#

# Handbook of Graduate Study Department of Learning and

# Instruction

**Curriculum, Instruction and the Science of Learning**

**(CISL)**

**Graduate School of Education**

**University at Buffalo**

**State University of New York**

Updated Spring 2021



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**

GSE and the Department of Learning and Instruction support and are 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.

**Department of Learning and Instruction**

**Purpose of Handbook.** This handbook was established to provide you with important information regarding university and department policies and procedures, your responsibilities, obligations and expectations as a student at UB, and UB services and facilities available to you.

This document provides general policy guidelines for doctoral students to navigate through the doctoral program. It consists of three major sections and provides specific guidelines regarding: Application Procedures, Stages and Requirements of Doctoral Study, and Additional Information and Procedures. This document also guides faculty’s advisement, and the DSC’s work.

While this document covers general guidelines for all doctoral students in the Department, specific practices may vary by program areas and/or different advisors. Thus, it is important that doctoral students consult with their advisors before making decisions regarding issues related to their doctoral program.

**Welcome.** The Department of Learning and Instruction (LAI) provides quality professional education for graduate students pursuing educational careers through the University’s Teacher Education Program, Certificates of Advanced Study, and Certification Master’s and Non-certification Master’s study programs. Certification Tracks of Initial-Only, Initial/Professional, and Professional are available with specified content areas of Early Childhood and/or Childhood, English, English for speakers of other languages, Languages other than English, Literacy Specialist, Mathematics, Music, Science, and Social Studies with an option of in-person, online-only, or blended study. In addition, the department offers an undergraduate minor and combined programs through its UBTeach Initiative.

***Detailed information about the PhD program in Curriculum, Instruction and the Science of Learning can be found on page 9 of this handbook.***

**Department Vision: Transforming Lives Through Critical Learning**

We take education to be a vital aspect of the transmission, construction, and transformation of culture and society. As researchers, teachers, and mentors, we prepare professional educators and scholars for colleges and universities as well as K-12 schools and educational agencies. Our work is distinguished by its commitment to multiple literacies and perspectives, to sociocultural understanding, and to social justice.

**Department Mission**

Located in a major research university in an urban setting, the promise of our mission differs radically from similar programs in most departments or schools in colleges and state universities. While we, too, prepare professionals for all roles throughout the K-16 education system, our real impact comes through the research and scholarship that informs our doctoral and professional education programs and contributes to creative, thoughtful, and informed practice.

Our doctoral program in Curriculum, Instruction, and the Science of Learning is a multidisciplinary program that focuses on addressing practical educational problems through research in diverse contexts for learning and teaching. You can create your own customized program to meet your research and career interests in one of these five concentrations — elementary education, English education, mathematics education, reading education and science education – or in the general track that allows for an innovative interdisciplinary focus.

**Overview of Graduate Programs**

The Department of LAI offers a variety of disciplinary and interdisciplinary programs: Master of Education degrees leading to New York State (NYS) certification, Master of Education degrees that do not lead to certification and Advanced Certificates. Within the framework approved by department faculty and registered with the New York State Education Department (NYSED), graduate programs are designed to respond to current needs in education and to students' career goals and professional preparation. The programs consist of various learning opportunities: required course work; experiential learning; and research projects.

The LAI department faculty and student body works continuously to empower and support diverse voices and cultures to challenge outdated presumptions and set a new course for education that reflects our inclusive populous.Our immersive and engaging learning community welcomes into our academic community, faculty, staff, and students from globally represented cultural heritages and traditions.

All licensure programs offered by the Department of Learning and Instruction were accredited by the Teacher Education Accreditation Council (TEAC). Currently, we are pursuing accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP).

#### General Requirements for Admissions to Master's degree programs in LAI.

Each applicant must submit an application to the Department of Learning and Instruction, which must include a letter stating the applicant's academic background detailing reasons their inclinations toward advanced study.

International applicants must fulfill the University's [English Proficiency Requirement](https://grad.buffalo.edu/explore/admissions/requirements.html) as described under the University’s International Admissions policy. [International student resources](https://ed.buffalo.edu/teaching/admission/international.html) for the LAI Department, along with some [frequently asked questions](http://ed.buffalo.edu/online/admission/faq.html) can be found using the links provided.

***Detailed information about the PhD program in Curriculum, Instruction and the Science of Learning can be found on page 9 of this handbook.***

**Program and Degree Policies**

The department abides by the established student advisement, candidacy, continuous registration, readmission, degree conferral timetable, qualifying exams, thesis dissertation and placement policies.

## Academic Standards Review

In order to sustain academic standards and eligibility for continued enrollment, financial aid, and participation in university activities, the faculty of the department of Learning and Instruction regularly reviews academic records of all graduate students. Essentially, this review addresses the quality of students’ studies as measured by the student course grades.

Students are required to meet with their advisor on an annual basis to discuss progress, goals and challenges, and to complete and sign the annual review form. Advisors and students identify yearly accomplishments and set goals for the upcoming year; additionally, if issues or problems are identified, the advisor and the student plan a solution and document it through the annual review form. Once the advisor and student have completed the annual review, both of their individual forms should be submitted to the LAI office.

### **Academic Good Standing**

A student is in good academic standing if the student’s cumulative UB graduate grade point average (GPA) is a 3.0 or greater.

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### **Academic Warning**

Students receive an academic warning if their cumulative UB GPA is less than a 3.0

An academic warning is not be noted on the student’s official transcript, however it will be disclosed on the student’s departmental record.

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### **Academic Probation**

When students are on academic probation, their UB GPA is less than 3.0 and they are considered to not be in good academic standing. A student is on academic probation, but not in academic good standing if his/her cumulative UB GPA is less than 3.0. Students can request to have UB summer or winter session grades evaluated as part of reconsideration of their probationary or dismissal status.

If a student is on academic probation (s)he cannot participate in university activities. In addition, students on academic probation will have to complete, with an academic advisor, a realistic academic strategy to complete further registration activity. Academic probation is not noted on a student’s official transcript, however it will be disclosed on the student’s record.

### **Academic Dismissal**

Students at UB who have been enrolled for two or more semesters and have earned a cumulative UB GPA of less than 2.0 will be dismissed from their program and the university regardless of their most recent semester GPA.

All dismissed students will receive official notification via U.S. mail as well as through their UB email account. All further fall or spring semester registration access will be unavailable, however, dismissed students may register for or may keep their enrollment appointments for summer or winter sessions (e.g., students dismissed in December 2018 are able to enroll in winter 2019 courses).

Dismissed students may register as a non-degree students for enrollment in winter or summer sessions upon approval of their academic advisor. Students can apply for readmission one academic year after their dismissal (e.g., students dismissed after spring 2018 can apply for re-admittance for fall 2019).

Students may appeal their dismissal to the Dean of Graduate School of Education during a time specified in the dismissal letter. A consultation with an advisor is a requirement of the appeal process. If an appeal is granted, an outline of the terms and conditions of continued study will accompany the letter informing the student their appeal was successful.

Academic dismissal is noted on a student’s official transcript, and will be disclosed on the student’s record.

**The Role of the Academic Advisor**

Students are assigned an academic advisor once they have been admitted to the program. Students will consult with their academic advisors for guidance related to their program of study, course selection, and all other academic matters. Academic Advisors are also expected to review and sign documents related to application to candidacy.

**CISL Program Faculty**

Tiffany Karalis Noel, Program Director | Sam Abramovich | Blythe Anderson | Maureen Boyd | David Bruce | Claire Cameron | Yunjeong Chang | Elizabeth Etopio | Virginia Flood | Julie Gorlewski | Sameer Honwad | Erin Kearney | Sunha Kim | Xiufeng Liu | Mary McVee | Chris Proctor | Ryan Rish | Sarah A. Robert | Alexandra Schindel | Ji-Won Son | John Strong | Noemi Waight | X. Christine Wang

[Visit the faculty directory](http://ed.buffalo.edu/teaching/directory/faculty.html) for detailed information about faculty within the Department of Learning and Instruction.

**Department Student Organizations**

Use this link for information on Student Organizations within the Department of Learning and Instruction: [Graduate Student Association (LAI-GSA)](http://gsa.buffalo.edu/lai/)

**Alumni Association**

[Learn about the GSE Alumni Association](http://ed.buffalo.edu/alumni.html). While general gifts may be given to the school, it also is possible to restrict your donations to support specific programs or projects within GSE.

**Professional Associations**

[American Educational Research Association](https://www.aera.net)

[**Educator Preparation / Teacher Education Information**](http://ed.buffalo.edu/content/dam/ed/tei/docs/Field-Experience-Student-Teaching-Guide.pdf)

The pathway to becoming a certified teacher in New York State requires the completion of specific mandates as outlined by the New York State Education Department. Our department helps guide and prepare students by providing extensive information regarding each certification requirement. Requirements include state-administered exams, workshops, and fingerprint clearance.

The Office of Educator Preparation (OEP) also administers the clinical components for all initial and initial/professional certification programs. For further detail on expectations for field experience and student teaching, please refer to the [Guide to Field Experience and Student Teaching.](http://ed.buffalo.edu/edprep/field-experience.html)

OEP also provides institutional recommendations for students who have completed a licensure program (i.e. initial, initial/professional, professional, Gifted, and Literacy). For further information on applying for your teacher certification please review the relevant links on the OEP certification page: [ed.buffalo.edu/edprep/certification](http://ed.buffalo.edu/edprep/certification.html)

For further information regarding teacher education certification requirements, please contact the Office of Educator Preparation at 716-645-2461 or ubedprep@buffalo.edu

**The Doctoral (PhD) Degree in Curriculum, Instruction and the Science of Learning (CISL)**

**General Information**

An overview of all program forms can be found here: [CISL Program Forms and Materials](https://docs.google.com/spreadsheets/d/1L7BUSx3bOJcQIArwZo1ldSrVCVGJBtfcuQiHYA7nCHs/edit#gid=0)

The CISL PhD program is divided into three stages: [Stages 1-3 Overview and Requirements](http://ed.buffalo.edu/current-students/lai-students/doctoral-stages-requirements.html)

* [Each stage is listed in a separate tab in this document](https://docs.google.com/spreadsheets/d/1L7BUSx3bOJcQIArwZo1ldSrVCVGJBtfcuQiHYA7nCHs/edit?usp=sharing)

**Credit Hours and PhD Coursework Requirements**

* Master’s 10 (max transfer)
* Concentration 24
* Research 21
* Exam (RAE)  1
* Practicum (RC)  6
* Dissertation 10 (minimum)
* TOTAL 72

**CISL Doc Program (UB) - Advising Crib Sheet**

1. Start Program in Stage 1: Enroll in Classes, Determine Pace, Establish Rhythm
2. Research Analysis Exam (taken at 18-24 hours); need 9 research & 9 concentration hours; enroll in 1-credit LAI 697 RAE course
3. Apply to Stage 2 (after passing exam); complete Initial Course Plan Statement (ICPS) with 62 credit hours planned/completed
4. Research Component/Practicum (started at 33-36 credit hours); enroll in 6 credits of LAI 645 (or 3 and 3 across two semesters)
5. Apply to Stage 3 (after passing Research Component/Practicum); complete 62 credit hours in ICPS (amend if needed)
6. Complete [the dissertation checklist and timeline](http://ed.buffalo.edu/current-students/lai-students/dissertation-checklist.html) with your advisor

**Candidacy**

1. Complete and defend Dissertation Proposal and Dissertation (enroll in minimum of 10 credit hours of LAI 702 with your advisor)

**Potential LAI Coursework**

***This is not a comprehensive list of all coursework that may count towards your degree.***

**CONCENTRATION**

*(24 hour minimum)*

LAI 512\* Readings in Multicultural Literature

LAI 515\* Action Research

LAI 517\* Media, Pop Culture & ELA

LAI 523\*  Social Studies Curriculum

LAI 526\* Agencies & Services for Children

LAI 527\* Teaching Math: Early Childhood

[LAI 534\* Meas & Eval of STEM Instruction](http://gse.buffalo.edu/admissions/course-descriptions/9742)

LAI 535\* Environmental Education

LAI 536\* Digital Video as Literacy Tool

LAI 537\* Language, Diversity & Literacy

[LAI 541\* Mathematics Instruction Seminar](http://gse.buffalo.edu/admissions/course-descriptions/9749)

[LAI 543\* History of Math for Teaching](http://gse.buffalo.edu/admissions/course-descriptions/9751)

[LAI 545\* Math Problem Posing & Solving](http://gse.buffalo.edu/admissions/course-descriptions/9753)

[LAI 546\* Teaching & Learning of Algebra](http://gse.buffalo.edu/admissions/course-descriptions/9754)

[LAI 547\* Assessing Stu Perfmnc & Undrstndg](http://gse.buffalo.edu/admissions/course-descriptions/9755)

LAI 552\* Middle Child./Adol. Literacy Methods

[LAI 553\* Tech Secondary Math Ed](http://gse.buffalo.edu/admissions/course-descriptions/9900)

[LAI 555\* Music Education Institute](http://gse.buffalo.edu/admissions/course-descriptions/9761)

[LAI 563\* Language, Literacy & Culture](http://gse.buffalo.edu/admissions/course-descriptions/9769)

[LAI 564\* Studies in Music Education](http://gse.buffalo.edu/admissions/course-descriptions/9771)

[LAI 573 Technology as as Social Practice](http://gse.buffalo.edu/admissions/course-descriptions/9650)

LAI 610SEM Intro to Doc Studies in LAI

[LAI 610 Supervising Music Learning Programs](http://gse.buffalo.edu/admissions/course-descriptions/9804)

[LAI 613 Curriculum Theory](http://gse.buffalo.edu/admissions/course-descriptions/9806)

[LAI 615 Seminar in CISL](http://gse.buffalo.edu/admissions/course-descriptions/9807)

LAI 620 Intersectionality, Education & Equity

LAI 624 Res. & Theory Exp. Learning

[LAI 630 Doctoral Seminar in Appraisal](http://gse.buffalo.edu/admissions/course-descriptions/9817)

[LAI 631 Doc Sem Special Ed: Curr & Instr](http://gse.buffalo.edu/admissions/course-descriptions/9818)

LAI 633 Cultural Hist. Activity Theory

LAI 637 Research in Science Education

[LAI 636 Theories of Learning Behavior](http://gse.buffalo.edu/admissions/course-descriptions/9819)

LAI 642 Advanced Mathematics Education

[LAI 643\* Sch Math Advanced Standpt. 1](http://gse.buffalo.edu/admissions/course-descriptions/9823)

[LAI 644\* Sch Math Advanced Standpt. 2](http://gse.buffalo.edu/admissions/course-descriptions/9824)

LAI 645\* Sch Math Advanced Standpt. 3

[LAI 647\* Sch Math Adv. Standpt. 4](http://gse.buffalo.edu/admissions/course-descriptions/10921)

[LAI 648 Equity, Div & Epist Issues in Tech](http://gse.buffalo.edu/admissions/course-descriptions/9895)

[LAI 649 Fnd Edu Cognitive Theory I](http://gse.buffalo.edu/admissions/course-descriptions/9825)

[LAI 650 Fnd Edu Cognitive Theory II](http://gse.buffalo.edu/admissions/course-descriptions/9826)

LAI 651 Research in Reading & Literacy

LAI 652\* Practicum Supervised Reading Inst.

[LAI 653 Special Problems in Literacy](http://gse.buffalo.edu/admissions/course-descriptions/9827)

LAI 654 Msmt. & Eval of Learning

LAI 663 Sociocultural Dimensions in Learning

[LAI 664 Bakhtinian Persp on Lang, Lit & Cul](http://gse.buffalo.edu/admissions/course-descriptions/9960)

[LAI 671\* Philosophy of Technology](http://gse.buffalo.edu/admissions/course-descriptions/9894)

[LAI 673 New Literacies Seminar](http://gse.buffalo.edu/admissions/course-descriptions/9896)

[LAI 678\* Digital Media in Education](http://gse.buffalo.edu/admissions/course-descriptions/9901)

[LAI 682\* Assessment of Sec Lang Prof](http://gse.buffalo.edu/admissions/course-descriptions/9836)

LAI 684 Collaborative Teaching & Inquiry

LAI 685 Design of Learning Environments

LAI 686 Computational Literacies Design

LAI 688 English Across Cultures

LAI 689 Embodiment in Education

LAI 693 Teaching College Students

**RESEARCH**

*(22 hours minimum, must include 1 Research Analysis credit – LAI 697)*

[LAI 515\* Res. On Literature Tch. & Learning](http://gse.buffalo.edu/admissions/course-descriptions/9725)

[LAI 519\* Research in Writing](http://gse.buffalo.edu/admissions/course-descriptions/9729)

[LAI 586\* Res. Meth in Biling. & L2 Acquisition](http://gse.buffalo.edu/admissions/course-descriptions/9790)

[LAI 621 Critical Interpretations of Research](http://gse.buffalo.edu/admissions/course-descriptions/9956)

[LAI 622 Research in Social Education](http://gse.buffalo.edu/admissions/course-descriptions/9813)

[LAI 623 Research in English Ed](http://gse.buffalo.edu/admissions/course-descriptions/9985)

[LAI 624 English Ed. Research Practicum](http://gse.buffalo.edu/admissions/course-descriptions/9814)

[LAI 625 Discourse Analysis](http://gse.buffalo.edu/admissions/course-descriptions/9815)

[LAI 626 Adv. Qual. Research Field Methods](http://gse.buffalo.edu/admissions/course-descriptions/9816)

[LAI 637 Research in Science Education](http://gse.buffalo.edu/admissions/course-descriptions/9820)

LAI 641\* Theory & Research in Elem Math

[LAI 646 Math Education Research](http://gse.buffalo.edu/admissions/course-descriptions/9986)

LAI 647 Research in Online Education

LAI 648 Research Ethics

LAI 650 Research on Teaching

[LAI 651 Research in Reading](http://gse.buffalo.edu/admissions/course-descriptions/9958)

[LAI 657 Analysis of Quantitative Research I](http://gse.buffalo.edu/admissions/course-descriptions/9828)

[LAI 658 Analysis of Quantitative Research II](http://gse.buffalo.edu/admissions/course-descriptions/9829)

LAI 660 Lit. Res. & Theory Diverse Contexts

[LAI 661 Research Sem - Early Childhood Ed](http://gse.buffalo.edu/admissions/course-descriptions/9830)

LAI 662\* Elementary Education Research

[LAI 669 Qualitative Techniques for Education](http://gse.buffalo.edu/admissions/course-descriptions/9833)

[LAI 670 Methods of Child Study](http://gse.buffalo.edu/admissions/course-descriptions/9961)

LAI 683 Learning Technologies and Research

LAI 685 Research on Ed.Technologies

LAI 685 Design Based Research

LAI 687 Crtl. Int. of Arts Integration Research

LAI 688 Bilingualism & Cognition

*\*Courses indicated with an asterisk are for master’s and doctoral students. Doctoral students will have to complete additional assignments to ensure that coursework is rigorous enough for this level of study.*

**Research Analysis Exam (RAE)**

[**RAE Procedures for Students**](https://docs.google.com/document/d/1GaVsWtr2LVrswCNMdYkX6peELuL-zFnw-YR7UQV9V8g/edit?usp=sharing)

1. When a student has completed between 18 and 24 credits, the student is ready to register for and complete the RAE. These credits should reflect at least 9 credits in research coursework and 9 credits in concentration/expertise coursework. When entering this range of completed course credits, the student should meet with his/her/their faculty advisor to decide on the exact timing for taking the exam.
2. Once a semester for taking the exam is agreed upon by the advisor and student, the student must register for LAI 697: Research Analysis Exam before the registration window for the exam completion semester closes. For example, if a student plans to take the RAE during Spring 2020, they must register for LAI 697 before the Spring 2020 registration window closes. When registering for the 1-credit course, the student should also indicate their desired 10-day exam window for completing the exam through the [online Google form](https://docs.google.com/forms/d/e/1FAIpQLScXkoHrCIKRtmY_EI_Ne_j-l8cwGNcexDUXI5wMrx5lHwKKsQ/viewform?usp=sf_link).
3. Once the student has submitted the preferred exam start date as decided upon with his/her/their advisor, the Doctoral Studies Committee (DSC) Chair will follow up with the student’s faculty advisor to obtain a copy of the research article that the student will use to complete the RAE.
4. If the student requests to begin the exam on January 4th, for example, the DSC chair will email the research article to the student by 9 am EST on January 4th. In this case, the student’s exam paper will be due through upload to UBLearns by 11:59 pm EST on January 14th (that is, 10 days after the exam start date).
5. After the student uploads his/her/their exam through UBLearns, the faculty advisor will evaluate the RAE according to the [RAE Guidelines & Rubric](https://drive.google.com/open?id=1EtAS94XrH6Ba3y9FXMoonIFH0x0TiKDr). The faculty advisor will enter a score and feedback for the RAE through UBLearns.
6. Scoring of the RAE is on a 16 point scale. A score of 12 is considered a passing grade. If a student scores below 12, a second reader will be assigned, and the student must follow the revise and resubmit plan (or remediate and resubmit plan) proposed by the faculty advisor and second reader.
7. Once the faculty advisor has entered the RAE score and associated feedback, the DSC Chair will enter the official score on HUB and update the student’s record of graduate standing.

**The following information is a guide for navigating the LAI 697 course on UBLearns.**

* When you open **2191\_14346\_LAI 697** on UBLearns and click the “Course Documents” tab, you should see the following, except for the “RAE Procedures for Faculty Advisors” link. Only faculty can see this.

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* [The “RAE Procedures for Students” link will take you here](https://docs.google.com/document/d/1GaVsWtr2LVrswCNMdYkX6peELuL-zFnw-YR7UQV9V8g/edit?usp=sharing).
* [The “RAE Guidelines and Rubric” link will take you here](https://drive.google.com/open?id=1EtAS94XrH6Ba3y9FXMoonIFH0x0TiKDr).

* The “RAE Dropbox” is what you will use to upload your completed exam. With your upload, please include the following attachments and additional information in the comment box:
* **Attachments**
	+ Your completed RAE
	+ The article assigned by your advisor and emailed to you by the DSC Chair
* **Additional information**
	+ Your name
	+ Your UB email address
	+ Your advisor’s name
	+ Your advisor’s UB email address
	+ Any other information that may be important for the DSC Chair to know
* Questions about how to navigate the 2191\_14346\_LAI 697 course page on UBLearns should be directed to the DSC Chair, Dr. Tiffany Karalis Noel (tbkarali@buffalo.edu).
* Lastly, please note that when applying to Stage 2, you must download and complete the [Initial Course Plan Statement (ICPS)](https://drive.google.com/open?id=1WHSVD7f9adWUULwuZqWibx6Qb-tNkHLI) and submit the document to the LAI Doctoral Student Coordinator, Ms. Monica Washington (mcw22@buffalo.edu).
* To complete the ICPS form, students should list the above courses in their appropriate category. Each course should be listed in only one category (e.g., a research seminar in the major area may be listed in either the concentration category or the research category, but not both).
* The ICPS must be signed by both the student and the advisor before the student can advance to the second stage of the doctoral program (Doctoral Program Standing).

**Research Component (RC) / Practicum**

**Stage 2: Doctoral Program Standing**

A major element of doctoral program standing (stage 2) is the completion, submission, presentation, and review of the Research Component. The Research Component requirement is to be fulfilled around the time the student has completed 33 to 36 hours of course-work. In order to fulfill the Research Component requirement, the student must register for 6 total credits of LAI 645 Research Practicum. It is recommend that students take 6 credits of LAI 645 over the course of two consecutive semesters (3 credits – 3 credits), but students may also wish to register for the full 6 credits of LAI 645 during the generally less-busy summer session.

[Click here for a detailed walk-through of the Research Component Roadmap.](https://prezi.com/view/fb2aWIneNREieTbZD1RM/)

Although passing the Research Component does **not** require that the paper be accepted for publication or presentation, the project should result in a research report suitable for submission to a research journal or for presentation at a regional or national conference research symposium. The nature of the project conducted will vary from student to student and from faculty member to faculty member, but regardless of the focus of the project, it must result in a written research report. The research project may be conducted by the student alone or through collaboration between the student and a GSE faculty member. It is anticipated that the project will result from:

• an experiment;

• a correlational, regression, or factor analytic study;

• a descriptive study using quantitative procedures;

• a descriptive study using qualitative procedures (e.g., ethnography);

• a case study;

• an evaluation or assessment study;

• a historical study;

• a review of the research including a critique of a specific research report;

• or, a theory that offers an alternative interpretation to a current theory or model.

The research report must be approved by the student’s major advisor. Upon the advisor’s approval, the report is to be presented at a public presentation sponsored by the Department and Graduate Student Association and attended by all interested students and faculty. Further, it will be the responsibility of the faculty advisor to invite a consultant to the presentation of the Research Component. Both faculty members will sign the [*Research Experience Component Form* linked here](https://drive.google.com/open?id=1Fgi4bxbiBONX2CiEC4j9z_heshwlXCML) after assigning a score. The research project will be scored using the same 1-to- 4 point scoring system as the [Research Analysis Exam](https://drive.google.com/file/d/1EtAS94XrH6Ba3y9FXMoonIFH0x0TiKDr/view). Evaluation for the Research Experience Component pertains more to the presentation and quality of the research project than to the ability to analyze research.

**Guidelines for Dissertation**

**Introduction**

* [Graduate School of Education Dissertation Checklist and Timeline](https://ed.buffalo.edu/current-students/lai-students/dissertation-checklist.html)

After completing the Research Component, the student should be in the process of completing his/her/their coursework and beginning to develop the dissertation proposal. In addition to developing the proposal, the student must also form a dissertation committee at this time.

**Dissertation Committee**

When completing the Doctoral [Application to Candidacy (ATC)](https://grad.buffalo.edu/succeed/graduate/application-to-candidacy.html), students should consult with their primary advisor to form a dissertation committee based on their interests. There are two important functions of the ATC. When submitted to the Graduate School, the ATC will establish your anticipated conferral date and establish the make up of you dissertation committee. An approved Application to Candidacy (ATC) is preqrequisite to holding a Proposal Defense.

* The chair of a PhD or EdD dissertation committee must be a member of the student’s department, must be a member of the UB Graduate School Faculty, and must NOT be of qualified rank. If special circumstances seem to require a chair of a PhD or EdD dissertation committee to be from outside of the student’s department but within GSE, then the appointment should be made with the advice and consent of the student’s department (i.e., designated departmental committee).
* The two additional required members of a PhD or EdD dissertation committee must hold the unqualified rank of assistant professor or above, or, if they are of qualified rank, they must be a member of the UB Graduate School Faculty.
* A person not meeting the above qualifications can be an additional (fourth) member of a PhD or EdD dissertation committee.
* Note: If an individual from outside the University at Buffalo faculty is proposed to serve on a dissertation committee, he/she must provide a curriculum vitae. The student and major advisor are asked to provide a statement affixed to this form as to why they believe that individual is more appropriate than a regularly appointed member of the University at Buffalo faculty.

**Doctoral Candidacy**

At this time the student will have submitted the [Application to Candidacy](https://grad.buffalo.edu/succeed/graduate/application-to-candidacy.html) and will have completed all or nearly all coursework, excluding dissertation hours. With only a minimum of coursework to accomplish, the student aims nearly all efforts specifically at the designation and development of the research problem for the dissertation: i.e., the creation of the dissertation proposal.

**Dissertation Proposal**

This dissertation proposal marks a major turning point in the student’s doctoral program.

A dissertation proposal abstract (not over 200 words) should not only demonstrate appropriate form (grammar, spelling) but should also contain the following elements:

* A one- or two-sentence statement of the topic to be discussed or the problem to be investigated;
* An explanation of the purpose or importance of the proposed dissertation;
* A brief description of the information sources to be consulted (depending on the type of dissertation these may be: the subjects/participants, the field work context, published literature, written documents, etc.);
* A brief description of the proposed procedures for data collection and/or analysis of results (e.g., surveys, interventions, statistics, policy analysis, historical or philosophical treatments);
* A statement describing how the findings obtained or conclusions reached will be linked to a larger body of knowledge in the field.

[Link to Dissertation Proposal Guidelines recommended by the Graduate School of Education](http://ed.buffalo.edu/current-students/lai-students/dissertation-proposal-guidelines.html)

When a draft of the dissertation proposal has been developed to the satisfaction of the major advisor and the dissertation committee, it must be defended at a public meeting, and the [Dissertation Proposal Defense Form must be completed](https://drive.google.com/open?id=1gvNMviVgzO3xFHN7-4FZFxlo5SY1UE4E). The Office Administrative Assistant secretary to the Department Chair will inform the student as to procedures for announcing the time and date of the dissertation proposal. The time and place of the proposal defense must be announced at least one full week (five working days) in advance.

**Simplified Steps for Virtual Defenses**

[Link to simplified steps for virtual defenses of Research Component, Dissertation Proposal, and Dissertation Findings](https://docs.google.com/document/d/1V6oxLY7oAw5CeKoeYKUTUhMRJ2cGJ2FigXss6-nVoVU/edit?usp=sharing)

**The Dissertation Writing Process**

The working relations between the student, the major advisor, and the dissertation committee may vary from one major advisor to another, but in general it is the norm for a student to work most directly with the major advisor. Drafts of chapters or sections are not usually given to the other dissertation committee members without the approval of the major advisor. Students should be aware of this protocol, but they should also realize that there is considerable variation depending upon the nature of the research problem, the major advisor, and the make-up of the committee.

It is also the norm to submit drafts of the dissertation in sections, usually one or two chapters at a time to the major advisor. A candidate should not wait until a draft of the entire dissertation has been written before obtaining feedback from the major advisor (and perhaps the committee). It is also not unusual for the committee to read drafts of chapters as they are completed – but only upon approval of the major advisor.

**The Style of the Dissertation**

The dissertation should be an original contribution to the field as determined by the PhD candidate's department or program. Doctoral dissertations, except those in the department of romance languages and literatures, are normally written in English.

There are several style manuals available in the UB Libraries, including Strunk and White, Turabian and the University of Chicago Press, that answer a host of questions regarding the technical aspects of a properly prepared dissertation. A bibliography is also available which provides further examples that are more specific to various disciplines (e.g., the Publication Manual of the American Psychological Association). Students should consult the appropriate professional journals and their major professors to determine the most appropriate style within their area of research.

It is the prerogative and responsibility of the candidate and the sponsoring department to ensure that the canons of organization, presentation and documentation usually prescribed for publication in their discipline are observed. Likewise, the dissertation must be certified as substantially free of errors and ready for publication before it is submitted to the Graduate School.

Since 2005, all master’s theses and doctoral dissertations completed by UB students in fulfillment of graduate program requirements have been archived and accessible through ProQuest’s dissertations and theses database. Beginning with the June 1, 2018 degree conferral, all theses and dissertations will also be accessible for public access through UB’s Institutional Repository. Students will continue to have the option to request a temporary embargo (delayed release) of their thesis or dissertation containing patentable material or content being submitted to peer-reviewed journals or for commercial publication. See the [Public Access of Theses and Dissertations](https://grad.buffalo.edu/succeed/current-students/policy-library.html#public-access) and [Embargo (Delayed Release)](https://grad.buffalo.edu/succeed/current-students/policy-library.html#embargo) of Thesis and Dissertation policies.

Although it is not required, students are strongly suggested to hire an editor for the final dissertation draft. This is a public, published document and the final copy should be print-ready.

**Dissertation Defense**

The scheduling of the time and place of the dissertation defense is the responsibility of the candidate. The candidate should be aware that the announcement of the defense must include an abstract of the dissertation and that this abstract – clear, concise, and well written – must be no longer than one page. The announcement of the dissertation defense is sent to every faculty member in GSE, is posted on the Department’s bulletin board, and is distributed to graduate students through electronic announcement.

The defense is public, and any member of the University community is welcome to attend. The candidate should check with the major advisor as to exactly how the defense will be conducted, as the procedures may vary from committee to committee.

It is usual for the committee to make revision suggestions for the doctoral candidate at the defense. These changes will need to be made, unless the committee otherwise directs, for final approval to the dissertation director.

**Result of Dissertation Defense**

Almost all dissertation defenses require further revision and refinement of the dissertation. This is the most common outcome. After defending the dissertation in a public forum, the dissertation committee convenes in a private session to discuss the outcome. The doctoral candidate is then invited in and results are shared. Students may fail a dissertation defense and be required to revise and defend their findings again, although this is a rare occurrence.

**Dissertation Paperwork**

After the dissertation has been defended and approved by the major advisor and dissertation committee, three procedural formalities must be completed: (1) submit your M-form to the Coordinator, (2) complete the Graduate School doctoral survey, and (3) upload your dissertation to the Graduate School Dissertation Repository.

It is recommended that the candidate bring the M-form to the dissertation defense for the committee members to sign. This form should be submitted to the LAI Doctoral Studies Coordinator on that day, unless the advisor prefers to keep the form until they approve the dissertation upload. The major advisor needs to sign the M-form a second time certifying the dissertation is ready to be uploaded to the Graduate School Dissertation Repository. Upon this confirmation to the LAI Graduate Student Coordinator, the M-form will be forwarded to the UB Graduate School, where final processing and establishment of your anticipated conferral are recorded in the HUB.

* [M Form](https://grad.buffalo.edu/forms/m-form-thesis.html)
* [Petition to Change Expected Conferral Date](https://registrar.buffalo.edu/degrees/graduate.php) *(Only if necessary)*

**UB Guidelines and Requirements to Submit Dissertation**

* [Dissertation Electronic Submission](http://grad.buffalo.edu/succeed/graduate/electronic-submission.html)

**International Student Information**

Questions and concerns related to International Student Services can be obtained through the International Student Services Office. The link for this resource is: <http://www.buffalo.edu/international-student-services.html>

**Online Education**

The PhD Program in CISL may be completed completely online, however face to face courses are also available.

# Degree Conferral

# Candidacy

PhD students establish their anticipated conferral date when they submit their Application to Canidacy (ATC). PhD student DO NOT Apply for Graduation via the HUB Student Center.

Note: Should you miss the deadline, you will need to apply for the next conferral (graduation) date AND register for at least one credit hour in the semester you will graduate (maintain continuous registration policy).

# UB confers degrees three times a year: Application to Candicacy Deadlines

|  |  |  |
| --- | --- | --- |
| Graduation Term | Application to Canadicy is due to the UB Grad School | Conferral Date |
| Fall | November 1 | February 1 |
| Spring | March 1 | June 1 |
| Summer | July 1 | September 1 |

**Details regarding various tasks that relate to graduation can be found at the following links:**

* [Review the Learning and Instruction Degree Checklists and Timelines](http://ed.buffalo.edu/current-students/lai-students.html)
* [More Information about Degree Conferral](https://registrar.buffalo.edu/degrees/degreeconferral.php)
* [More Information about Commencement](https://www.buffalo.edu/commencement.html)
* [Check in with Career Services & take the 2 Graduate Surveys outlined on the Graduate School website](https://grad.buffalo.edu/succeed/graduate/surveys.html)
* [UB Graduate School PhD Dissertation and Graduation Information](https://grad.buffalo.edu/succeed/graduate/requirements.html)

**Campus Resources and Services**

**a. Student Advisement**

Upon acceptance into a program, you will be assigned an adviser who will develop a tentative plan of study based on your career goals, experiences and needs. A student has the right to change advisors for any number of reasons including interest in another faculty member’s research, etc. Please find the [Change of Advisor Form linked here.](https://drive.google.com/file/d/1WoGC9YCj1-1kFq4SzzkVkPA3i2s4j9_k/view?usp=sharing)

**b. Office locations**

The LAI Main Office is on the 5th Floor of Baldy Hall; the Office of Educator Preparation is on the 3rd floor of Baldy Hall in room 375.

**c. UB Libraries**

There are multiple libraries available on campus for a complete listing please see the following link: <https://library.buffalo.edu/>.

However, two libraries will be of interest to music education students: The graduate library known as [Lockwood Memorial Library](https://library.buffalo.edu/lml/) and the [Music Library](https://library.buffalo.edu/music/) in Baird Hall.

**d. UB Information Technology**

UB offers students a wide range of IT services. Complete information, including free software available to UB students, is found at the following link:

<http://www.buffalo.edu/ubit.html>

**e. UB Student Services**

For information regarding available student services, use the following link: <https://1capen.buffalo.edu/>

**University Policy and Procedures**

**For a complete list of University Policies and Procedures please see the following websites:**

**Student Code of Conduct:**

<http://www.buffalo.edu/content/dam/www/studentlife/units/uls/student-conduct/ub-student-code-of-conduct.pdf>

**Information Technology Polices:**

<https://catalog.buffalo.edu/policies/information_technology_policies.html>

**Academic Integrity:**

<https://catalog.buffalo.edu/policies/integrity.html>

**Graduate Student Petition for Approval of Non-UB Transfer Credits:**

<https://ed.buffalo.edu/content/dam/ed/main/docs/current-students/forms-checklists/TransferofCredit.pdf>

**Graduate Student Petition for a Leave of Absence:**

<https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>

All policy and procedures for graduate study at UB can be found in the [Graduate School Policy Library](https://grad.buffalo.edu/succeed/current-students/policy-library.university-policies.html). By using this link you will be sure to find the most up to date information.

The LAI 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 LAI Department website and in future editions of the handbook.