#

# Handbook of Graduate Study Department of Educational Leadership and Policy

**Higher Education 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. Rev. 2019.

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**Introduction**

The purpose of this handbook is to provide all students 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 students, 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 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 – all of which prepare the next generation of educational leaders, researchers and policymakers to address complex issues related to social and economic inequality.

**Higher Education Programs**

Consistent with our departmental mission, the Higher Education program prepares future leaders in postsecondary education who can identify complex problems, connect theory and research to those problems, and develop solutions that will enhance the experiences of students of all backgrounds and allow our institutions to thrive and grow into the future. We offer three degrees in the higher education program – a PhD in Higher Education, an EdM in Higher Education Administration, and an EdM in Student Affairs Administration. In order to understand the difference between the two masters programs, it is useful to think of higher education administration as a broad category encompassing all facets of the college or university. Higher education administrators serve in a variety of roles from admissions and financial aid to athletics and research management. Some will work exclusively in budget, finance, and human resource management, while others will work in facilities management. Another subset of higher education administrators work in academic affairs, managing academic programs, advising students, and consulting on future career trajectories. Any functional area within a college or university invariably has a set of administrative functions that require some knowledge and understanding of how the institution is structured and functions within its broader environmental context.

Under the broad umbrella of higher education administration is a concentration in student affairs administration. Where all higher education administrators need to understand how colleges and universities work, student affairs professionals must understand student development and should be prepared to serve students’ needs as they progress through their postsecondary careers. The student affairs profession mirrors the functional areas frequently found in divisions of student affairs, including residence life and campus living; student life, first year experience, and orientation programs; student health and wellness; career services; judicial affairs and student conduct; and community service and student engagement. This list might also include enrollment management functions, athletics and recreation, and academic advising, depending on the institution. The key distinguishing factor for student affairs programs is that they focus primarily on the student as the unit of analysis where in other areas of higher education administration, the focus is on the organization.

**Department Acronyms and Abbreviations**

The following is a list of acronyms you may encounter throughout this handbook, on our websites, or elsewhere 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.

**AAQEP –** Association for Advancing Quality in Educator Preparation

**AC –** Advanced Certificate

**ACPA** – American College Personnel Association (now known as ACPA: College Student Educators International)

**AERA –** American Educational Research Association

**ASHE –** Association for the Study of Higher Education

**CAS** – Council for the Advancement of Standards in Higher Education

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

**ELP –** Educational Leadership and Policy

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

**GSE –** Graduate School of Education

**MA –** Master of Arts

**EdM** – Master of Education

**MOOC –** Massive Open Online Courses

**NASPA –** National Association of Student Personnel Administrators (now known as NASPA: Student Affairs Administrators in Higher Education)

**PhD –** Doctorate of Philosophy

**EdD –** Doctorate of Education

**OPE –** Oshkosh Placement Exchange

**TPE –** The Placement Exchange

**Higher Education Faculty Members**

**Dr.** [**Nathan Daun-Barnett**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=nbarnett)

**Associate Professor**

**Chair, ELP Department**

**Specialty/Research Focus**

Access and Equity; Equity and Poverty; Gamification; Higher Education; Race, Inequality, and Education; Educational Policy; Urban Education; Organizational Change; Quantitative Research Methods; School Counseling; Sociology of Education

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

* PhD, University of Michigan, 2008
* EdM, James Madison University, 1998
* BA, University at Buffalo, 1995

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

* Excellence in Diversity at Inclusion Award, GSE, University at Buffalo, 2018
* STAR Faculty Award for Advising, 2016-17, GSE, University at Buffalo, 2018
* STAR Award for Excellence in Research, GSE, University at Buffalo, 2016
* Excellence in University Community Engagement, University at Buffalo, 2016

**Recent Publications**

* St. John, E.P., Daun-Barnett, N., & Moronski-Chapman (2018). *Public policy in higher education*, (2nd ed.) . New York, NY: Routledge.
* Daun-Barnett, N. (2016). Linking state priorities with local strategies: Examining the role of communities in postsecondary access and success in Michigan. In B Overton-Adkins, P. Pasque, & J. Burkhardt (Eds.) *Engaged research and practice: Higher education and the pursuit of the public good* (pp. 235-261). Sterling, VA: Stylus Publishing.

[**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. (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. Namsook Kim**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=nkim3)

**Clinical Assistant Professor**

**Specialty/Research Focus**

Access and Equity; Diversity; ESL / ENL / Bilingual; International Education; Global Issues; Higher Education; Sociolinguistics; Multimodality, Embodiment, and Digital Literacy; Linguistic, Discourse, and Sociocultural Context; Online and Distance Learning

**Education and Training**

* PhD, University at Buffalo

**Awards and Honors**

* Individual Professional Development Award, New York State Governor's Office of Employee Relations and United University Professions, 2016
* Individual Professional Development Awards, New York State Governor's Office of Employee Relations and United University Professions, 2015

**Recent Publications**

* Lee, J., Kim, N., & Wu, Y. (2018). College readiness and engagement gaps between domestic and international students: Improving educational diversity and equity for global campus. *Higher Education*. doi: 10.1007/s10734-018-0284-8
* Kim, N. (2016). Critical teacher talk: Successful English for academic purposes classroom practices in a global campus. *Journal of International Students, 6*(4), 967-983.
* Kim, N. (2016). English language learners. In K. Lomotey (Ed.). *People of color in the United States: Contemporary issues in education, work, communities, health, and immigration: Education: K-12 and higher education* (Vol. 1, pp. 92-103). Santa Barbara, CA: Greenwood.

[**Dr. Raechele Pope**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=rlpope)

**Associate Professor
Associate Dean, Faculty and Student Affairs and Chief Diversity Officer**

**Specialty/Research Focus**

Access and Equity; Administration/Management; Diversity; Equity and Poverty; Gender, Culture, and Equity; Higher Education; Race, Inequality, and Education; Leadership; Organizational Change; Politics of Education

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

* EdD, University of Massachusetts at Amherst

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

* Contribution to Knowledge, American College Personnel Association (ACPA), 2017
* Senior Scholar; ACPA – College Student Educators International (formerly American College Personnel Association), 2015

**Recent Publications**

* Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). *Multicultural competence in student affairs: Advancing social justice and inclusion* (2nd ed.). San Francisco, CA: Jossey-Bass.
* Pope, R. L., & Mueller, J. A. (2017). Multicultural change and competence. In J. Schuh, S. Jones, and V. Torres (Eds.), *Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass.
* Pope, R. L., & Reynolds, A. (2017). Multidimensional Identity Model (MIM) revisited: Implications for studenta (pp. 15 – 24). In C. Wijeyesinghe (Ed.), *Enacting intersectionality in student affairs*. San Francisco, CA: Jossey-Bass.

[**Dr. Margaret Sallee**](https://ed.buffalo.edu/leadership/directory/faculty/profile.html?uid=mwsallee)

**Associate Professor**

**Program Coordinator, Higher Education**

 **Specialty/Research Focus**

Gender, Culture, and Equity; Higher Education; Leadership; Organizational Change; Qualitative Research Methods

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

* Ph.D., University of Southern California, 2008
* M.A., The Ohio State University, 2004
* B.A., University of California, Berkeley, 2000

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

* UB Exceptional Scholar-Young Investigator Award, 2014

**Recent Publications**

* Cox, R. D., & Sallee, M. W. (2018). Neoliberalism across borders: A comparative case study of community colleges’ capacity to serve student-parents. *The Journal of Higher Education, 89*(1), 54-80.
* Lester, J., Sallee, M., & Hart, J. (2017). Beyond gendered universities? Implications of research on gender in organizations. *NASPA Journal About Women in Higher Education, 10*(1), 1-26.
* Lester, J., & Sallee, M. (2017). Troubling gender norms and the ideal worker in academic life. In P. L. Eddy, K. Ward., & T. Khwaja (Eds.). *Critical approaches to women and gender in higher education* (pp. 115-138). New York, NY: Palgrave Macmillan.
* Sallee, M., & Lester, J. (2017). Expanding conceptualizations of work/life in higher education: Looking outside the academy to develop a better understanding within. In M. B. Paulsen (Ed.). *Higher education: Handbook of theory and research*, Vol XXXII (pp. 355-417). New York, NY: Springer Publishing.
* Sallee, M. W. (2014). *Faculty fathers: Toward a new ideal in the research university*. Albany, NY: SUNY Press.

**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 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, GSEAA represents 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:*

**Association of College and University Housing Officers – International (ACUHO-I)** is an international professional association for student affairs professionals who work in residence life within higher education. The organization produces several national professional development programs each year, including an annual conference, specialty conferences related to business operations and facilities, a summer graduate assistantship program, and various institutes and regional events.

**Association of College Universities International (ACUI)** is a nonprofit educational organization that brings together college union and student activities professionals from hundreds of schools in seven countries. Its members work on urban and rural campuses, in two-year and four-year institutions, and at large and small schools. They are students and administrators whose mission is to build campus community. ACUI enriches them all through education, advocacy, and the delivery of services.

**Association for Orientation, Transition, & Retention in Higher Education (NODA)** is a national professional organization providing education, leadership and professional development in the fields of college student orientation, transition, and retention. NODA holds an annual conference, regional events/institutes, mentoring/networking events, and an internship program.

**Association for the Study of Higher Education (ASHE)** is an association that is intended for faculty members and students of higher education. It holds several public meetings, and is home to the *Review of Higher Education*. A national conference is held yearly annually for faculty and graduate students.

**American College Personnel Association (ACPA—now known as ACPA: College Student Educators International)** is one of two major professional organizations for student affairs professionals. ACPA holds an annual conference and also sponsors regional meetings and special topical meetings. The association publishes *Journal of College Student Development*.

**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 *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.

**National Association of College Admissions Counselors (NACAC)** The National Association for College Admission Counseling (NACAC), founded in 1937, is an organization of more than 15,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education. NACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices (SPGP:CEPP).

**NACADA** Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

**NAFSA:** Association of International Educators is the world's largest nonprofit association dedicated to international education and exchange. NAFSA's 10,000 members are located at more than 3,500 institutions worldwide, in over 150 countries.

**National Association of Student Financial Aid Administrators (NASFAA)** The National Association of Student Financial Aid Administrators (NASFAA) provides professional development and services for financial aid administrators; advocates for public policies that increase student access and success; serves as a forum on student financial aid issues, and is committed to diversity throughout all activities.

**National Association of Student Personnel Administrators (NASPA, now known as NASPA: Student Affairs Administrators in Higher Education)** is the other major professional organization for student affairs professionals. NASPA, like ACPA, holds an annual conference and also sponsors regional meetings and special topical meetings. The association publishes three journals: *Journal of Student Affairs Research and Practice, Journal of Women and Gender in Higher Education,* and *Journal of College and Character*.

**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.

**Master’s Degrees**

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

Our master's in higher education administration program provides you with the skills needed for a wide variety of entry and mid-level leadership and professional roles in two and four-year colleges and universities, as well as policy and advocacy organizations. Our curriculum prepares you to engage with critical issues in higher education. There is ample room in the curriculum for deeper exploration of your individual interests.

The features of the program include:

* experiential knowledge through assistantships, internships, or professional work experiences provide opportunities for you to actively practice, apply and discuss the real-life application of theories learned in the classroom;
* exposure to relevant professional organizations and issues through conferences, journals, and speakers;
* nationally recognized faculty based on scholarship and research, leadership in professional organizations, and significant awards;
* strong links with colleges and universities in the Western New York area provide you with opportunities for assistantships, internships, and employment upon graduation.

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Required Core Courses |
| [**Higher Education Administration, EdM**](https://ed.buffalo.edu/leadership/academics/masters/higher-ed.html) | 33 Credit Hours | ELP 501 Higher Education in U.S.ELP 502 Historical Bases of Higher EducationELP 505 Organization and GovernanceELP 507 Financing of Higher EducationELP 509 The American College StudentELP 513 Cultural Diversity in Higher EducationResearch Methods Courses (3 credits – select one)ELP 539 Program Evaluation and AssessmentCEP 532 Understanding Statistical ResearchELP 685 Applied Social Research |

[**Higher Education Administration Student Affairs Concentration, EdM**](https://ed.buffalo.edu/leadership/academics/masters/higher-ed-student-affairs.html)

Our master's program in higher education administration with a concentration in student affairs administration focuses on providing you with the skills needed to help two- and four-year institutions meet the learning and development needs of all students and to personalize the college campus. The program is consistent with the guidelines developed by the Council for Advancement of Standards (CAS) in Higher Education criteria for master's programs. The guidelines emphasize student development, multicultural issues, and practical experience.

The features of the program include:

* experiential knowledge through assistantships, internships, or professional work experiences, which provide opportunities for you to actively practice, apply and discuss the real-life application of theories learned in the classroom;
* exposure to relevant professional organizations and issues through conferences, journals, and speakers;
* nationally recognized faculty based on scholarship and research, leadership in professional organizations, and significant awards;
* strong links with colleges and universities in the Western New York area provide you with opportunities for assistantships, internships, and employment upon graduation;
* strong relationship with the Division of Student Life, which has historically supported our students and graduates.

**Credit Hours & Master Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Required Core Courses |
| [**Higher Education Administration Student Affairs Concentration, EdM**](https://ed.buffalo.edu/leadership/academics/masters/higher-ed-student-affairs.html) | 42 Credit Hours | ELP 502 Historical Bases of Higher EducationELP 513 Cultural Diversity in Higher EducationELP 516 Introduction to Student Affairs Administration ELP 522 Introduction to Professional PracticeELP 505 Organization and Governance ELP 509 American College StudentELP 514 College Student Development Theory ELP 520 Counseling for Student Affairs ELP 507 Financing Higher EducationELP 693 Multicultural Competence in Student AffairsELP 523 Capstone SeminarResearch Methods Courses (3 credits – select one)CEP 532 Research MethodsELP 539 Program Evaluation and AssessmentELP 685 Applied Social Research |

**Comprehensive Exams**

The Higher Education Administration EdM program requires students to pass a comprehensive exam. The exam is a case study analysis, which requires students to take an actual case and apply theory and research in their response. The exam is administered once per semester, typically the third or fourth week. The exam is made available on a Thursday afternoon and students are given until 9am on the following Monday to submit their responses. All exams are blind-reviewed by two program faculty members. If both determine that the student has failed the exam or the results are split, a third reader is assigned and the results of that review are final. Each student is allowed to take the exam twice, if necessary. Failing the comprehensive exam twice will lead to dismissal from the program. A student must be enrolled for at least one-credit during the semester they take the exam.

The Comprehensive Exam for the Student Affairs Administration concentration is embedded in the Capstone Seminar during students’ final semester. In addition to the case analysis, student affairs administration students will be asked to refine their professional philosophy and create a portfolio highlighting the competencies they have developed during their time in the program.

**Doctoral Degrees**

[**Higher Education, PhD**](https://ed.buffalo.edu/leadership/academics/doctorate/higher-ed.html)

Our doctoral program in higher education will prepare you for a variety of professional paths, including leadership positions in college and university administration, higher education faculty and policy research. Our program focuses on issues of concern to scholars and leaders in all types of higher education institutions. Given the variety of positions that you can pursue post-graduation, your advisor will work individually with you to craft a course of study and pursue experiences that will help you meet your individual goals. Career pathways typically pursued by graduates include senior college and university leadership, mid-career higher education administration, faculty in higher education, and research for local, state and federal education policy organizations.

The features of the program include:

* application of theory and research methods to the study of higher education;
* emphasis on interdisciplinary work that allows researchers to develop new insights for the scholarship of higher education;
* flexible curriculum that allows you to concentrate on areas of special interest;
* focus on the broad foundations and contexts as well as the critical contemporary issues of higher education;
* frequent and close collaboration with prominent faculty, knowledgeable professionals, and community leaders;
* strategic links with Western New York's 32 two- and four-year colleges and universities, numerous school districts, and other educational settings, which offer abundant research, practice, and professional opportunities.

All Higher Education Administration 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 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.

**Credit Hours and & PhD Coursework Requirements**

|  |  |  |
| --- | --- | --- |
| Degree Program | Credit Hours Requirement | Coursework Requirements  |
| **Higher Education, PhD** | 72 Credit Hours | **Required Courses (18 credits**)ELP 501 Higher Education in the U.S.ELP 502 Historical Bases of Higher EducationELP 505 Organization and GovernanceELP 507 Financing of Higher EducationELP 509 The American College StudentELP 513 Cultural Diversity in Higher Education**Research Methods Courses (12-16 credits)*** A minimum of two courses is required in advanced quantitative research methods, preferably CEP 522 and CEP 523.
* A minimum of one course is required in qualitative research methods.
* At least one additional 3-credit advanced research methodology course in your dissertation area.

**Minor Area (9-12 credits)**You are required to develop a minor area in consultation with your faculty advisor. Courses may be taken outside of the Department of Educational Leadership and Policy or the Graduate School of Education.**Electives (15-21 credits)**You are encouraged to take electives in the Department of Educational Leadership and Policy or in other departments. Electives change periodically, but may include:ELP 500 Nature of InquiryELP 503 Intercollegiate Athletics in Higher EducationELP 508 Community/Junior CollegeELP 510 College Access and Choice in the U.S.ELP 511 Comparative Higher EducationELP 514 Student Development TheoryELP 566 Comparative and Global Studies in EducationELP 686 Educational Transitions: P-20ELP 687 Sociology of Higher EducationELP 693 Multicultural Competence in Student Affairs (permission)**Dissertation Research (minimum 9 credits)**ELP 702 Dissertation Research – minimum of 2 credits per term including summer |

**Comprehensive Exam**

The new doctoral student comprehensive exam will be a semester-long undertaking in which students develop significant expertise related to their proposed dissertation topic. Students can only complete the comprehensive exam during the fall and spring semesters. Students are asked to produce two deliverables:

1. A 2-5 page (double-spaced) prospectus in which they identify appropriate bodies of literature that they will thoroughly investigate. The literature should be related to their proposed dissertation topic. Students will propose questions that they will address and why those questions are significant. Students will produce this document within the first 3 weeks of the comprehensive exam period.
2. A 50-page literature review, in which the student responds to the question(s) laid out in the proposal. The literature review will be due two weeks before the end of the semester, giving students approximately 9 weeks to complete it.

In order to take the comprehensive exam, students must register for ELP 703 with the Department Chair or Program Coordinator. The completed exam will be read and evaluated by the course instructor as well as the student’s dissertation chair. (If that individual is the same person, a second reader will be brought in.) The student will also asked to be discuss their response in a defense that all Higher Education faculty will attend.

The semester before students register for the course, we recommend that they start collecting literature that might inform their dissertation. Additionally, students should buy and read Jose Galvan and Melisa Galvan’s *Writing Literature Reviews*. Students enrolled in the doctoral program prior to the fall of 2018 will be given the option of completing the former comprehensive exam format, which is a take home exam administered over a long weekend where students are required to answer two questions.

**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 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**

**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.

Students who begin the Ph.D. program in **Fall 2019 or later** will complete a semester-long comprehensive examination in which they develop significant expertise related to their proposed dissertation topic. Students can only complete the comprehensive exam during the fall and spring semesters. Students are asked to produce two deliverables:

1. A 2-5 page (double-spaced) prospectus in which they identify appropriate bodies of literature that they will thoroughly investigate. The literature should be related to their proposed dissertation topic. Students will propose questions that they will address and why those questions are significant. Students will produce this document within the first 3 weeks of the comprehensive exam period.
2. A 50-page literature review, in which the student responds to the question(s) laid out in the proposal. The literature review will be due two weeks before the end of the semester, giving students approximately 9 weeks to complete it.

To take the comprehensive exam, students must register for ELP 601. The completed exam will be read and evaluated by the course instructor as well as the student’s dissertation chair. (If that individual is the same person, a second reader will be brought in.) The student will also asked to be discuss their response in a defense that all Higher Education faculty will attend.

The semester before students register for the course, we recommend that they start collecting literature that might inform their dissertation. Additionally, students should buy and read Jose Galvan and Melisa Galvan’s *Writing Literature Reviews*.

Students who began the Ph.D. program before Fall 2019 may either complete the semester-long examination related to their dissertation topic or they may complete a take-home examination, typically given over a long weekend in the first month of the fall and spring semesters, in which they were asked to respond to one or two questions, synthesizing knowledge from their coursework.

Regardless of format undertaken, 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 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 Higher Education 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. Students hired as GA’s in student affairs or other units outside of GSE may enroll in no more than 12 credit hours per semester. Exceptions to the policy may be granted for extenuating circumstances only and must be approved by the Department Chair. Once doctoral students 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.

**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 varies 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. The program hosts an Assistantship Day where newly admitted students have the opportunity to interview for assistantships. Additional assistantship opportunities become available throughout the year.

**Internships**

In some fields, internships are required as part of the professional training program. In our student affairs program, students must complete a minimum of 300 hours of supervised professional experience, which can be achieved either through an assistantship or two internships (assuming ten hours per week for one semester is the equivalent of one internship). All students are encouraged to consider internships as a way to gain a breadth of experience in the field and to test potential career pathways that may be of interest. Internships may be done in a variety of ways. Several major organizations, like ACUHO-I and NODA, offer paid summer internships for students entering the student affairs profession. Students are given the option of completing these internships and others for academic credit. They must seek approval from their advisors and will enroll for credit during the time period during which the internship will be completed. At a minimum, all students who complete an internship for academic credit should provide a position description and a learning plan as well as a final summary of their experience. Students may also complete internships on a voluntary basis, independent of compensation or academic credit. In all cases, it is best to discuss your internship options with your advisor.

**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

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

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

Libraries Annex

University at Buffalo

3850 Rensch Road

Amherst, NY 14228-2712

Phone: 716-645-5114

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

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

Oscar A. Silverman Library

University at Buffalo

Capen Hall

Buffalo, NY 14260-1672

716-645-1328

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

**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>.