# 

# Handbook of Graduate Study Department of Educational Leadership and Policy

**Educational Culture, Policy and Society Program**

**Graduate School of Education**

**University at Buffalo**

**State University of New York**

2018- 2019

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student’s responsibility to be aware of and comply with all policies, procedures and deadlines.

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**Introduction**

The purpose of this handbook is to provide all students in enrolled in higher education administration degree programs a comprehensive description of programs, policies, and procedures relevant for their degree programs. Students of the department are responsible for understanding and following these policies and procedures at all times, and are encouraged to take full advantage of all resources offered by the department and the university.

**Statement of Diversity and Inclusion**

GSE and this department supports and is committed to creating an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. Further, we wish to affirm our commitment to creating and maintaining a positive, welcoming, and inclusive environment that embraces diversity and strives to eliminate barriers to access, advancement, and full participation on the basis of race, gender identity, sex, sexual orientation, religion, disability, or veteran status for student, faculty, andstaff.

**Educational Leadership and Policy Department**

University at Buffalo's Department of Educational Leadership and Policy seeks to prepare educational leaders, researchers and policymakers to identify, understand and solve complex problems facing education — particularly related to the inequitable distribution of opportunities by race, class, gender and national origin in a global context. It also aims to develop an understanding of the how and why successful policymaking and leadership can improve educational practice and the quality of education in diverse school settings and in the rapidly changing world. In the Department of Educational Leadership and Policy, students work with world-class faculty in the classroom, in the field, on collaborative research and publication efforts. The department offers five master’s programs, four doctoral programs, three advanced certificates, an administration certification program, and an undergraduate minor, which give students the knowledge and skills to become leaders, advocates and empowered change-makers who go on to improve educational practice and education quality in diverse school settings in a rapidly changing world.

**Educational Culture, Policy and Society Program**

The Educational Culture, Policy and Society focus area explores the role that education plays in society, as well as how institutions, policies and practices facilitate and limit individuals’ well-being and social and economic outcomes. The curriculum focuses on cross-national differences in educational policies and practices related to the teaching profession, teaching and learning, as well as key issues such as accountability, high-stakes testing, school choice and government support of education, with an emphasis on underserved populations.

**Department Acronyms and Abbreviations**

The following is a list of acronyms you may encounter throughout this handbook, on our websites or somewhere in your time as a student in ELP. It is not intended to be exhaustive, but it does include many of the common acronyms utilized across the department.

**A.C. -** Advanced Certificate

**ECPS -** Educational Culture, Policy and Society

**EEPA -** Economics and Educational Policy Analysis

**ELP -** Educational Leadership and Policy

**ELP GSA -** Educational Leadership and Policy Graduate Student Association

**GSE -** Graduate School of Education

**LIFTS -** Leadership Initiative for Tomorrow’s Schools

**M.A. -** Master of Arts

**Ed.M**. - Master of Education

**MOOCs -** Massive Open Online Courses

**Ph.D. -** Doctorate of Philosophy

**Ed.D. -** Doctorate of Education

**SBL -** School Building Leader

**SDL -** School District Leader

**Educational Culture, Policy and Society Faculty Members**

**Dr. Lois Weis**

**Distinguished Professor   
Coordinator, Educational Culture, Policy and Society Program**

 **Specialty/Research Focus**

###### Access and Equity; Equity and Poverty; Gender, Culture, and Equity; Global Issues; Immigrant Issues; Higher Education; Race, Inequality, and Education; Urban Education

###### **Education and Training**

* PhD, University of Wisconsin, Educational Policy Studies (1978)

**Recent Publications**

* Weis, L. Cipollone, K, and Jenkins, H. (2014). Class Warfare: class, race and college admissions in top-tier secondary schools. Chicago: University of Chicago Press
* Eisenhart, M., Weis, L. et al. (2015). High school opportunities for STEM: Comparing inclusive STEM-focused and comprehensive high schools in two US cities. Journal of Research in Science Teaching, 52(6), 763-789.
* Which Type of High School Maximizes Students’ College Match? Unequal Pathways to Postsecondary Destinations for Students from Varying High School Settings Journal of Higher Education
* Eisenhart, M. , Weis, L. et al. High school opportunities for STEM: Comparing inclusive STEM-focused and comprehensive high schools in two US cities. Journal of Research in Science Teaching. Volume 52, Issue 6, August 2015.pages 763-789
* Eisenhart, M., Weis, L. et al. (2015). High school opportunities for STEM: Comparing inclusive STEM-focused and comprehensive high schools in two US cities. Journal of Research in Science Teaching, 52(6), 763-789.
* In the Guise of STEM Reform: Opportunity Structures and Outcomes in Inclusive STEM -Focused High School (submitted to AERJ--on third revision)
* Eisenhart, M., Weis, L. et al. (2015). High school opportunities for STEM: Comparing inclusive STEM-focused and comprehensive high schools in two US cities. Journal of Research in Science Teaching, 52(6), 763-789.

**Dr.** [**Jeremy**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=nbarnett) **Finn**

**Distinguished Professor**

**Specialty/Research Focus**

###### Quantitative Research Methods; K-12 Education Policy; High School Dropout; High School Graduation; Class Size; Student Achievement and Attainment

###### **Education and Training**

###### PhD, University of Chicago

###### MA, University of Chicago

###### **Awards and Honors**

* SUNY Distinguished Professor; State of New York; 2014-09-01

**Recent Publications**

* Servoss, T. J., & Finn, J. D. (2014) School security: For whom and with what results? Leadership and Policy in Schools, 13, 61-92.
* Finn, J. D., & Servoss, T. J. (2015) Security measures and discipline in American high schools. In D. J. Losen (Ed.) Closing the School Discipline Gap: Research for Policymakers. New York: Teachers College Press.
* Finn, J. D. (March 2014). The School Environment and Student Engagement. Institute of Education, University of London; and Faculty of Education, Cambridge University.;
* Finn, J. D. (October 2014). What Have We Learned from 30 Years of Small Class Experience? How Can it Help Us Today. Institute of Education, University of London.;
* Finn, J. D., & Servoss, T. J. (March 2015). Security Measures in American Schools: Prevalence and Challenges. University at Buffalo Safe Schools Initiative Seminar: (Re)Committing to an Integrated Safe School Plan.

**Dr. Seong Won Han**

**Assistant Professor**

**Specialty/Research Focus**

###### Access and Equity; Achievement; Gender, Culture, and Equity; Global Issues; Educational Policy; Quantitative Research Methods; Sociology of Education

###### **Education and Training**

###### PhD, Ewha Womans University

###### PhD, University of Wisconsin-Madison, Sociology

###### MA, Ewha Womans University

###### BA, Ewha Womans University

###### **Awards and Honors**

* UB Exceptional Scholar Award for Young Investigators; The Young Investigator Award is presented to untenured faculty members who finished their terminal degree within the past eight years. The honor acknowledges awardees’ superior scholarly achievement and their position as an up-and-coming member of their field.; University at Buffalo; 2018-07-19

**Recent Publications**

* Chi, S., Liu, X., Wang, Z., & Han, S. (2018). Moderation of the effects of scientific inquiry activities on low SES students’ PISA 2015 science achievement by school teacher support and disciplinary climate in science classroom across gender. International Journal of Science Education, 40(11), 1284-1304.
* Han, S. (2018). Who expects to become a teacher? The role of educational accountability policies in international perspective. Teaching and Teacher Education, 75, 141-152.
* Han, S. (2018). School-based teacher hiring and achievement inequality: A comparative perspective. International Journal of Educational Development, 61, 82-91

**Dr. Jaekyung Lee**

**Professor**

**Specialty/Research Focus**

###### Big Data; Access and Equity; Assessment; Evaluation; International Education; Higher Education; Race, Inequality, and Education; Educational Policy; Leadership; Psychometrics; Quantitative Research Methods

###### **Education and Training**

###### PhD, University of Chicago

###### BA, Yonsei University

###### MA, Yonsei University

###### **Awards and Honors**

* Outstanding Reviewer Award (2014); AERA (American Education Research Journal);
* Richard P. Nathan Fellowship (2018); The Rockefeller Institute of Government;
* Fellow of the American Educational Research Association (AERA); AERA;
* Robert W. Heller Award (2015); Western New York Educational Service Council

**Recent Publications**

* Lee, J. (2016). The Anatomy of Achievement Gaps: Why and How American Education is Losing (but can still Win) the War on Underachievement. New York: Oxford University Press.
* Lee, J., Finn, J. & Liu, X. (2018). Time-Indexed Effect Size for Educational Research and Evaluation. Journal of Experimental Education. DOI: 10.1080/00220973.2017.1409183
* Collins, J. L., Lee, J., Fox, J. D., & Madigan, T. P. (2017). Bringing Together Reading and Writing: An Experimental Study of Writing Intensive Reading Comprehension (WIRC) in Low-Performing Urban Elementary Schools. Reading Research Quarterly. DOI: http://dx.doi.org/10.1002/rrq.175
* Lee, J., & Wu, Y. (2017). Is the Common Core Racing America to the Top? Tracking changes in state standards, school practices, and student achievement. Education Policy Analysis Archives. DOI: http://dx.doi.org/10.14507/epaa.25.2834.

[**Dr.**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=nbarnett) **Jinting Wu**

**Assistant Professor**

**Specialty/Research Focus**

###### Cultural Studies; Global Issues; Ethnography; Educational Policy; Politics of Education; Qualitative Research Methods

###### **Education and Training**

###### PhD, University of Wisconsin-Madison, Educational Policy Studies; Curriculum & Instruction

###### M.Ed., Boston University, International Development Education

###### BA, Shanghai International Studies University, English Language and Literature

###### **Awards and Honors**

* 2018 Early Career Award; Critical Issues in Curriculum and Cultural Studies Special Interest Group, American Educational Research Association;
* 2017 Asian Studies Program Small Research Award, “Special Pupils in Special Schools: Disability, Education, and the Making of Inequality in Contemporary China.”; University at Buffalo;
* 2017 Outstanding Book Recognition Award; Wu, Jinting. (2016). Fabricating an Educational Miracle: Compulsory Schooling Meets Ethnic Rural Development in Southwest China. Albany, NY: SUNY Press.; American Educational Research Association, Division B;

**Recent Publications**

* Wu, Jinting. (2018). Erasure and Renewal in (Post)socialist China: My Mother’s Long Journey. In Childhood and Schooling in (Post)Socialist Societies: Memories of Everyday Life. Eds. Iveta Silova, Nelli Piattoeva, and Zsuzsa Millei, pp. 205-230. New York: Palgrave MacMillan.
* Wu, Jinting. (2018). The Uneven Work of Sustainability: Schooling, Tourism, and Rural Development in Southwest China. In Routledge International Handbook of Schools and Schooling in Asia, pp.693-708. Eds. Kerry J. Kennedy and John Chi-Kin Lee. New York: Routledge.

**Department Student Organizations**

**Educational Leadership and Policy Graduate Student Association (ELP GSA)**

The ELP GSA is a representative body elected by executive committee consisting of a president, vice president, treasurer, and secretary.

The primary mission of ELP GSA is to develop a sense of unity among the department's students. Its primary objectives are to provide for:

* occasions for the exchange of knowledge and mutual assistance involving common educational endeavors;
* the promotion of diversity and understanding of new knowledge in the field of education;
* the dissemination of information to students from the university GSA, ELP, and the Graduate School of Education;
* opportunities for student involvement in ELP GSA activities and related committees;
* a communication link between the Graduate School of Education and ELP faculty, staff and students;
* the general welfare and support of ELP and its pursuit of excellence in education;
* student need and concern advocacy; and
* social activities.

This group also meets regularly and acts as a liaison with the department representing student concerns and problems. The president of ELP GSA and four student representatives, elected annually, represent the student body at departmental meetings as fully participating members. The representatives are involved in agenda development, discussion, debate and vote on all except personnel matters. Eligibility to serve as a student representative and as a GSA officer is open to all students. Two-way communication between the student body and the department is maintained by the representatives through the departmental newsletter, memos, posted items and meetings. Notifications of meetings and other important information is posted on the ELP GSA bulletin board in the purple conversation area near 468 Baldy Hall. To learn more about the ELP GSA, visit them on [Facebook](https://www.facebook.com/UBelpgsa/).

**UB's Graduate Student Association**

The Graduate Student Association (GSA) is the representative body for graduate students at the State University of New York at Buffalo. Its two key purposes can be divided into representation and services. The organization enables students to participate in university-GSA sponsored special interest clubs and events. Its funds are derived from the Mandatory Student Fee ($64 on your bill) and are used to pay GSA staff and fund numerous programs and services offered to GSA members. Visit their [website](http://gsa.buffalo.edu/) for more information.

**Alumni Associations**

**UB GSEAA**

When you graduate from a degree program, you automatically become a lifetime member of the Graduate School of Education Alumni Association (UB GSEAA). The purpose of GSEAA is to engage in activity designed to extend the reputation and influence of the Graduate School of Education (GSE) of the University at Buffalo (UB) as an institution devoted to the highest standards of learning and ethics in education; to represent graduates of all past, current and future departments that are a part of GSE; to cooperate with the governing body of UB; to assist GSE in providing effective programs of research, teaching and preparation for practice; to assist students in their studies of education; to facilitate employment of GSE graduates; to stimulate the interest of the alumni and community in GSE; to be a part of an intellectual bond among the alumni, faculty and students; and to offer services and benefits to GSE alumni. If you are interested in learning more about GSEAA, visit their [website](https://ed.buffalo.edu/alumni.html).

**UBAA**

Every graduate of UB is a member of the UB Alumni Association (UBAA), a global network from across disciplines at the university. The association promotes connections among UB alumni and helps link alumni to the university and current students. The UB Alumni Association develops international organization, fosters UB pride, spirit and traditions, and links alumni with resources. If you are interested in learning more about the UB Alumni Association, visit their [website](http://www.buffalo.edu/alumni.html).

**Professional Associations**

*Professional associations provide for the exchange of ideas, the enhancement of professional growth, and in many instances offer the opportunity to gain experience in administrative leadership. Students are encouraged to become acquainted with their professional associations and to participate in these as part of their own professional development. See the list of organizations below:*

**American Educational Research Association (AERA**), is a national association that promotes research. There is an annual meeting at which professors and students may present accepted papers. Full-time graduate students may join at a special rate. AERA publishes a number of highly regarded scholarly journals including the Educational Researcher, The Journal of Educational Research, and The Review of Educational Research. Membership includes subscription to three journals. The Association has a number of special interest divisions. Contact is William J. Russell, Exec. Officer, 1230 17th Street, N.W., Washington, D.C. 20036, 202-223-9485 or any ELP faculty member.

**American Educational Studies Association (AESA)** was constituted to promote the academic study of education processes, and the improvement of teaching and research in areas related to educational studies. The journal Educational Studies is published by this association. A meeting of general members is held annually. Membership details and other information may be obtained from Lois Weis.

**Comparative and International Education Society (CIES)** through its national and international meetings, serves as a forum for the scholarly and professional interests of educators, social and behavioral scientists, administrators and policymakers. CIES publishes a quarterly newsletter in addition to the journal, Comparative Education Review.

**Immigration History Society** provides a forum for research in the history of European, African, Asian, and Hispanic immigration and ethnic life in the United States through annual scholarly meetings (held in conjunction with the Organization of American Historians), its newsletter, and its quarterly journal, The Journal of American Ethnic History. This society will be helpful to students interested in the education of minorities and in multicultural education.

**National Society for the Study of Education (NSSE)** is an organization of education scholars, professional educators, and policy makers dedicated to the improvement of education research, policy, and practice. Founded in 1901, NSSE is the oldest national educational research organization in the United States.

**Northeast Educational Research Association (NERA),** is a regional organization that promotes research. It holds an annual meeting, usually in late October in New York State or New England. Professors and/or students may present accepted papers; there is a special provision for student membership.

**Phi Delta Kappa** is an international honorary society dedicated to promoting leadership, research and service in public education. The UB chapter holds monthly meetings during which topics of professional interest are discussed. Membership includes subscription to the Phi Delta Kappan magazine and newsletters. Membership is open to UB graduate students.

**Philosophy of Education Society** is an international forum that promotes the philosophic treatment of educational practice, policy and research, advances the quality of teaching the philosophy of education, and cultivates fruitful relationships between and among philosophers, philosophers of education and educators.

**Western New York Women in Administration (WNYWA)** was established in 1990 to address the lack of women in educational leadership positions. It was the genesis of a group of individuals who met to develop at statewide network, now known as NYSAWA. This group creates programs to identify and promote women in leadership.

**Master’s Degrees**

[**Education Studies, EdM (Educational Leadership and Policy)**](https://ed.buffalo.edu/leadership/academics/masters/ed-studies.html)

The master's program in education studies can be taken as is or designed and tailored to meet your interests, as well as your professional and academic needs. This program of study is targeted for those whose goals are broad, interdisciplinary and flexible. Students can pursue a focus area that allows you to take maximum advantage of courses and resources in the Graduate School of Education. Students have the option to create their own multidisciplinary focus area from within our school and across our departments.

***Educational Leadership and Policy Focus Areas:***

**-Comparative and Global Education Focus Area**

The comparative and global education focus area is designed for students who are interested in studying education in broad-based social, cultural, and linguistic contexts. Students seek to understand the global issues that affect educational practices and outcomes in schools, communities, and educational systems on local and global levels.

The features of this focus area include:

* preparation to become a global educational leader with foundational and advanced knowledge and skills
* deeper understanding of the key issues and discussions impacting educational policy around the world

**Educational Culture, Policy and Society Focus Area**

The educational culture, policy and society focus explores the role that education plays in society. Students will learn how institutions, policies and practices facilitate and limit individuals’ well-being and social and economic outcomes.

The features of this focus area include:

* curriculum focusing on cross-national differences in educational policies and practices related to the teaching profession, teaching and learning, as well as key issues such as accountability, high-stakes testing, school choice and government support of education
* emphasis on underserved populations, including historically marginalized racial/ethnic groups in the United States (e.g., African American, Latino/a, non-proficient English speakers) and populations with limited financial resources
* exploration of how gender disparities exist among educational, social and economic opportunities
* interaction with a diverse student body, including students with a wide range of undergraduate majors from all parts of the world

**Credit Hours & Master Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Required Core Courses |
| [**Education Studies, EdM (Comparative and Global Education Focus Area)**](https://ed.buffalo.edu/leadership/academics/masters/ed-studies.html) | 32 Credit Hours | The specific coursework for each focus area varies.  You are required to complete a minimum of 32 credit hours of graduate study (16 of those 32 credit hours are required to be taken within GSE). |
| [**Education Studies, EdM (Educational Culture, Policy and Society Focus Area)**](https://ed.buffalo.edu/leadership/academics/masters/ed-studies.html) | 32 Credit Hours | Required Courses (12 credits) (unless specifically waived by advisor)   * ELP 544 Sociology of School Knowledge * ELP 566 Comparative and Global Studies in Education * ELP 585 Sociological Bases in Education * ELP 586 Reading Urban Ethnographics   Recommended Electives   * ELP 500 Nature of Inquiry * CEP 500 Fundamentals of Educational Research * CEP 533 Topical Seminar on Current Policy Issues in Education * ELP 589 Education and Socialization * ELP 590 Education and Social Stratification * SOC 615 Sociology of Immigration |

**Doctoral Degrees**

[**Educational Culture, Policy and Society, PhD**](https://ed.buffalo.edu/leadership/academics/doctorate/ed-culture.html)

The doctoral program in educational culture, policy and society studies the links between educational institutions (P–16+) and broader social, cultural, political and economic forces and consequences. We examine the roles of social forces such as race, class, gender, (im)migration and economic restructuring in shaping differential trajectories and outcomes for varying learning communities. We also engage multidisciplinary perspectives in reimagining the possibilities of schooling and education to nurture more inclusive and just societies. The program emphasizes three main areas: (1) institutions, policies and practices that facilitate or limit individuals' well-being, and social and economic equity; (2) sociological, anthropological and comparative modes of inquiry, in order to examine the interplay among policy, practice, discourse and educational reforms; and (3) cross-national comparisons of educational policies, practices and outcomes central to policymakers and school leaders around the world. Students are trained in multiple theoretical and methodological traditions to conduct critical educational research across a wide range of settings.

The features of the program include:

* learning how to conceptualize, conduct, analyze and communicate scholarly research
* opportunity to pursue research design certificates as part of your coursework, including certificates in applied statistical analysis, international educational data analysis, and qualitative research methods
* providing professional development workshops to enhance your research capabilities and facilitate transition from coursework to dissertation and the job market
* receiving individualized attention from a core group of highly accomplished research-focused faculty members
* researching underserved populations (related to gender, national origin, race/ethnicity, second language and socioeconomic status) in educational and social environments nationally and cross-nationally
* valuing mixed methods research (quantitative and qualitative) in the service of broad-based research projects, with you gaining in-depth expertise in one methodology and fluency in the other methodology

To fulfill [ECPS program goals](https://ed.buffalo.edu/leadership/academics/doctorate/ed-culture/goals.html), the doctoral program includes the following blocks:

The **first experiential block** is comprised of substantive courses designed to introduce students to relevant bodies of scholarly literature.

The **second experiential block** is comprised of courses in research methods. Students learn the methods, quantitative and qualitative, which scholars use to actually produce research in the field.

The **third experiential block** is comprised of courses specifically designed to further strengthen academic writing.

For the **fourth experiential block**, ECPS offers a Professional Development Brown Bag series for Graduate Students.

The **fifth experiential block** is related to the preliminary examination, dissertation proposal and the dissertation itself.

**Credit Hours and & PhD Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Coursework Requirements |
| **Educational Culture, Policy and Society, PhD** | 72 Credit Hours | **Required Courses (26 credits)**  ELP 566 Comparative and Global Studies in Education  ELP 575 Education and Globalization  ELP 585 Sociological Bases in Education  ELP 589 Education and Socialization  ELP 590 Education and Social Stratification  ELP 593 Qualitative Research Methods Part I  ELP 594 Qualitative Research Methods Part II  ELP 599 Writing Dissertation Proposals  ELP 700 Guidance of the Project (2 credits during the Preliminary Examination Paper year; 1 credit per semester)  **Quantitative/Statistical Methods Courses (min. 6 cr.)**  CEP 500 Fundamentals of Educational Research  CEP 512 Seminar in Survival Analysis  CEP 522 Statistical Methods: Inference I  CEP 523 Statistical Methods: Inference II  CEP 526 Linear Structural Models  CEP 527 Large Database Analysis  CEP 528 HLM: Multilevel and Longitudinal Data Analysis  CEP 529 Applied Regression Analysis  CEP 532 Understanding Statistical Research  **Recommended Electives (minimum 33 credits)**  CEP 533 Topical Doc. Sem. on Current Policy Issues in Ed.  ELP 510 College Access and Choice in US  ELP 511 Comparative Higher Education  ELP 574 Education in Asia  ELP 580 Contemporary Social Theory & Education  ELP 586 Reading Urban Ethnographies  ELP 591 Academic Writing  ELP 592 American Education for International Students  ELP 624 Problems and Paradigms in Ed. Administration  ELP 629 Case Study Research Methods  ELP 643 Reforming Teacher Compensation  ELP 686 Educational Transitions P–20  ELP 687 Sociology of Higher Education  **Dissertation Research (minimum 9 credits)**  ELP 702 Dissertation Guidance |

All doctoral students must complete the minimum of 72 credit hours for degree conferral, but the number of credits a student earns is dependent upon the total credits transferred from a relevant Master’s degree, the coursework required to conduct their research, and the amount of time a student takes to complete the dissertation. All students are must complete a minimum of 9 dissertation credit hours and they must remain continuously enrolled at the institution while they work on their degree. We estimate students will require between 9-15 dissertation hours to earn their degree, but there is no maximum number; students will continue to enroll in dissertation credits until they have successfully completed all degree requirements. However, they will be subject to probation or termination if the Academic Standards Committee determines they are not making satisfactory progress toward their degree.

**PhD Graduation Requirements**

Students seeking degree conferral for PhD degrees must complete and submit the Application to Candidacy to the Graduate School. All tuition, fees, late charges and fines must be paid in order to receive diplomas or transcript services, including information about the student’s program completion in any form.

In addition to the Application to Candidacy Form, students must complete the following:

* Report any ATC changes to the Graduate School. After your ATC has been submitted to the Graduate school, changes to your advisor, committee members, expected degree conferral date or future registration, must be submitted to the Graduate School for approval using the [Change Expected Conferral Date/Amend ATC form](http://grad.buffalo.edu/forms/amend-atc.html).
* Register for at least one credit during the semester immediately preceding your degree conferral date. Fall semester registration is required for February conferral and spring semester registration is required for June conferral or September conferral.
* Complete the required number of credits. Review your transcript and be sure you have completed the minimum number of credits required for your degree.
* Maintain the minimum GPA. You must have a minimum 3.0 overall GPA in the courses/credits being applied toward your degree.
* Remediate any incomplete grades or missing grades. Be sure that there are no incomplete (I/U) grades or missing grades on your record for courses that are being applied to your degree program.

## Additional Requirements

[M-form](http://grad.buffalo.edu/forms/m-form-thesis.html): This form verifies that you have completed all departmental requirements for your degree and that your dissertation has been defended and accepted in its final form by your major advisor and committee.

[Electronic submission of your dissertation](http://grad.buffalo.edu/succeed/graduate/electronic-submission.html): Submit your dissertation to the graduate school via Proquest's ETD submission website.

[Doctoral degree recipients surveys](http://grad.buffalo.edu/succeed/graduate/surveys.html): Complete and submit both online surveys.

**Guidelines and Requirements to Submit Dissertation**

All PhD and EdD students must electronically submit their final dissertation to the Graduate School via ProQuest's ETD submission website. This is a requirement for degree conferral.

## What is an ETD?

An Electronic Theses and Dissertations (ETD) is an electronic version of a thesis or dissertation. ETDs are formatted like paper dissertations (title page, table of contents, page numbering, tables, figures, references, etc.) but are submitted to the Graduate School as a PDF file via the ETD Administrator website.

## Public Access of Theses and Dissertations Policy

Per UB's [Public Access of Theses and Dissertations policy](http://grad.buffalo.edu/succeed/current-students/policy-library.a-to-z.html#public-access), after your degree is awarded, your dissertation will be delivered to and available in perpetuity through the [UB Institutional Repository (UBIR)](https://ubir.buffalo.edu/xmlui/) and to ProQuest, where your document will be microfilmed, indexed and stored in [ProQuest’s dissertations and theses database](http://search.proquest.com/pqdtlocal1007354/advanced?accountid=14169), the world’s largest recognized repository of graduate student research.

## Deadlines for ETD Submission

|  |  |  |  |
| --- | --- | --- | --- |
| **For degree conferral on:** | **February 1** | **June 1** | **September 1** |
| ETD Submission is due: | January 18 | May 17 | August 9 |

## Embargo (Delayed Release) Request

If you wish to delay the release of your dissertation because it contains proprietary data or has patents pending, you must submit a [Request for Embargo (Delayed Release) of Thesis or Dissertation](http://grad.buffalo.edu/forms/embargo.html) to the Graduate School at the time of your ETD submission. Please review the Graduate School's [Embargo (Delayed Release) of Thesis and Dissertation policy](http://grad.buffalo.edu/succeed/current-students/policy-library.a-to-z.html#embargo) for more information.

After you have reviewed the formatting guidelines, FAQ page, deadlines and required documents, you should begin the ETD process by selecting the link below.

[Visit ProQuest's ETD submission website to begin the ETD process.](http://www.etdadmin.com/cgi-bin/school?siteId=62)

**Submission**

To graduate in May, your completed dissertation is usually due in the Graduate School around May 1. Faculty are always busier in the spring than in the fall. Your advisor will need to receive your final dissertation draft by February 1 to have the best chance of ensuring a May graduation. Accordingly, to allow time for reading and revision, you should get your completed dissertation to your committee by March 15 and preferably earlier considering spring vacation, professional conventions, etc. The Final Oral Dissertation Defense should be held by April 15 at the very latest. Of course, these dates depend on how much revision is needed. To march in the May graduation ceremony, a completed M form must be filed in the Graduate School of Education’s Dean’s Office by May 1.

Completing all of the crucial steps to the dissertation process can be complicated. Time and task management will be key to your success. A suggested checklist is available to assist you in your dissertation journey (see Appendix A). This suggested checklist can also be found on the Graduate School of Education’s website at http://ed.buffalo.edu/current-students/lai-students/dissertation-checklist.html

**Funding Opportunities**

All students are encouraged to seek professional opportunities to assist with cost of their education and to provide them with meaningful practical experience. Eligible students can finance the cost of graduate education in a variety of ways. Numerous opportunities are available via the department, school and university, and students are encouraged to contact their advisors/departmental faculty for assistance. Scholarships and fellowships are also available. Below are selected funding opportunities for which students may apply:

**Dean's Excellence Scholarship**

The goal of the Dean’s Scholarship for Educational Diversity and Excellence is to improve educational diversity and excellence in GSE by recruiting, enrolling, and retaining talented underrepresented minority students in higher education—in state or out-of-state—and talented international students, through partial tuition scholarship for select students newly admitted to doctoral and master’s programs. Diversity backgrounds include—but are not be limited to—race, ethnicity, nationality, class, gender, disability, sexual orientation, religion, and age.

In addition to the diversity background, nominees must meet the following eligibility criteria:

* Undergraduate GPA: 3.0 or higher (on a 4-point scale)
* TOEFL (for international applicants): 96 or higher
* GRE/MAT (if program requires it): GRE Verbal Reasoning, 152; GRE Quantitative Reasoning, 149; GRE Analytical Writing, 3.5; MAT: 392
* Two recommendation letters (at least one from an academic source)
* A short essay: In 750-1000 words detailing how the scholarship would benefit them and the career they are preparing for.

Please note these awards are offered to fall semester applicants only on a funds-available basis, so you are encouraged to apply as early as possible.

**Arturo A. Schomburg Graduate Fellowship Program**

The Arturo A. Schomburg Fellowship is a graduate fellowship program for eligible underrepresented students who will pursue graduate study on a full-time basis at the University at Buffalo. The Schomburg Fellowship Program is sponsored by the Graduate School, funded by the SUNY Office of Diversity, Equity, and Inclusion, and administered by the Graduate School of Education (GSE). SUNY offers these graduate fellowships to U.S. citizens or permanent residents who can demonstrate that they would contribute to the diversity of the student body of the university, especially those who have overcome a disadvantage or other impediment to success in higher education. In awarding these fellowships, academic units may give consideration to students who are of a race or ethnicity that is underrepresented in its graduate or professional programs but may not make awards solely on that basis. In addition to the diversity background, nominees must meet the following eligibility criteria:

* Undergraduate GPA: 3.0 or higher (on a 4-point scale)
* Planned full-time enrollment during the award period
* A short essay: In 750-1000 words detailing how the scholarship would benefit them and the career they are preparing for.

Please note these awards are offered to fall semester applicants only on a funds-available basis, so you are encouraged to apply as early as possible.

**Presidential Fellowship**

The UB Presidential Fellowship Program is designed to enhance UB’s competitiveness in recruiting outstanding graduate students. To be eligible, a nominee must be a new applicant to a PhD program and must be appointed as a full teaching, graduate or research assistant. Nominees must also meet at least one of the following academic criteria upon admission:

* A cumulative undergraduate grade point average of 3.40 or higher; OR
* A combined score of 1,270 or higher on the Verbal and Quantitative sections of the “old” GRE General Test (the version offered prior to August 1, 2011) and a score of 4.5 or higher on the Analytical Writing component of that test; OR
* A combined score of 313 or higher on the Verbal and Quantitative sections of the revised/new version of the GRE General Test (that was introduced world-wide on August 1, 2011) and a score of 4.5 or higher on the Analytical Writing component of that test; OR
* A score on the relevant GRE Subject Test that is at, or above, 75th percentile for that test’s administration

Please note these awards are offered to fall semester applicants only on a funds-available basis, so you are encouraged to apply as early as possible.

**International Students Information**

## Office of International Student Services

International Student Services (ISS) supports international students at UB. They offer provide news and events that may affect you as an international student. Staff members offer assistance in multiple languages and can help address immigration concerns, help you to transition to UB, and introduce you to all the Buffalo-Niagara region has to offer, from major attractions to its vibrant arts and cultural scene. Visit the International Student Services [website](https://www.buffalo.edu/international-student-services.html) for more information.

## Center for Comparative and Global Studies in Education

The Center is an interdisciplinary research center that brings together scholars and students who use the methods of the social sciences and the humanities to study educational issues that have a global dimension. We locate the study of education in a broad-based social, cultural and linguistic context to understand the global issues that affect educational practices and outcomes in schools, communities, and educational systems on the local and global levels.

The Center collaborates with a number of academic departments and offices at UB and internationally to sponsor lectures, seminars, conferences, and research initiatives that advance this intellectual mission. Learn more about the Center for Comparative and Global Studies in Education by visiting its [website](http://ccgse.buffalo.edu/).

## English Language Institute

The English Language Institute (ELI), founded in 1971 and a unit of the Graduate School of Education of the University at Buffalo (UB), the State University of New York (SUNY), offers English language instruction, cultural orientation and pre-academic training to international students, scholars and professionals on an intensive and per-course basis. To learn more, visit the ELI [website](http://www.buffalo.edu/english-language-institute.html).

## Immigration and Visas

Maintaining your visa and valid immigration status is critically important for international students. Find all of the information you will need to arrive at UB in the right status.

[Immigration and visas](http://grad.buffalo.edu/apply/enroll/immigration.html)   
Cost of attendance and required financial documents

**Academic Policies**

**Academic Integrity**

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university’s imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the following procedures. These procedures assume that many questions of academic dishonesty will be resolved through consultation between the student and the instructor (a process known as consultative resolution, as explained below). It is recommended that the instructor and student each consult with the Academic Integrity Office and/or the Office of Student Advocacy for guidance and assistance.

**Examples of Academic Dishonesty**

Academic dishonesty includes, but is not limited to, the following:

* ***Aiding in academic dishonesty***. Knowingly taking action that allows another student to engage in an act of academic dishonesty including, but not limited to completing an examination or assignment for another student or stealing an examination or completed assignment for another student.
* **Cheating.** Includes, but is not limited to: (1) use of any assistance not authorized by the course instructor(s) in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the course instructor(s) in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) stealing tests or other academic material belonging to the course instructor(s).
* ***Falsifying academic materials*.** Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor’s name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor’s authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
* ***Misrepresenting documents*.** Forgery, alteration, or misuse of any University or official document, record, or instrument of identification.
* ***Plagiarizing*.** Copying or receiving material from any source and submitting that material as one’s own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one’s own.
* ***Purchasing academic assignments*.** Purchasing an academic assignment intended for submission in fulfillment of any course or academic program requirement.
* ***Selling academic assignments***. Selling or offering for sale any academic assignment to any person enrolled at the University at Buffalo. No person shall offer any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.
* ***Submitting previously submitted work*.** Submitting academically required material that has been previously submitted.

For access to the full university policy on academic integrity as well as the rights and responsibilities of the student and the procedures for managing the resolution of alleged violations of the policy, please refer to the Graduate School Policy Library at <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

**Annual Academic Review of PhD Students**

Each PhD student’s academic progress must be evaluated annually by the director of graduate studies (DGS) and, if appropriate, the student’s dissertation advisor. The most appropriate time for annual review is late April, thereby permitting appropriate academic planning for the following semester and allowing for timely responses to inquiries about students in jeopardy of losing federal financial aid. Directors of graduate study are required to communicate the annual academic evaluation to the student in writing.

Each graduate program is encouraged to develop its own process for student evaluation and advisement. However, certain elements must be included in PhD student annual evaluation:

1. Review of the student’s academic record including:
   * Checking the overall grade point average.
   * Addressing any incomplete and/or resigned courses.
   * Monitoring overall progress toward completing the coursework phase of the program.
2. Checking on progress in completing or preparing for the preliminary or qualifying exam(s) or paper(s).
3. Planning for a timely defense of the dissertation research proposal or prospectus.
4. Monitoring adequate progress in research including timeliness of degree completion.

**Application to Candidacy**

Each PhD student’s academic progress must be evaluated annually by the director of graduate studies (DGS) and, if appropriate, the student’s dissertation advisor. The most appropriate time for annual review is late April, thereby permitting appropriate academic planning for the following semester and allowing for timely responses to inquiries about students in jeopardy of losing federal financial aid. Directors of graduate study are required to communicate the annual academic evaluation to the student in writing.

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   * Monitoring overall progress toward completing the coursework phase of the program.
2. Checking on progress in completing or preparing for the preliminary or qualifying exam(s) or paper(s).
3. Planning for a timely defense of the dissertation research proposal or prospectus.
4. Monitoring adequate progress in research including timeliness of degree completion.

**Application to Candidacy**

**APPLY FOR GRADUATION IN HUB for advanced certificate, master’s and EdD students**

* A student may Apply for Graduation through HUB only once (per degree program). That is, if they have already applied for graduation in HUB, they will not be able to do it again.

(To change the graduation date – students will file a Petition to change expected conferral date)

* In the HUB Student Center, click on My Academics or select Apply for Graduation from the drop down menu.
* Click on the Apply for graduation link in the Graduation box
* Review the degree to be sure you are applying for graduation for the appropriate degree program. If you do not see it here – contact your academic department.
* Select your appropriate expected graduation term (see below, as an example).
* Fall 2017 (2179) = February 1, 2018 conferral
* Spring 2018 (2181) = June 1, 2018 conferral
* Summer 2018 (2186) = September 1, 2018 conferral
* Once the graduation term has been selected, the Graduation Instructions will populate automatically with reminders and special instructions.
* Verify Graduation Data and click the Submit Application button.

**Understanding your Academic Advisement Report (AAR)**

* The Student Center is a self-service page that provides students an entry to the HUB. Along with MyUB, it provides navigation to tools and information that are important to you. To reach the Student Center click the Student Center tab from MyUB.  The department will send a detailed email with instructions on how to view your advisement report, similar to below.
* My Academics
* In the Academics section of the Student Center click the My Academics link. The My Academics tab contains links to:
* View your Advisement Reports
* To view your advisement reports, click on the View Your Advisement Reports link in the Academic Requirements Group
* Once you’ve clicked the link you have the option of viewing your report on the web, or by printing it. If you would like to print the report, click the “Printable Version” link.
* Create a What-if Scenario
* Transfer Credit Evaluation
* View my Course History
* Request a Transcript
* Request Enrollment Verification
* Apply for graduation
* View my graduation status

***It is very important to note that if an area in your advisement report is “not satisfied” this will prevent a student from graduating.  If you have discussed with your advisor substituting a course for a required course or transferring a course from another institution the Assistant to the Chair needs to be made aware of this.  Extra steps will have to be done to satisfy the requirements in the AAR so that the student can graduate.***

**Application for Graduation for PhD Students**

The [Application to Candidacy form](https://grad.buffalo.edu/forms/atc.html) is filed with the Graduate School and indicates that the student is entering the final stages of degree completion. Normally students should expect to file an Application to Candidacy after two or three semesters of full-time enrollment toward the master's degree or after six semesters of full-time enrollment toward the doctoral degree.

Review and approval of the ATC is the responsibility of the student's department and dean, in that order. Some units also require divisional or area committee review prior to submission to the Graduate School. Once admitted to candidacy, a student may not need to enroll for 12 credits (nine credits for graduate, teaching and research assistants) to be certified as a full-time student.

Primary responsibility for evaluation of each student's application to candidacy rests with the student's department or program and major advisor.

The department or program is responsible for ensuring that each ATC is complete prior to submission to the academic dean. The academic dean then forwards the ATC to the appropriate divisional or area committee or directly to the Graduate School if committee review is not required. Where committee review is required, the chair of the appropriate committee will approve or disapprove ATCs. If subsequently approved, the application is then forwarded to the Graduate School for final review.

A candidate must file the ATC by the specified [deadline](https://grad.buffalo.edu/succeed/graduate/requirements.html) for their expected conferral date. Committees cannot receive ATCs immediately prior to the expected graduation date. Once the Graduate School approves the ATC, written notification of approval will be sent to the student.

Minor amendments to the ATC that become necessary through changes in registration (e.g., adding or deleting anticipated courses or credits) must be formalized through the [Change of Expected Conferral Date/Amend ATC](https://grad.buffalo.edu/forms/amend-atc.html) petition. This form must be endorsed by the director of graduate studies or chair of the student's department. These amendments are then reviewed by the Graduate School.

***Application to Candidacy/Degree Completion Timetable***

|  |  |  |  |
| --- | --- | --- | --- |
| **For degree conferral on:** | **February 1** | **June 1** | **September 1** |
| **Application to candidacy due:** | October 1 | March 1 | July 1 |
| **All required conferral materials due:** | January 18 | May 17 | August 9 |

*Each student is advised to check with the appropriate office one semester prior to the deadline date listed for up-to-date information. It is the student's responsibility to check with the Graduate School at 716-645-2939 prior to the deadline dates to be sure all the requirements and paperwork for your degree have been completed. Each department has the appropriate forms and additional instructions.*

**Candidacy Qualification**

Qualifying to become a PhD candidate is a significant milestone along the path to program completion and is a gateway to the dissertation-preparation phase of the PhD program. Candidacy qualification may be accomplished through discipline-specific/program-defined assessment measures such as an oral and/or written comprehensive or preliminary qualifying exam; or a dissertation prospectus; or a preliminary paper or prospectus. Oversight and assessment of the candidacy qualification process is limited to members of the UB [Graduate Faculty](https://grad.buffalo.edu/succeed/current-students/grad-faculty.html). Only students who successfully pass or complete the qualifying milestone may refer to themselves as a "doctoral candidate."

**Credit Hours Requirements**

While enrolled in their program of study, students at the doctoral level must complete a minimum of 72 credit hours of graduate study. A minimum of 50 percent of the PhD program must consist of courses completed at UB and uniquely applied to that degree program. At the master’s level, students must complete a minimum of 24 credit hours at UB.

The Graduate School will consider for transfer credit graduate-level coursework from nationally accredited institutions of higher education, as well as graduate-level coursework from any international institution that UB recognizes as equivalent to a nationally accredited institution.

Only those graduate courses completed at accredited or recognized international institutions and with grades of full B or better are eligible for transfer credit. Courses with grades of S or P are eligible for transfer *except* when the transfer institution’s grading policy equates S or P with lower than a full B grade.

No more than 20 percent of a master's program may be comprised of credits from another graduate *degree* *program*. For example, students pursuing a 30-credit UB master's degree may transfer up to six graduate credits either from UB, or other accredited institutions, into their program. Students pursuing a 45-credit master's degree program may transfer up to nine graduate credits.

Transfer credits for the doctoral degree may not constitute more than 50 percent of the total credits of that specific degree program. Courses transferred from another institution into the graduate division will be transferred with full semester credit value. Conversion of credits from trimester, quarterly and other calendar systems will be completed based on nationally accepted standards: i.e., trimester hours are equivalent to semester credits, however quarterly hours are equivalent to two-thirds semester credits.

The director of graduate studies or chair of the student's home department must first formally evaluate any transfer coursework for its applicability toward any particular graduate program of study. Once transfer credits are deemed appropriate and applicable by the department, the student files a [Graduate Student Petition for Transfer Credit form](https://grad.buffalo.edu/forms/transfer.html) during the student's first year of matriculation to UB. Upon receipt of the transfer credit petition, the Graduate School will evaluate credit and grade equivalences, and verify the courses were completed at an accredited or recognized institution. UB must receive a final official transcript from the transfer institution before the transfer credits may be formally approved and recorded on the student's UB record.

Graduate students in Educational Culture, Policy, and Society (ECPS) may register for no more than 12 credit hours per semester. Students who receive graduate assistantship (GA) funding through the graduate school of education (GSE) can take no more than nine (9) credit hours per semester. Exceptions to the policy may be granted for extenuating circumstances only and must be approved by the Department Chair in consultation with the advisor. Once doctoral students achieves candidacy, they are required to register for two credit hours per term, until they have completed all degree requirements and successfully defended their dissertation. Exceptions to this policy must be approved by the advisor, in consultation with the Department Chair.

Students who hold a bachelor's degree are permitted to register for graduate coursework as non-degree students for a maximum of 12 credit hours. Information concerning this opportunity may be obtained from the ELP department. Once registration reaches 12 hours, a service indicator will be placed on the student's academic record by the Graduate School prohibiting further registration until the student matriculates into a graduate degree program.

**Comprehensive Exams**

The Education Studies EdM program requires students to either pass a comprehensive exam or complete a master’s project or thesis. Students are encouraged to work regularly with their advisor/program faculty to ensure that they are on track to complete all program requirements in a timely manner. More information about comprehensive examinations may be obtained through students’ faculty advisors and/or the department.

**Degree Conferral Dates**

All tuition, fees, late charges and fines must be paid in order to confer and receive degrees. The annual deadlines to file paperwork for degree conferral are below:

|  |  |  |
| --- | --- | --- |
| **Graduation Term** | **Application Deadline** | **Conferral Date** |
| Fall | October 15 | February 1 |
| Spring | February 22 | June 1 |
| Summer | July 15 | September 1 |

**Enrollment/Readmission**

Graduate students must register (and pay all tuition and fees not covered by a tuition scholarship) for a minimum of one credit hour each fall and spring term until all requirements for the degree are completed. If continuous registration is impossible or inappropriate at any time, students must secure a leave of absence from the department and obtain approval from the department. Students may not be on a leave of absence during the semester in which a degree will be conferred.

Under some circumstances, this requirement may be waived in the semester prior to degree conferral if the student has an approved Application to Candidacy on file and will not be using any UB services or faculty time.

If a student fails to maintain continuous registration each semester (fall and spring) and does not petition for and receive a leave of absence, his/her student status is automatically terminated by the University.

In order to request reinstatement to the department, a student must complete a "Readmission Form," pay a $350 fee, and have the form signed by their advisor. If the advisor has left University service or is unwilling to sign the form, the request goes before the regular admissions review for a final decision. The Educational Leadership and Policy Department reserves the right to deny any request for readmission to its programs.

**Graduate Assistantships**

Each year, students are employed across campus in a variety of research and administrative roles that provide them with meaningful and relevant professional experience and that will help to pay for the cost of their education. Doctoral students may have access to half-time positions that cover the cost of in-state tuition plus a stipend to work in the Graduate School of Education (GSE), the ELP Department, or on a project with a faculty member. Administrative assistantships are available for many students in the EdM programs for higher education and student affairs and these can be found in many of the student affairs functional areas on campus as well as admissions, athletics, alumni engagement and in partnering academic affairs offices. Compensation for these positions vary from regular hourly salaries for half-time work to tuition and stipend across the student affairs division and select offices, to tuition, stipend, and an apartment for those who serve as assistant hall directors in Campus Living.

**Leaves of Absence**

A request for a leave of absence must be negotiated via a [Graduate Student Petition for a Leave of Absence formDownload pdf](http://www.registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf). The form must then be forwarded to the Office of the Registrar by the last day of classes of the semester in which the leave is to begin.

Normally, leaves are granted for a maximum of one year, but may be extended for up to one additional year if circumstances warrant. All leave requests must be supported by adequate documentation. Students approved for a leave of absence remain liable for any outstanding tuition and fee charges.

International students are advised to consult with International Student and Scholar Services, 210 Talbert Hall, North Campus, 716-645-2258, prior to applying for a leave of absence.

Failure to register for classes or secure a leave of absence by the last day of classes of the semester in which the leave is to begin, will result in the student losing their access to register for classes in a future semester. To regain registration access within a subsequent five-year period, the department will file a semester record activation request on behalf of the student (see the ["Returning Student Semester Record Activation and Associated Fee" section](https://grad.buffalo.edu/succeed/current-students/policy-library.html#returning-student-fee) for more details).

**Research Expectations and Opportunities**

Academic requirements other than those imposed by the Graduate School are determined by the program faculty and approved by the appropriate decanal unit. All graduate students are expected to demonstrate competence in research with respect to their educational needs and career objectives. Policies as to research expectations and conduct, as well as opportunities for students to partake in research activities are outlined below:

**Responsible Conduct in Research and Creative Activity**

The *Academic Integrity Policies and Procedures* *(AIPP)* and the *Academic Grievance Policies and Procedures* (*AGPP*) are secondary to UB's *Responsible Conduct in Research and Creative Activity* *(RCRCA)* policies and procedures. The *RCRCA* addresses misconduct that may include violations of the *AIPP* or *AGPP*. If proceedings initiated pursuant to the *RCRCA* include possible violation of the *AIPP* or *AGPP*, formal actions pursuant to the *AIPP* or *AGPP* shall be postponed until the *RCRCA* proceedings are completed. If the *RCRCA* proceedings result in recommendation of formal *AIPP* or *AGPP* proceedings, these shall be initiated promptly. If the *RCRCA* proceedings result in findings that a student has violated the *AIPP*, penalties that may be imposed include dismissal from the program in addition to any and all specified in the *AIPP*. If the *RCRCA* proceedings result in findings that a student has not violated the *AIPP*, the student may not be charged again with the same offenses under the *AIPP*. *RCRCA* proceedings, findings and penalties shall be neither challenged nor appealed through the *AIPP* or *AGPP*.

**Responsible Conduct of Research (RCR) Training Requirement**

All students admitted to a PhD program for the fall 2009 semester or thereafter are required to document successful completion of "Responsible Conduct of Research" (RCR) training when they submit their [Application to Candidacy form](https://grad.buffalo.edu/forms/atc.html) for their PhD degree. This training requirement may be fulfilled by either (1.) enrolling in and passing with a grade of B (3.00) or betterSSI 640 *Graduate Research Ethics*, LAI 648 *Research Ethics* or RPN 541 *Ethics and Conduct of Research* or (2.) completing the Collaborative Institutional Training Initiative (CITI) online Responsible Conduct of Research course with an average score of 80 percent or higher. Students opting to complete the CITI online course must supply documentation of its successful completion with their Application to Candidacy.

Collaborative Institutional Training Initiative (CITI) Online Program in Responsible Conduct of Research (RCR)

The University at Buffalo has an institutional membership in the CITI online RCR program. That online program can be accessed through the [CITI Program website](http://www.citiprogram.org).

Initially, the student needs to register and choose a password, which allows the program to be entered and re-entered as many time as needed. Also, the student is asked, at the time of initial registration, to enter their name, mailing address, phone number, email address and UB person number. A database of UB participants is created using that information.

There are four versions of the CITI online RCR course from which the student should choose the version most appropriate for their area of doctoral study: biomedical sciences, social and behavioral sciences, physical sciences or humanities. The RCR program is comprised of a series of modules, each of which consists of readings and case studies and ends with a quiz covering the material. The program allows the student to enter and exit at any point and to re-take the quiz associated with each section. A minimum total score of 80 percent is required to pass the online course. Assistance is available online at the CITI website if any technical difficulties are encountered.

Once the student has successfully completed the appropriate version of the CITI RCR program with a passing grade of 80 percent or higher, they must print the "Completion Report" from within the CITI program as documentation of successful completion and submit it with the PhD degree Application to Candidacy.

[**Center for Comparative and Global Studies in Education (CCGSE)**](http://ccgse.buffalo.edu/)

The Graduate School of Education has several programs, centers, institutes, and scholarly initiatives for students and visiting scholars wishing to study education in its international, comparative, and global contexts. The most internationally and comparatively focused are the general master's and the PhD in the social foundations of education with concentrations in comparative and global studies in education. These programs are housed within the Department of Educational Leadership and Policy. The department also offers a general master's, as well as the PhD and the EdD in educational administration, and the PhD in higher education, as well as the master's and PhD in social foundations with concentrations in the sociology or history of education. Many of the international students—or US students with international interests—take these degree programs, but buttressed with courses from the international/comparative/global program.

[**Mixed Methods Working Group**](https://ed.buffalo.edu/research/projects/mixed-methods.html)

Over the past decade, research universities and funding agencies have vigorously encouraged research that works towards solving pressing and large-scale problems related to education in an increasingly diverse and unequal society. It is widely accepted that such research often demands broad-based research teams that are multi-disciplinary and employ a range of research methods from the social sciences. Constructing and actualizing such broad-based teams both within and across universities increasingly demands that scholars leverage institutional support to pursue external federal, state and/or private foundation funding and work across disciplinary and methodological boundaries to accomplish their goals.

**Where to find forms**

A collection of useful documents made available for download that are necessary for students to complete their graduate degrees can be found at <https://ed.buffalo.edu/current-students/all-students/forms.html>.

**Campus Resources and Services**

**Office of Accessibility Resources**

[Accessibility Resources](https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html) coordinates reasonable accommodations for equitable access to UB for students with disabilities. If you believe you are eligible for an accommodation, please contact their office:

University at Buffalo  
60 Capen Hall, North Campus  
Buffalo, NY 14260  
Phone: (716) 645-2608; Fax: (716) 645-3116

**University Libraries**

The [University Libraries](https://library.buffalo.edu/)’ information resources and services support the teaching, learning and research initiatives of UB students and faculty. Their staff help with all phases of the research process, including open access publishing, data management and maximizing the visibility/impact of scholarly research endeavors. Library branches include Architecture and Planning, Law, Health Sciences, the Annex, Lockwood Memorial Library, Music Library, Oscar A. Silverman Library, and the University Archives. To learn more about their services, or to request help from a library staff member, visit them at the following locations:

Architecture & Planning Library

University at Buffalo

303 Abbott Hall

3435 Main Street

Buffalo, New York 14214-3087

Circulation: 716-829-5682

Reference: 716-645-1325

[library@buffalo.edu](mailto:library@buffalo.edu)

Charles B. Sears Law Library

University at Buffalo

O'Brian Hall

Buffalo New York 14260-1110

Circulation: 716-645-6765

Reference: 716-645-2047

[askLAW@buffalo.edu](mailto:askLAW@buffalo.edu)

Health Sciences Library

University at Buffalo

3435 Main Street

Buffalo, New York 14214

General: 716-829-3900

Circulation: 716-829-5682

Reference: 716-829-5683

Fax: 716-829-2211

[askHSL@buffalo.edu](mailto:askHSL@buffalo.edu)

Libraries Annex

University at Buffalo

3850 Rensch Road

Amherst, NY 14228-2712

Phone: 716-645-5114

[libannex@buffalo.edu](mailto:libannex@buffalo.edu)

Lockwood Memorial Library

University at Buffalo

235 Lockwood Library

Buffalo, NY 14260-2200

Circulation: 716-645-2815

Reference: 716-645-2820

General Info: 716-645-2814

[library@buffalo.edu](mailto:library@buffalo.edu)

Music Library

University at Buffalo

112 Baird Hall

Buffalo, NY 14260-4750

General Info: 716-645-2923

Reference: 716-645-2924

716-645-2923

[musique@buffalo.edu](mailto:musique@buffalo.edu)

Oscar A. Silverman Library

University at Buffalo

Capen Hall

Buffalo, NY 14260-1672

716-645-1328

[library@buffalo.edu](mailto:library@buffalo.edu)

University Archives

University at Buffalo

420 Capen Hall

Buffalo, NY 14260-1674

Phone: 716-645-2916

Fax: 716-645-3714

[lib-archives@buffalo.edu](mailto:lib-archives@buffalo.edu)

**UB Information Technology**

[UB Information Technology](http://www.buffalo.edu/ubit.html) is the central department on campus responsible for ensuring access and services relative to technology needs for students, faculty and staff on campus. Their office governs the use of key student tools, including [HUB](https://www.buffalo.edu/ubit/services/all/hub.html), [UBMail](http://www.buffalo.edu/ubit/service-guides/email.html), [UB Box](https://www.buffalo.edu/ubit/services/all/ubbox.html), and [Printing Services](https://www.buffalo.edu/ubit/service-guides/printing.html). To learn more, visit the UBIT Help Center on the 2nd floor of Lockwood Library, next to the Cybrary entrance.

**UB Student Services**

**Counseling Center**

[Counseling Services](https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html) assists students with emotional issues, stress, crisis management and much more to support mental wellness through a variety of services. To learn more, visit their office at:

Student Life  
University at Buffalo  
120 Richmond Quadrangle, North Campus  
Buffalo, NY 14261  
Phone: (716) 645-2720; Fax: (716) 645-2175

**Center for Excellence in Writing**

The [Center for Excellence in Writing](https://www.buffalo.edu/writing/students/graduate.html) provides resources for undergraduate and graduate students to improve their writing abilities in a range of areas. They offer individual consulting, writing retreats, and workshops, as well as ***Write Through***, an article series featuring the stories and insights of successful dissertation writers. To visit or make an appointment, find their office at:

Center for Excellence in Writing

209 Baldy Hall

Buffalo, NY 14260

(716) 645-5139

DCL: (716) 645-0785

writing@buffalo.edu

**Data Analysis Lab**

The [Data Analysis Lab](http://ed.buffalo.edu/faculty-staff/it-support/labs-classrooms/data-analysis-lab.html) offers free statistical assistance to students with issues related to quantitative research design, measurement and statistical data analysis as well as qualitative data analysis. No appointment is necessary for walk-in hours. Lab assistants may also be available by appointment (contact via email below). Your questions, comments and suggestions regarding the lab are always welcome. Visit the lab at 519 Baldy Hall, or call (716) 645-4052.

**Health Promotion**

Health Promotion (formerly Wellness Education Services) supports student well-being and academic success by building a healthy campus culture. Their services include nutrition, stress management, sexual health and alcohol/drug safety and awareness. Take advantage of their multitude of services by visiting their office:

Health Promotion

Student Living, University at Buffalo

114 Student Union, North Campus

Buffalo, NY 14260

Phone: (716) 645-2837; Fax: (716) 645-6234

**Student Health Services**

[Student Health Services](https://www.buffalo.edu/studentlife/who-we-are/departments/health.html) provides high-quality medical services and patient education for all UB students, including primary care, preventative treatment and specialty services. For appointments, please visit their office at:

Health Services

Student Life

University at Buffalo

Michael Hall, 3435 Main Street, South Campus

Buffalo, NY 14214

Phone: (716) 829-3316; Fax: (716) 829-2564

**Sports and Recreation**

[UB Recreation](https://www.buffalo.edu/recreation.html) gives students the opportunity to get involved in many physical activities and clubs. Activities take place at Alumni Arena, and schedules are posted on their website and in the building. Visit them at:

Recreation Services  
175 Alumni Arena  
Buffalo, NY 14260  
Phone: (716) 645-228

***Note:*** The Educational Leadership and Policy Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Educational Leadership and Policy Department website and in future editions of the handbook.

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student’s responsibility to be aware of and comply with all policies, procedures and deadlines. For a complete list of graduate school policies, go to <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.