# 

# Handbook of Graduate Study Department of Educational Leadership and Policy

**Educational Administration 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 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 Administration Program**

The Educational Administration Program is designed to rigorously prepare students for leadership roles in a variety of settings, including K-12 schools, districts, institutions of higher education, government, policy organizations, non-profits, think tanks, and many other areas. Students receive theoretical training and practical development, and are equipped with the technical and theoretical skills necessary for success as leaders at the highest level.

**Department Acronyms and Abbreviations**

**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

**SDBL -** School District Business Leader

**Educational Administration Faculty Members**

**Dr. Corey Bower**

**Assistant Professor  
Coordinator, Economics and Education Policy Analysis Program**

**Specialty/Research Focus**

###### Equity and Poverty; Educational Policy; Family; Urban Education; Sociology of Education

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

###### PhD, Vanderbilt University, Leadership & Policy Studies (2013)

###### MS, Mercy College, Elementary Education (2006)

###### BA, Drew University, Political Science/Economics (2004)

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

* Experiential Learning Network Course Infusion Funding; $600 to pay for class travel to visit local organizations; UB; 2018-02-07;
* Faculty in Residence; UB GSE; 2017-10-31;
* Civic Engagement Research Fellowship, University at Buffalo; $4,500 in funding to partner on a research project on poverty and stress with Buffalo Public Schools; University at Buffalo; 2015-11-16;

**Recent Publications**

* Rossi, R. J., & Bower, C. B. (2018) Passed to fail? Predicting the college enrollment of GED® passers. Adult Education Quarterly, 68(1) 3-23. doi:10.1177/0741713617721970

[**Dr. Megan Holland**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=mmhollan)

**Assistant Professor  
Coordinator, Educational Administration Master's Program**

**Specialty/Research Focus**

Access and Equity; Achievement; Diversity; Equity and Poverty; Gender, Culture, and Equity; Ethnography; Higher Education; Educational Policy; Race, Inequality, and Education; Urban Education; Organizational Change; Qualitative Research Methods; Sociology of Education

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

* PhD, Harvard University, 2013
* MA, Harvard University, 2010
* BA, University of Pennsylvania, 2003

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

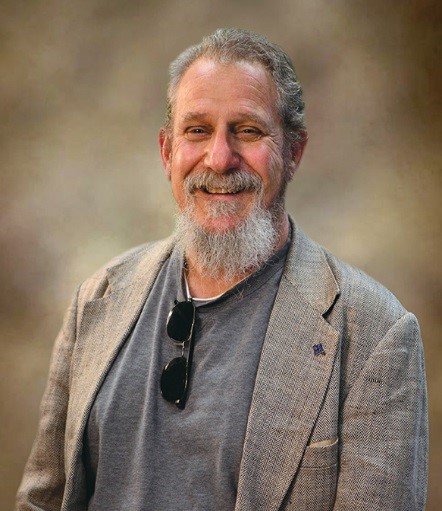
* Faculty in Residence Program, GSE, University at Buffalo, Fall 2018
* NAEd/Spencer Postdoctoral Fellowship, National Academy of Education/Spencer Foundation, 2016

**Recent Publications**

* Holland, M. M., & DeLuca, S. (2016). "Why wait years to become something?" Low-income African American youth and the costly career search in for-profit trade schools. Sociology of Education, 89(4), 261-278. Holland, M. M. (2016). [Review of the book The rise of women: The growing gender gap in higher education and what it means for American schools by T.A. DiPrete and C. Buchmann]. NASPA Journal About Women in Higher Education 9(2): 230-232.
* Holland, M. M. (2015). “Trusting each other: Student counselor relationships at diverse high schools” Sociology of Education, 88(3), 244-262.
* Holland, M. M. (2015). “College for all and community college for none: Stigma in high achieving high schools.” Teacher's College Record 17(5), 1-52.

**Dr. Stephen Jacobson**

**Distinguished Professor**

**Specialty/Research Focus**Access and Equity; Administration/Management; Early Childhood Education; Elementary Education; Diversity; Equity and Poverty; Educator Preparation; International Education; Global Issues; Race, Inequality, and Education; Educational Policy; Leadership; Standards; Leadership Training; Organizational Change; School and District Reform; School Finance  
 **Education and Training**

* PhD, Cornell University
* MS, SUNY at New Paltz
* BA, MA CUNY - Brooklyn College

**Awards and Honors**

* Fellow of The Fund for the Advancement of Humanities and Social Sciences in Israel; Provided a grant to deliver invited lectures at Ben Gurion and Open Universities, ISRAEL; The Fund for the Advancement of Humanities and Social Sciences in Israel;
* Fulbright Fellowship Award to Albania; Fulbright Fellowship Award to Albania Spring 2019; The J. William Fulbright Foreign Scholarship Board.

**Recent Publications**

* Jacobson, S. (2017). Improvisation and Leadership: Lessons about direction and influence from Sonny Rollins. In Educational Leadership and Music: Lessons for Tomorrow's School Leaders. (pp. 127-135). T. Watson, J. Brooks & F. Beachum (Eds.) Charlotte, NC: Information Age Publishing.
* Jacobson, S., McCarthy, M. & Pounder, D. (2015). What makes a leadership preparation program exemplary? Journal of Research on Leadership Education, 10(1): 63-76.
* Jacobson, S. (2015). Practicing successful and effective school leadership: North American perspectives. In Successful school leadership: International perspectives. P. Pashiardis & O. Johansson (Eds.) London: Bloomsbury Publications.

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

**Assistant Professor  
Program Advisor, Education Leadership and Policy for Equity Minor**

**Specialty/Research Focus**

###### Gender Studies; Educational Policy; Leadership; Mental Health; Politics of Education; Qualitative Research Methods

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

###### PhD, The University of Texas at Austin, Educational Policy and Planning; Women's and Gender Studies Concentration

###### MEd, The University of Texas at Austin, Curriculum and Instruction; Government Concentration

###### BSED; BA, Bucknell University, Secondary Education; History

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

* Graduate School of Education Faculty in Residence; University at Buffalo; 2018-01-29;
* Community for Global Health Equity Seed Funding; University at Buffalo, 2017;
* Community for Global Health Equity Fellow (Refugee Health and Well-being in Buffalo); University at Buffalo, 2017;

**Recent Publications**

* Lemke, M. (2018). Educators as the “front line” of human trafficking prevention: An analysis of state-level educational policy. Leadership and Policy in Schools, 1–21. doi: 10.1080/15700763.2017.1398337 (online first)
* Lemke, M., & Zhu, L. (2018). Successful futures? New economy business logics, child rights, and Welsh educational reform. Policy Futures in Education, 1-26. doi: 10.1177/1478210317751269 (online first)

**Dr. Thomas Ramming**

**Clinical Associate Professor   
Coordinator, School Leadership (LIFTS) Program**

**Specialty/Research Focus**

###### Educator Preparation; Legal Issues; Politics of Education

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

###### EdD, University at Buffalo, Educational Administration (1994)

###### MEd, SUC Brockport, Counselor Ed (1978)

###### BS, SUC Oswego, Education (1972)

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

* University Council for Educational Administration Excellence in Educational Leadership Award; 2000

**Recent Publications**

* Gorlewski, J. A., Gorlewski, D. A., & Ramming, T. M. (2012). *Theory Into Practice: Case Stories for School Leaders* (Vol. 3). Springer Science & Business Media.
* Gorlewski, J. A., Gorlewski, D. A., & Ramming, T. M. (2012). Connecting Theory to Practice. In *Theory into Practice* (pp. 1-14). SensePublishers, Rotterdam.
* Gorlewski, J. A., Gorlewski, D. A., & Ramming, T. M. (2012). Standard 5. In *Theory into Practice* (pp. 62-74). SensePublishers, Rotterdam.
* Ramming, T. M. (1998). A New Look at Employee Absenteeism. *School Business Affairs*, *64*(11), 15-17.
* Ramming, T. M. (1997). Alternative Approaches to Negotiating. *School Business Affairs*, *63*(8), 3-6.

**Dr. Corrie Stone-Johnson**

**Associate Professor  
Coordinator, Educational Administration Doctoral Programs**

**Specialty/Research Focus**

###### Curriculum and Instruction; Administration/Management; Educator Preparation; Global Issues; Leadership; Leadership Training; Urban Education; Organizational Change; School and District Reform

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

* Ph.D., Boston College

###### M.A, Teachers College, Columbia University

###### B.A, Tufts University

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

* GSE Dean's Apple Award; Graduate School of Education; 2018-05-23;
* Faculty In Residence Fellowship; Graduate School of Education; 2017-10-31;

**Recent Publications**

* Edge, K., Dapper, E., Stone-Johnson, C., Frayman, K., Terwindt, R., Townsend, J., & Jeevan, S. (2018). Securing the 21st Century Teacher Workforce: Global perspectives on teacher motivation and retention. Doha, Qatar: WISE Foundation.
* Stone-Johnson, C. (2017). Autonomy, professionalism, and the role of generation in professional capital. Journal of Professional Capital and Community, 2(1), 18-35.
* Stone-Johnson, C. (April 27, 2017). Preparing future leaders for building relationships. Albert Shanker Institute Shanker Blog. Retrieved from <http://www.shankerinstitute.org/blog/preparing-future-leaders-building-relationships>
* Stone-Johnson, C. (2016). Generational identity, educational change, and school leadership. New York, NY: Routledge.
* Stone-Johnson, C. (2016). Intensification and isolation: Alienated teaching and collaborative professional relationships in the accountability context. Journal of Educational Change, 17(1), 29-49.

**Department Student Organizations**

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

The ELP GSA student body is represented and served by an elected 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 Association of School Administrators (AASA)** is a national association that has been in existence under different names for over a century. There is an annual meeting. Full-time student may join at a special rate. This is the primary reference group of school superintendents.

**American Association of University Administrators (AAUA)** started at UB, is aimed at university administrators in this country. A national conference and regional meetings are held on a regular basis.

**American Education Finance and Policy (AEFP)** addresses the important education finance issues of the day. They focus both on funding mechanisms and alternative approaches to taxation as well as teachers' decisions about where to teach and how to teach strongly affect the cost of education. Moreover, both federal and state policies now link governance and instructional practices directly to finance. Key education finance policymakers also are key policymakers for personnel policies, governance policies, and curricular and instructional policies.  The annual conference is held in March each year.

**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.

**Association of School Business Officials (ASBO)** promotes the study of policy and practice for school business officials. There are three levels of membership: international, state and local. The association publishes the journal School Business Officials. Apart from local monthly meetings, an annual international conference is held in late October. An annual state conference and an annual summer workshop are also held.

**Association for Supervision and Curriculum Development (ASCD)**, focuses on the supervisory or administrative roles of educators, as well as curriculum development and the evaluation of learning materials. It holds a national conference in the spring. Contact Katherine Koenig, Research Asst., 125 North West St., Alexandria, VA, 22314, 703-549-9110.

**American Vocational Association (AVA)** is a professional organization for vocational educators. The association publishes Vocational Education, as well as a number of other publications. It holds lobbying conferences, a national conference and state association meetings are held regularly.

**The Collegiate Association for the Development of Educational Administration in New York State (CADEA)** consists of colleges and universities in New York State offering administrator preparation programs. UB is one of the charter member institutions. Its major purposes are: to improve the backing of school administrators and programs of development of school administrators in New York State, and to encourage research on problems of school administration.

**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.

**History of Education Society (HES)** encourages research in the history of education through an annual meeting at which new scholarship is presented and through its quarterly journal, The History of Education Quarterly. The society offers annual awards to the best books, published articles and student dissertations in the field.

**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 Association of Elementary Principals (NAEP)** is a professional organization serving elementary and middle school principals and other education leaders throughout the United States, Canada, and overseas.

**National Association of Secondary School Principals (NASSP)** is the leading organization of and voice for principals and other school leaders across the United States. NASSP seeks to transform education through school leadership, recognizing that the fulfillment of each student’s potential relies on great leaders in every school committed to the success of each student.

**National School Boards Association (NSBA)** NSBA represents state school boards associations and their more than 90,000 local school board members. NSBA advocates for equity and excellence in public education through school board governance.

**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.

**New York State Council of School Superintendents (NYSCSS)** is a professional and advocacy organization with over a century of service to school superintendents, and recently assistant superintendents, in New York State. The council provides its more than 800 members with numerous professional development opportunities, publications and personal services, while advocating for public education and the superintendency.

**New York State School Boards Association (NYSSBA)** is the statewide voice for the interests of public boards of education. NYSSBA serves nearly 660 local school boards and boards of cooperative educational services (BOCES), which represent almost 5,000 members – nearly half the elected officials in the state.

**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.

**School Administrator Association of New York State (SAANYS)** provides direction, service, and support to membership in their efforts to improve the quality of education and leadership in New York State schools. They deliver service, advocacy, and supporting benefits to over 7,200 public school principals, assistant principals, directors, and coordinators in many of New York’s public schools and BOCES.

**University Council for Educational Administration (UCEA)** consists of programs in educational administration of major universities in the United States and Canada. UB was one of the 34 charter members. It is governed by an executive committee and a plenary session made up of a representative from each member institution. The program consists of a number of activities in which students may participate, including assistance with placement. UCEA publishes the Educational Administration Quarterly. UCEA fulfills its mission by: (1) Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice, (2) Improving the preparation and professional development of educational leaders and professors, and (3) Positively influencing local, state, and national educational policy.

**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**

[**Educational Administration, EdM**](https://ed.buffalo.edu/leadership/academics/masters/ed-admin.html)

The master's program in educational administration is for you if you are a domestic student working or seeking to work in educational sites other than public K–12 schools in the United States, or if you are an international student interested in leadership, management or policy positions in elementary and secondary education. The program focuses on developing the intellectual, performance and moral capacity for leadership roles in school districts, colleges and universities, and in training and development programs for other public agencies. This program draws upon the social and behavioral sciences to stimulate new ways of thinking about administering and transforming education organizations.

The features of our program include:

* charter member of the University Council for Educational Administration with student access to all materials and events
* flexibility to accommodate your particular background and interests
* focus on orienting international students to American educational systems and preparing them to apply their knowledge globally

**Credit Hours & Master Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Students are advised to take the following courses when offered: |
| [**Educational Administration, EdM**](https://ed.buffalo.edu/leadership/academics/masters/ed-admin.html) | 33 Credit Hours | Educational Administration (18 credits)  ELP 592 American Education from a Global Perspective (if you are an international student, you are strongly advised to take this course your first semester)  ELP 626 Policy Formulation and Analysis  ELP 627 Issues and Perspectives for Policies in Educational Administration  ELP 630 Leading and Managing People in Educational Organizations  ELP 640 Teacher Leadership  ELP 677 Leading Curriculum and Instructional Improvement  Elective Area of Specialization (9 credits)  You will select three electives with a common focus (e.g., college access, comparative/global education, critical policy analysis, curriculum and instructional supervision, early childhood education, economics of education, educational psychology, English as a second language, literacy, P/K–20 education, sociology of education).  Research Foundations (6 credits)  You will take an introductory research course, either quantitative or qualitative. You are advised to take ELP 500 Nature of Inquiry.  You will take one course in the economics, history, philosophy, psychology or sociology of education. You are advised to take either ELP 548 Social Foundations or ELP 543 Economics of Education. |

**Doctoral Degrees**

[**Educational Administration, EdD**](https://ed.buffalo.edu/leadership/academics/doctorate/ed-admin-edd.html)

The EdD doctoral program in educational administration is for you if you are a PreK–12 school leader/administrator at the building and/or district level and you are interested in furthering your academic and practical development. The program is designed to prepare you to continue working in school systems and districts, frequently at the highest levels of administration. The EdD program is different from the PhD program in that the EdD has a greater emphasis on application to practice as a leader/administrator as compared to a focus on research and issues of theory for the PhD.

The features of our program include:

* cohort groups working together during the program
* cohort seminars on school leadership
* collaborative applied research on school-based issues and leadership actions
* individual or collaborative capstone project or dissertation research
* integration of theoretical and experiential learning
* flexible coursework delivery to meet your needs
* focus on teamwork and collaborative problem solving

[**Educational Administration, PhD**](https://ed.buffalo.edu/leadership/academics/doctorate/ed-admin-phd.html)

The PhD doctoral program in educational administration will prepare you with the technical and theoretical skills for multiple roles, including college and university research, teaching and leadership; school district leadership; and public agency leadership. The primary focus is on research and scholarship in educational administration and leadership, and finding new ways to integrate theory into practice. The PhD program is different from the EdD program in that the PhD emphasizes extensive preparation in research and is more focused on issues of theory as compared to an emphasis on application to practice as a leader/administrator for the EdD.

The features of our program include:

* flexible coursework delivery to meet your needs
* frequent guest speakers, from local school administrators to international experts in school leadership
* small seminars designed to stimulate conversation and engaged learning

**PhD & EdD Credit Hour and Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Coursework Requirements |
| **Educational Administration, EdD** | 76 Credit Hours | **Cohort Core Seminars (12 credits)** ELP 624 Research Paradigms and Problems in Educational Research ELP 626 Educational Policy Formation and Analysis ELP 630 Leading and Managing People in Education ELP 677 Leading Curriculum and Instructional Improvement **Specializations and Electives (minimum 15 credits)** You must complete a sequence of at least five courses that reflect your particular academic and professional interests. You can choose courses offered within or outside the Graduate School of Education, depending on your particular interests and background and in consultation with your advisor.  Areas of specialization include school business and human resource administration; policy formulation, implementation and analysis; or leadership for curriculum and instructional leadership.  Your chosen specialization can incorporate the requirements for an existing Graduate School of Education advanced certificate such as the advanced certificate in school business and human resource administration. **Research Methods (minimum 12 credits)** In order to acquire and demonstrate your proficiency in research methods, you must take a minimum of 12 credit hours in the research component, and must include:  ELP 500 Nature of Inquiry (or equivalent)  ELP ### 1 introductory quantitative research methods  ELP ### 1 introductory qualitative research methods  ELP ### 1 advanced quantitative or qualitative research methods  (Research courses may be taken from other departments at UB with the permission of your advisor.) **Doctoral Research (minimum 10 credits)** Upon successful completion of the required coursework and with your advisor’s permission, you may begin registering for one or more hours of ELP 702 per semester in order to maintain matriculation while you complete your qualifying paper, capstone project/dissertation research proposal, and the final project itself. |
| [**Educational Administration, PhD**](https://ed.buffalo.edu/leadership/academics/doctorate/ed-admin-phd.html) | 76 Credit Hours | **Educational Administration (minimum 24 credits)** Your courses will provide a breadth of understanding across the field of educational administration (e.g., instructional, managerial and political areas) and a depth of understanding within a particular area that interests you (e.g., business administration, curriculum and instructional leadership, economics and finance, organizations, personnel, school reform, staff development, urban education). **Recommended (although not required)** ELP 624 Research Paradigms and Problems in Educational Research ELP 626 Educational Policy Formation and Analysis ELP 630 Leading and Managing People in Education ELP 677 Leading Curriculum and Instructional Improvement **Cognates (minimum 18 credits)** You are expected to choose two cognates (with a minimum of 9 credits in each).   1. A cognate in at least two areas of educational foundations such as sociology of education, philosophy of education, educational psychology, and history of education. 2. A cognate in a discipline or field outside of educational administration (e.g., any of the educational foundations areas listed in (1), comparative education, counseling, English as a second language, economics, cognitive psychology, law, political science, management, sociology).  **Research (minimum 15 credits)** At least one quantitative methods course and at least one qualitative methods course with at least one advanced course in either quantitative or qualitative methods. No more than one introductory course can be taken in any particular research method. **Dissertation (10-12 credits)** |

All doctoral students must complete the minimum of 76credit 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 a minimum of 10 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. Although each advisor works differently, you should aim to get your advisor 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 break, professional meetings, and other obligations. 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 Dean’s Office by May 1. Exceptions must be approved by the Department Chair, in consultation with the advisor.

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 Excellence Scholarship is designed 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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   * 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**

**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**

Students enrolled in the doctoral programs in Educational Administration must complete a minimum of 76 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 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 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 Administration 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. Once a student achieves candidacy, they are required to register for at least one credit hour per term and two credit hours over the summer 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**

Doctoral students in Educational Administration complete a pre-qualifying paper and qualifying paper at the end of coursework to advance to doctoral candidate. Students write a scholarly paper on a topic of their choosing. The paper is submitted to a doctoral committee for approval. Completion and acceptance of the paper advances the student toward doctoral candidacy.

**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 his/her 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. 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.

**Internships**

In some fields, internships are required as part of the professional training program. Presently, only students seeking administrative certification must complete an internship.

**Leaves of Absence**

To request a leave of absence, a student must complete the Graduate Student Petition for a Leave of Absence form. 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. 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.

**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>.