact your advisor and Director of Graduate Studies before requesting a leave of absence. Keep in mind that you will be unable to use university facilities during your leave, and there is no guarantee that you will be given the same financial support upon your return.

### **Q: I have stopped attending classes for a semester (or more). How do I go get readmitted?**

**A:** You must apply to the university as a Former Student Returning 30 days prior to the first day of registration for the semester you plan to attend. You need not pay another application fee. Readmission is not automatic; your department or program will review your file and decide whether you will be readmitted.



# FREQUENTLY ASKED QUESTIONS

Please note that being a current Howard University student or a previous Howard University student does not automatically qualify you for a Former Student Returning designation. You are considered a former student returning only if you are returning to the same program to finish your graduate degree. Students enrolling in a graduate program for the first time are considered new entrants.

***Here are the steps to apply as a Former Student Returning online:***

1. Log-IN to Bison web [https://ssb-rod.ec.howard.edu/PROD/twbkwbis.P\\_WWWLogin](https://ssb-rod.ec.howard.edu/PROD/twbkwbis.P_WWWLogin)
2. Select "Student Services."
3. Select "Admission and Orientation."
4. Select "Complete or Access Application."
5. Once you have found your program, select "Create New Application."
6. Complete and submit the application.
7. Email your department and [hugsadmission@howard.edu](mailto:hugsadmission@howard.edu) once you have officially submitted your file.

**Q: How do I submit an IRB application for the Dean's signature?**

**A:** If a student has a completed IRB application, students can upload the application in PDF format and email the form to Mr. Jahmal McCray at [jahmal.mccray@howard.edu](mailto:jahmal.mccray@howard.edu). Mr. McCray will review the application and inform the student investigator of the application status. If anything is missing or incorrect on the application, Mr. McCray will send an email informing the student of said errors. The student must email Mr. McCray the missing or corrected documents to complete the application process. Please email Mr. McCray for any further details and questions.

## **ACADEMICS AND ONLINE INSTRUCTION**

**Q: Who should I contact if I have questions about my program?**

**A:** You should email your Graduate Advisor.

**Q: In the online environment, do students need to attend classes at specific times?**

**A:** Yes. Graduate courses during this time period, with few exceptions, will be synchronous, which means that faculty will continue to conduct classes through designated online platforms at the same time as they are currently taught. While some assignments may be self-paced, students are still expected to "attend" classes regularly, to complete required coursework, to participate in classes, and to meet weekly deadlines.

# FREQUENTLY ASKED QUESTIONS

**Q: How do graduate students interact in an online class?**

**A:** In a synchronous online classroom, students usually interact through a combination of discussion forums, teleconferencing, and videoconferencing. Instructors may also require regular communication via phone, email, and/or social media.

**Q: How will I take proctored exams (including comprehensive or qualifying exams) remotely?**

**A:** Email you instructor for questions about proctored exams. For comprehensive or qualifying exams, email your graduate advisor.

**Q: Do I have access to Howard's library and the WRLC libraries?**

**A:** Yes. You may access virtual resources through the library's website, <http://library.howard.edu/library>. You may also access the websites of all consortium institutions.

**Q: Will the Responsible Conduct in Research (RCR) take place this semester?**

**A:** No. The next RCR will be conducted in Fall 2020.

**Q: Can I continue lab research for my thesis or dissertation on campus?**

**A:** Currently, all researchers should diligently prepare to work remotely and cease engagement in research on the Howard campus, where ever possible. Requests for exceptional circumstances (where research is lab/machine dependent), with justification, should be submitted to Dr. Bruce Jones through Dean Williams via email. Ask your faculty advisor to send the request with justification to [d\\_williams@howard.edu](mailto:d_williams@howard.edu).

**Q: Will I still be able to complete course evaluations of my classes? And will I have an opportunity to comment on the implications of the shift in instruction methods?**

**A:** Yes, course evaluations will be open two weeks prior to the beginning of final exams as outlined in Howard University's academic calendar. Questions specific to the shift in instruction will be added to the evaluations.

**Q: When can graduate students expect a response about the competitive awards for academic year 2020-2021?**

**A:** Announcements for competitive awards for academic year 2020-2021 (Douglass, Bouchet, McNair, Just-Julian and Sasakawa) graduate assistantships will be notified by no later than April 3, 2020.

# FREQUENTLY ASKED QUESTIONS

**Q: When will the Graduate School notify the academic programs about their allocations of assistantships for academic year 2020-2021?**

**A:** Academic programs will be notified of their allocations by no later than April 3, 2020. Academic programs must submit their recommendations to the Graduate School by no later than April 14, 2020.

**Q: My abstract or talk has been accepted in a professional conference for travel after the May 1 travel restrictions. May I apply for travel support if the conference is after May 1, 2020?**

**A:** Travel is restricted through May 1, 2020. The Graduate School will accept applications for travel if the professional conference is scheduled after May 1, 2020 on a case by case basis. Students must meet the requirements as outlined in the Graduate School Travel Checklist and must submit the forms on the [gs.howard.edu](http://gs.howard.edu) website under the Resource Finder. The students must submit the following completed documents to [lgjones@howard.edu](mailto:lgjones@howard.edu) and should email Dr. Jones for questions.

**Q: What is the process for master's and doctoral candidates who will defend dissertations this semester?**

**A:** There will be remote defenses held and recorded in Zoom meeting rooms. Prior to the student forwarding the defense package, the Director of Graduate Studies must send an Online Tele/Video Conference Request Form via email to Jahmal McCray at [jahmal.mccray@howard.edu](mailto:jahmal.mccray@howard.edu) and Betty Goodwin [bgoodwin@howard.edu](mailto:bgoodwin@howard.edu) to introduce the candidate and approve the submittal. Students should follow the procedures outlined in the resource guide.

**Q: How soon will students and advisors receive confirmation that GS has received an electronic submission?**

**A:** Within 48 hrs.

**Q: I am scheduled to restore outdated course work. Can examiners conduct online exams?**

**A:** Yes, departments will determine how to handle course restoration on a case-by-case basis.

**Q: I plan to graduate and participate in commencement, should I purchase my regalia?**

**A:** We do not recommend that you purchase regalia at this time. If you have already paid deposits related to commencement, please await additional information for refunds if that becomes necessary.



# The Graduate School

## Laptop Borrowers Agreement Graduate School - Howard University

By my signature below, I acknowledge that I have read and agreed to all the following statements for checking out a laptop computer from Howard University Graduate School.

I agree to accept full responsibility for the laptop and its peripherals while checked out to me.

- **I WILL NOT LEAVE THE LAPTOP UNATTENDED** (For example: using the restroom, talking with friends.)
- I will not tamper with the laptop hardware or software.
- I agree that the laptop is **only for use by the Graduate Student**.
- I will pay an overdue fine of **\$10.00/day** if I fail to return this laptop to the Graduate School by the date it is due today.
- I accept full financial liability for the laptop while it is in my possession.
- I agree to pay all costs associated with damage to, loss of, or theft of the laptop per the laptop policy **(up to \$500.00)** while it is checked out to me.
- I agree that the Graduate School may use any appropriate means to collect the amount owed for fines, damage, loss, or theft.
- I acknowledge that unpaid fines will be applied to my student account and will prevent the issuing of official transcripts and diploma.
- Laptops are for Graduate Students and may be used for research purposes, preparing class assignments and preparing dissertation. I will abide by the **University's Acceptable Computer Use Policy**.
- I have read and will abide by the **Howard University Graduate School Laptop Borrowers Agreement**.
- I agree that failure to comply with any of these rules and guidelines will result in the loss of the privilege of borrowing a laptop.

I have read and agree with all the responsibility and liability statements. \_\_\_\_ Yes \_\_\_\_ No

Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Name Printed \_\_\_\_\_ Student ID number \_\_\_\_\_

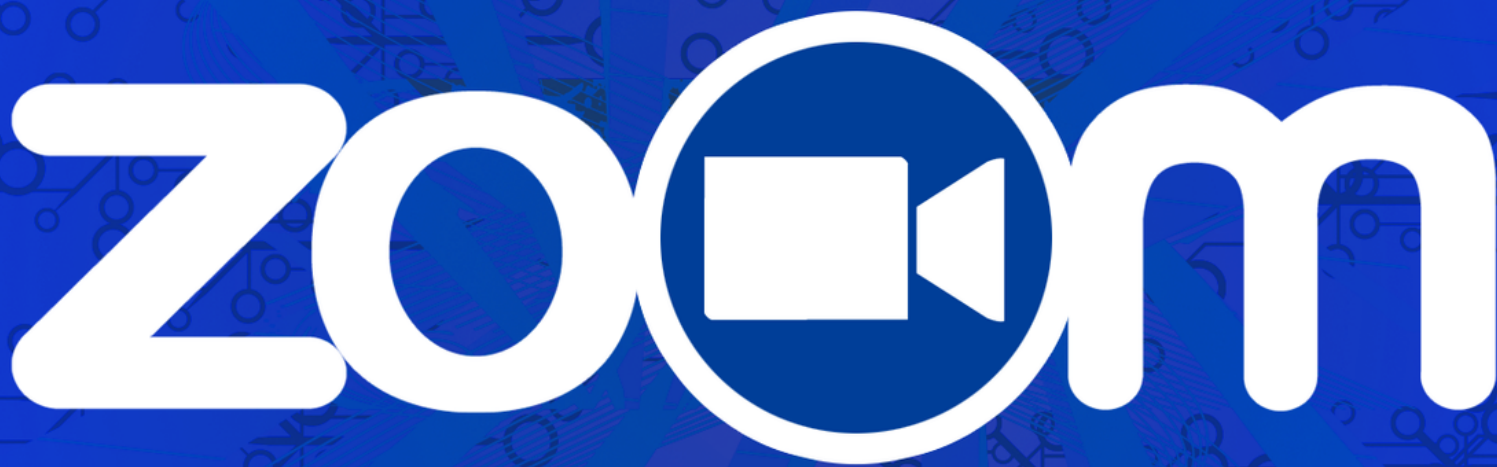
Return Date \_\_\_\_\_

Model Number \_\_\_\_\_

Serial Number \_\_\_\_\_

Staff signature \_\_\_\_\_

# Tips for Conducting Remote Defenses



BASIC TIPS	STUDENT TIPS	COMMITTEE TIPS
<p>Download the zoom application in advance: <a href="https://zoom.us/download">https://zoom.us/download</a></p> <p>Test video and audio 30 minutes before defense: <a href="https://zoom.us/test">zoom.us/test</a></p> <p>Use a quality camera and headset (if you plan to use a headset).</p> <p>Adjust your camera to be at eye level.</p> <p>Use a solid wired internet connection, if possible. Otherwise, make sure you have serviceable Wi-Fi.</p> <p>Enable audio transcription.</p> <p>Don't get too close to the camera. Position yourself so you can be seen from the chest up.</p> <p>Review additional Zoom resources, if needed: <a href="https://zoom.us/resources">https://zoom.us/resources</a></p> <p><b>To schedule a test day to become familiar with Zoom, email <a href="mailto:jamie.triplin@howard.edu">jamie.triplin@howard.edu</a></b></p>	<p>Dress as you would for a face-to-face defense.</p> <p>Clean up your environment and have a simple background--you want the committee's focus to be on you and you alone!</p> <p>Position yourself so the most light is coming from in front of you. For example, if a window is behind you, shut the blinds.</p> <p>Find a quiet space to meet.</p> <p>Ensure the setting is free of children, partners, pets, and roommates--let your household know about your remote defense in advance.</p> <p>Use screen share so committee members can view your PowerPoint.</p> <p>Practice by video recording yourself prior to the day of your defense.</p> <p>Schedule a test day to become familiar with Zoom.</p>	<p>Confirm that your student has reliable internet and technology prior to the scheduled defense.</p> <p>Ensure you have access to the best available technology on campus.</p> <p>Review and remind student in writing of the procedures for conducting the defense remotely. Stick to the plan!</p> <p>Create a backup plan in the event of dropped connections.</p> <p>During the defense, the student will lack physical cues, so tell the applicant where the committee team is located.</p> <p>Use the same assessment criteria no matter how smooth or disruptive the technology.</p> <p>Keep phone muted while student is presenting.</p> <p>Schedule a test day to become familiar with Zoom.</p>