



University at Buffalo

Department of Counseling, School
and Educational Psychology

Graduate School of Education



2026-2027 HANDBOOK

Educational Data Science (EDS) MS and PhD Certificate in Applied Statistical Analysis (CASA)

Graduate School of Education

University at Buffalo

State University of New York

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

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Introduction

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

This handbook is intended to serve as a guide for graduate students and faculty in the Educational Data Science (EDS) and Certificate of Applied Statistical Analysis (CASA) programs at the University at Buffalo, State University of New York (SUNY). The students and faculty may find it useful as a reference in planning coursework and advising. The handbook contains information on departmental procedures and regulations but does not cover every possible situation. Consultation with the student's Faculty Advisor, Program Director, or the Department Chair is recommended for further clarification of particular issues. *The Graduate School website should also be consulted for general requirements of the graduate degree and particular time schedules for degree requirements at:*

<https://www.buffalo.edu/grad/succeed/graduate.html> . Careful study of these resources will aid in long range planning of a student's graduate program.

Education at the graduate level is different from that experienced as an undergraduate. Students are expected to perform competently in academic courses and research. It is important that students demonstrate initiative in developing independent research projects, approaching faculty concerning collaborative research, choosing an advisor and later committee members, and planning programs in special areas of interest. Student motivation is necessary for the professional development of someone working in the field of educational psychology. Obtaining a graduate degree is more than a matter of accumulating a minimum number of semester hours. Collaboration with other students and faculty in research and professional activities is encouraged. Attendance at student meetings, contributions to committee projects, and participation in faculty-student activities are opportunities for peer interaction outside the classroom. Considerable education, as well as support for one another, is gained through informal gatherings.

Participants in our program seek to understand human behavior in educational settings - with education viewed in broad terms that include, but are not limited to traditional school settings, government agencies, and private research and development organizations. Among the problems we study are theoretical and practical aspects of human learning and cognition, testing and measurement, research methodology, human development, evaluation, psychology of teaching, individual differences, affective

and cultural aspects of education, teacher preparation and career development, and school improvement. At the University at Buffalo, the focus of courses and scholarship is research on research methods and educational processes and policies.

The MS and PhD programs prepare individuals interested in these concerns at various educational levels (from pre-school to higher education) and in various types of situations (e.g., traditional school settings, medical education, and so forth). Graduates of our programs work in a variety of different environments ranging from professorial appointments in colleges and universities (generally in education, psychology or the health-related professions) to government and private research organizations (e.g., Educational Testing Service, American Institutes for Research, State Education Departments), to public and private schools. Our graduates also work as consultants to business and industry, and in various roles within public schools (e.g., classroom teachers, directors of research or test development, instructional support and/or supervision).

We consider both the MS and PhD programs to have similar emphases but at different degrees of intensity. This is ensured by a common curriculum of required and distribution courses (specific requirements are described later in this Handbook). Specialization occurs through a systematic series of courses and independent research projects, defined by and evolving over the student's graduate career, usually culminating in a project, thesis or dissertation. Examples are cognitive or metacognitive strategies, socio-cultural influences on learning, classroom processes, students at risk, learning and teaching functions, and especially issues of educational policy and equity. A common underlying theme is the emphasis on quantitative research methodology.

Mission

With a focus on local-to-global impact, the **Graduate School of Education (GSE)** is an inclusive community engaged in ground-breaking research and teaching across education, human development and information science that improves educational, social and economic opportunities for individuals and communities.

Within the GSE, **The Department of Counseling, School and Educational Psychology** is an interdisciplinary and collaborative department operating within a community-based, scientist-practitioner methodology. In this model, we produce cutting-edge research that informs students, scholars, and practitioners to build upon the strengths of diverse populations. As scientist-practitioners, we educate students in mental health, rehabilitation, and school counseling as well as counseling

psychology, school psychology, and educational data science for evidence-based policy and practice. Through an equity, diversity, justice, and inclusion (EDJI) infused framework, our teaching, research, and service has an impact at local, state, national, and international levels.

Overview of the Graduate Program

University Graduate School

<https://www.buffalo.edu/grad/explore/about/dean.html>

All graduate degrees at UB are awarded through the University Graduate School, located at 408 Capen Hall, phone 716-645-2939 (distinct from the Graduate School of Education).

Graduate School of Education (GSE)

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located at 1st Floor Foster Hall (phone 716-645- 6640).

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Department of Counseling School & Educational Psychology

<https://ed.buffalo.edu/current-students/csep-students.html>

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Counseling, School and Educational Psychology Department Programs

The School Psychology MA/AC Program is one of the programs that comprise the Department of Counseling, School and Educational Psychology. Other programs include:

Degree Program	Program Director
Applied Statistical Analysis – Advanced Graduate Certificate	Dr. Sunha Kim
Combined Counseling Psychology/School Psychology PhD	Dr. Wendy Guyker
Educational Data Science – Master of Science (MS)	Dr. Sunha Kim
Educational Data Science – Doctor of Philosophy (PhD)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods – Master of Arts (MA)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods PhD	Dr. Sunha Kim
Mental Health Counseling – Advanced Graduate Certificate	Dr. Amy Reynolds

Mental Health Counseling – Master of Science (MS)	Dr. Amy Reynolds
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II
School Psychology – Master of Arts (MA) & Advanced Certificate	Dr. Rebecca Vujnovic

Educational Data Science (MS and PhD) Program and Certificate for Applied Statistical Analysis (CASA)

PhD: <https://ed.buffalo.edu/academics/doctorate/ed-data.html>

MS: <https://ed.buffalo.edu/academics/masters/ed-data.html>

Certificate: <https://ed.buffalo.edu/academics/ac/stats.html>

Program Personnel		
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Department Student Organizations

Graduate Student Association (GSA)

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for defraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated based on a constitution, and officers are elected annually. One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board. In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

The Committee for Social Justice and Inclusion (CSJI)

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered monthly during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community. In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

Alumni Association

GSE Alumni Association: <https://ed.buffalo.edu/alumni.html>

Educational Data Science Professional Organizations

Professional Association

Students enrolled in a graduate level Educational Data Science (EDS) program may join the American Educational Research Association (AERA, <http://www.aera.net/>), the Society for Learning Analytics Research (SoLAR, <https://www.solaresearch.org/>), the International Educational Data Mining Society (<https://educationaldatamining.org/>), the Association for Information Science and Technology (ASIS&T, <https://www.asist.org/>), and/or the International Society of the Learning Sciences (ISLS,

<https://www.isls.org/>) as student members at a reduced rate of dues. Membership includes a variety of benefits including a quarterly professional journal, newsletters, and reduced dues for conferences, job search, and more.

General Degree Requirements

The various degree programs in educational data science involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. The following are among the more important general requirements.

Full-Time Enrollment Expectation

The PhD program in Educational Data Science (EDS) is designed as a full-time program of study, and whenever possible, students should register on a full-time basis. Full-time status is defined as 12 hours of graduate work per semester (students with a Graduate Assistantship must register for at least 9 hours), with no full-time employment responsibilities elsewhere.

Master of Science in Educational Data Science and the Certificate in Applied Statistical Analysis students can study part-time or full-time. Be sure to consult your Faculty Advisor for program planning prior to course registration.

Time Limit to Complete Degree

MS students are required to complete all their degree within four (4) years from date of matriculation (start).

PhD students are required to complete all requirements for their degree (including the dissertation) within seven years of matriculation.

An “Extension of Time Limit for Degree Completion” petition may be requested, and permission must be obtained from the Graduate Degree Committee for any course work that exceeds these limits; such extensions, if granted, usually come with additional requirements.

Continuous Registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitting a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. Contact the Counseling, School and Educational Psychology Academic Advisor for assistance with the petition. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically discontinued from the Program and will need to petition to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses. Former students who have not been enrolled in the program for five or more years will need to reapply.

Course Completion

Students must satisfactorily complete all required courses for the degree on which they are working with a B- or better.

The Educational Data Science MS Degree

Program Purpose

The MS program is primarily for students who will continue on through the PhD program. However, MS students may also complete their degree without pursuing a doctorate and instead seek careers in Educational Data Science. The program of study leading to the MS degree in Educational Data Science requires approximately 3 to 4 semesters of full-time study plus a summer, or an equivalent amount of part-time study. A minimum of 35 credit hours are required for the MS degree.

The final Capstone requirement (5 credits of CEP 701: Thesis or CEP 700: Individual Guidance Project) includes a thesis or a project. Both options require an original empirical study approved by the advisor and at least one other faculty member. The nature of the Master's thesis or project is determined in consultation with the student and the Master's Committee of the student.

Advisement

Each student studies under the academic faculty advisement of a member of the Educational Data Science faculty. The Faculty Advisor and the student will develop a plan for their coursework and degree completion. Progress toward the degree is documented in the student's Academic Advising Report (AAR), available through the HUB Student Center. The Faculty Advisor usually serves as Chair of the student's Thesis or Project Committee (for the MS degree), and for the Research Qualifying Paper Committee and the Dissertation Committee (for the PhD degree). A student may change Faculty Advisor at any time, although the new Faculty Advisor must agree to serve as the student's Faculty Advisor and sign the Change of Advisor form (EDS Form #4).

Each student should meet with their Faculty Advisor early in the program and at least once a semester to plan a specific program of study, select electives, and review progress.

Annual Evaluation

Each student's progress will be evaluated annually by the EDS Faculty. As a result of that evaluation, students may continue in the program, continue on probation, or be dismissed from the program.

Master's Coursework Requirements

The paragraphs below list the required distribution courses for students in EDS. We consider the field to be a unique combination of various areas of study, summing to a whole. All students must therefore

attain competencies in the same areas of educational psychology. MS students be required to complete a minimum of 35 credit hours of coursework, including a thesis or project.

FOUNDATION COURSES

CEP 500: Fundamentals of Educational Research

CEP 510: Psychometric Theory in Education

CEP 522: Statistical Methods I

CEP 523: Statistical Methods II

CEP 541: Human Growth and Development

CEP 560: Psychology of Learning and Instruction

DISTRIBUTION REQUIREMENTS

Master's students are required to take 1 course from group **A**, 2 from group **B**, and 1 from group **C**.

Group A - Data Analytics (1 course)

CEP 508: Foundations of Educational Data Science and Analytics

CEP 513: Advanced Programming for Educational Data Science

Note. We recommend taking CEP 508 prior to CEP 513. Python programming background and data manipulation skills and experiences are required before taking CEP 513.

Group B - Research Design, Measurement, Statistics and Data Analysis (2 courses)

CEP 512 Topical Seminar in Research Methods (Intro to Epistemic Network Analysis)

CEP 524: Experimental Design

CEP 525: Applied Multivariate Analysis

CEP 526: Structural Equation Modeling (SEM)

CEP 527: Analysis of Large-Scale Databases

CEP 528: Hierarchical Linear Modeling (HLM)

CEP 529: Applied Regression Analysis

CEP 530: Introduction to Meta Analysis

CEP 531: Survival Analysis

Note. We recommend taking CEP 522-523 prior to CEP 524-531. Descriptive and inferential statistics background and data analysis experiences are required before taking CEP 524-531.

Group C - Substantive Issues of Educational Policy and Practice (1 course)

CEP 533: Topical Seminar (Focus changes from year to year)

ELP 566: Comparative and Global Studies in Education

ELP 575: Education and Globalization

ELP 585: Sociological Bases of Education

ELP 592: American Education for International Students

ELP 615: Critical Race Theory

ELP 620: Educational Transitions P-20

ELP 626: Policy Formulation and Analysis

LAI 512: Readings in Multicultural Literature

LAI 525: Science, Technology & Human Values

LAI 529: Computers in Early and Primary Education

Note. We recommend consulting with faculty advisor prior to the selection of a course that best fits with student's research interests and schedules.

Thesis/Project

CEP 701: Individual Guidance of Thesis OR (5 credits)

CEP 700: Individual Guidance Project (5 credits)

RECOMMENDED ELECTIVES

General

CEP 703: Independent Study (topics decided by student and a faculty member)

CEP 594: Practicum in Teaching (pre-approval from Dr. Shanahan required)

ELP 589: Education and Socialization

Qualitative Research Methods

ELP 593/594: Qualitative Research Methods Part I and Part II (**2 semesters**)

LAI 669: Qualitative Techniques in Educational Research

LAI 619: Qualitative Research Design (*prerequisite: LAI 669*)

LAI 626: Advanced Qualitative Research in Field Methods (prerequisites LAI 669 and 619; Permission of advisor and approved IRB)

LAI 625: Discourse Analysis Research

NUS 697: Advanced Qualitative Methods

LAI 515: Action Research to Improve Teaching and Learning

Research and Assessment Courses in the Discipline

NUS 706: Psycho-Social Measurement and Questionnaire Construction

LAI 534: Measurement and Evaluation of Science Instruction (IRT)

SOC 608: Social Statistics II: Causal Models (Advanced regression techniques)

Research and Assessment Courses in the Discipline (course title/number subject to change and Faculty Advisor's approval needed)

LAI 547: Assessing Mathematics

LAI 569: Introduction to Research in Music Education

LAI 623: Research Seminar in English Education

LAI 637: Research in STEM Education

LAI 646: Seminar in Mathematics Education Research

Capstone: Project or Thesis

Near the completion of coursework, students must form a thesis or project committee consisting of at least two faculty members: a major professor (Faculty Advisor) and at least one core committee member. All core committee members must be part of the UB Graduate Faculty.

For the thesis option, with the faculty advisor's approval student shall schedule an Oral Examination on the proposal of the thesis. CSEP faculty and students shall be informed of this examination and shall be entitled to participate in it. A unanimous vote of the thesis committee is required for a Pass. When the committee has approved the proposal, Form 1: Master's Thesis Proposal will be completed

Once the proposal of the thesis has been approved, the Chair will recommend to the Graduate School, the anticipated conferral of the MS in EDS. You will apply for graduate in the HUB Student Center at the direction of your faculty advisor.

For thesis option, when the thesis has been completed, the student, with faculty advisor approval, will work with the CSEP Academic Advisor to schedule and publicize a Defense of the Thesis. After the defense, a Form 2: Master's Thesis and M-Form will be completed and once the revisions have been made to the thesis as suggested by the committee, the CSEP academic advisor will be notified to update the program milestone on the Academic Advising Report (AAR) to confirm the student has completed all requirements to confer with the MS in Educational Data Science.

For project option, when the project has been completed, the student, with faculty advisor approval, will work with the CSEP Academic Advisor to schedule and publicize a Defense of the Project. After the defense, a Form 2B: Master's Project will be completed and once the revisions have been made to the project as suggested by the committee, the CSEP academic advisor will be notified to update the program milestone on the Academic Advising Report (AAR) to confirm the student has completed all requirements to confer with the MS in Educational Data Science.

Graduation Requirements

In order to graduate, the following records must be on file in the appropriate office. You will coordinate on these forms with the CSEP Academic Advisor.

	Project	Thesis
Proposal	Shared and approved by Faculty Advisor	Once approved by Faculty Advisor schedule a formal proposal defense with the committee and the public
Defense	Public Project Defense with committee	Public Thesis Defense with committee
Final Sign-Off	Faculty Advisor	Faculty Advisor
ETD Submission	No	Required
M-Form for Conferral	No	Required

Apply to Graduate in the HUB Student Center

Here are instructions to Apply for Graduation:

<http://myub.buffalo.edu>

HUB Student Center

Academic Progress—> Apply for Graduation

Next to your program click "Apply for Graduation"

Select your term and then follow any on-screen instructions

The Educational Data Science PhD Degree

Program Purpose

The PhD in EDS at UB has a strong research and theoretical orientation. Students must earn their degrees within seven years of matriculation in the PhD program.

Advisement

Each student studies under the academic faculty advisement of a member of the Educational Data Science faculty. The Faculty Advisor and the student will develop a plan for their coursework and degree completion. Progress toward the degree is documented in the student's Academic Advising Report (AAR), available through the HUB Student Center. The Faculty Advisor usually serves as Chair of the student's Research Qualifying Paper (QP) Committee and the Dissertation Committee. A student may change Faculty Advisor at any time, although the new Faculty Advisor must agree to serve as the student's Faculty Advisor and sign the Change of Advisor form (EDS Form #4).

Each student should meet with their Faculty Advisor early in the program and at least once a semester to plan a specific program of study, select electives, and review progress.

Annual Evaluation

Each student's progress will be evaluated annually by the faculty. As a result of that evaluation, students may continue in the program, continue on probation, or be dismissed from the program.

PhD Coursework Requirements

The paragraphs below list the required and distribution courses for students in EDS. We consider the field to be a unique combination of various areas of study, summing to a whole. All students must therefore attain competencies in the same areas of EDS. PhD students will have more opportunity to expand both the breadth and depth of knowledge in their field. The PhD requires a minimum of 72 credits total. Students with an MS in EDS need a minimum of 36 unique credits, plus all required courses to meet PhD requirements. (Total a minimum of 72 credits with at least 50% new credits).

FOUNDATION COURSES

CEP 500 Fundamentals of Educational Research

CEP 510 Psychometric Theory in Education

CEP 522: Statistical Methods I

CEP 523 Statistical Methods II

CEP 541 Human Growth and Development

CEP 560 Psychology of Learning and Instruction

DISTRIBUTION REQUIREMENTS

Doctoral students are required to take 2 courses from group **A**, 3 from group **B**, 2 from group **C**, and 2 from group **D**. In addition, as part of their Application to Candidacy (ATC) - a graduate school form listing all of a student's courses - students should take additional courses and organize them to show how their program qualifies them to do their thesis or dissertation research.

Group A - Data Analytics (2 courses)

CEP 508 Foundations of Educational Data Science and Analytics

CEP 513 Advanced Programming for Educational Data Science

Note. We recommend taking CEP 508 prior to CEP 513. Python programming background and data manipulation skills and experiences are required before taking CEP 513.

Group B - Research Design, Measurement, Statistics and Data Analysis (3 courses)

CEP 524 Experimental Design

CEP 512 Topical Seminar in Research Methods (Intro to Epistemic Network Analysis)

CEP 525 Applied Multivariate Analysis

CEP 526 Structural Equation Modeling (SEM)

CEP 527 Analysis of Large-Scale Databases

CEP 528 Hierarchical Linear Modeling (HLM)

CEP 529 Applied Regression Analysis

CEP 530 Introduction to Meta Analysis

CEP 531 Survival Analysis

Note. We recommend taking CEP 522-523 prior to CEP 524-531. Descriptive and inferential statistics background and data analysis experiences are required before taking CEP 524-531.

Group C - Substantive Issues of Educational Policy and Practice (2 courses)

CEP 533 Topical Seminar (Focus changes from year to year)

ELP 566 Comparative and Global Studies in Education

ELP 575 Education and Globalization

ELP 585 Sociological Bases of Education

ELP 592 American Education for International Students

ELP 615 Critical Race Theory

ELP 620 Educational Transitions P-20

ELP 626 Policy Formulation and Analysis

LAI 512 Readings in Multicultural Literature

LAI 525 Science, Technology & Human Values

LAI 529 Computers in Early and Primary Education

Note. We recommend consulting with faculty advisor prior to the selection of a course that best fits with student's research interests and schedules.

Group D - Qualitative Research Methods (*may count one from master's program if applicable, 2 courses required)

ELP 593/594 Qualitative Research Methods Part I and Part II (**2 semesters**)

LAI 669 Qualitative Techniques in Educational Research

LAI 619 Qualitative Research Design (*prerequisite: LAI 669*)

LAI 626 Advanced Qualitative Research in Field Methods (prerequisites LAI 669 and 619; Permission of advisor and approved IRB)

LAI 625 Discourse Analysis Research

NUS 697 Advanced Qualitative Methods

LAI 515 Action Research to Improve Teaching and Learning

Qualifying Paper (QP)/Dissertation

CEP 700 Individual Guidance Project (PhD Qualifying Paper, 3 credits)

CEP 702 Individual Guidance Dissertation, (12 credits)

RECOMMENDED ELECTIVES (electives to meet minimum of 72 credits)

General

CEP 703 Independent Study (Topics decided by student and a faculty member)

CEP 594 Practicum in Teaching

ELP 589 Education and Socialization

Research Design, Measurement and Assessment, Statistics and Data Analysis

NUS 706 Psycho-Social Measurement and Questionnaire Construction

LAI 534 Measurement and Evaluation of Science Instruction (IRT)

SOC 608 Social Statistics II: Causal Models (Advanced regression techniques)

Research and Assessment Courses in the Disciplines (course title/number subject to change and Faculty advisor's approval needed)

LAI 547 Assessing Mathematics

LAI 569 Introduction to Research in Music Education

LAI 623 Research Seminar in English Education

LAI 637 Research in Science Education

LAI 646 Seminar in Mathematics Education Research

LAI 657/658 Analysis of Quantitative Research in Learning and Instruction

Research Qualifying Paper

When students have finished all, or nearly all of the course work for the program, they complete a Research Qualifying Paper (QP), for which they must register for one-semester for three credits of Individual Guidance Project (CEP 700). This one-semester activity satisfies the Preliminary Examination required for all PhD programs by the Graduate School of the University.

The paper itself is a critical analysis and synthesis of a specific body of empirical and/or theoretical literature, modeled after publications in the *Review of Educational Research*, *School Psychology Review*, or *Psychological Bulletin*.

In a brief proposal (5-10 pages), the student states the problems and scope of the literature to be reviewed. This proposal will be submitted to a committee, chaired by the student's Faculty Advisor and including two other faculty members. Students will also present their proposal to a meeting of the committee. When the committee approves the topic, they also contract for a submission date approximately four months after the proposal defense, and attest to that by signing Student Form #5: Research Qualifying Paper Proposal. Students may petition for a one-time extension of the deadline.

Faculty will not read drafts of the QP. Once students begin the paper, their writing must be their own. However, they may discuss any content or conceptual issues with the faculty. The student's completed paper is independently evaluated by the committee members, following a defense of the QP will be publicly scheduled. Following the public defense, the committee will meet in executive session and among other feedback they may provide to the candidate, will vote Pass or Fail.

If at least two committee members vote Pass, the student will have completed the examination and be eligible for Advancement to Candidacy for the PhD.

Advancement to Candidacy/Dissertation

When the student has passed the QP, the student must select a Dissertation Committee of at least three faculty members: a major professor (the Faculty Advisor) and at least two core committee members. Each core committee member must be a member of the UB Graduate Faculty. The student will then prepare a dissertation proposal. With faculty advisor approval, the student shall schedule an Oral Examination on the proposal. CSEP faculty and students shall be informed of this exam and shall be entitled to participate in it. A unanimous vote of the dissertation committee is required for a Pass. Form 7: Dissertation Proposal shall be completed at this time.

Once the proposal has been scheduled the student should work with their Faculty Advisor to complete an Application to Candidacy (ATC). This will designate the anticipated conferral date for the student. The Chair will recommend to the Graduate School, the anticipated conferral of the PhD in Educational Data Science. It will be signed by the committee members at the Dissertation Proposal meeting.

When the dissertation has been completed, the student will work with the Faculty Advisor and CSEP Academic Advisor to schedule and publicize a defense of the dissertation. After the defense, a M-form and Form 8: Completion of Dissertation will be completed and once the revisions have been made to the dissertation as suggested by the committee, the form will be sent to the Graduate School to confirm the student has completed all requirements to confer their PhD in Educational Data Science.

UB Guideline and Requirements to Submit Dissertation

Required Format for Electronic Dissertation, Electronic Submission is Required

<https://grad.buffalo.edu/succeed/graduate/electronic-submission/guidelines.html>

Electronic Dissertation FAQs

<https://grad.buffalo.edu/succeed/graduate/electronic-submission/faq.html>

Graduation Requirements

In order to graduate, the following records must be on file in the appropriate office. You will coordinate on these forms with the CSEP Academic Advisor.

A. In the Graduate School Office:

1. PhD Only - "M-form"--certification that **ALL** degree requirements have been satisfied and that the dissertation has been satisfactorily completed. MS students will provide proof of final thesis or project approval to the CSEP Academic Advisor for Academic Advising Report (AAR) milestone processing.
2. Electronic submission of the MS thesis or PhD dissertation
<https://grad.buffalo.edu/succeed/graduate/electronic-submission.html>
3. Approved transfer petition and the original transcripts for courses taken at other universities that are used toward the degree.

****In addition to the above requirements, Doctoral students must also complete the following requirements:**

1. A preliminary examination (qualifying paper (QP) including an oral defense) must be completed.
2. Application to Candidacy (ATC, also known as your application for degree, completed at the time of the dissertation proposal with the CSEP Academic Advisor)
3. A public defense of the dissertation proposal must be held.
4. An oral defense of the completed dissertation must be authorized and held.
5. Completed on-line Doctoral Degree Recipients Survey
<http://grad.buffalo.edu/succeed/graduate/surveys.html>

A list of EDS Program Student Forms can be found in **Appendix A** of this Handbook.

Job Preparedness

At the Program level, students will engage in research paper preparation and completion based on data analysis, including writing, presentation, feedback, revision, and submission within courses, independent studies with advisors, and the dissertation process. Additionally, students will gain teaching experience as a teaching assistant (TA) or provide support for their advisor's classes. Students will also receive feedback on job application materials, such as their CV and statements, from their advisors and the committee members. Additionally, the department, the Graduate School of Education, and/or the Graduate School may offer support through mock interviews, job talk rehearsals, networking opportunities with scholars and professionals, and workshops focused on both academic and non-academic career paths. Students are encouraged to explore professional development resources provided by the Graduate School of Education (GSE) at the following links:

<https://www.buffalo.edu/grad/beyond/professional-development/phd-gpd.html>

<https://www.buffalo.edu/grad/beyond/professional-development/events.html>

Certificate in Applied Statistical Analysis (CASA) Program

Certificate Program Purpose

Our advanced certificate in applied statistical analysis focuses on providing a solid foundation from which you may pursue either doctoral studies or a career as a researcher whose job entails analyzing statistical data (especially as related to education). This certificate enhances your employability, and any student holding or pursuing a master's or doctoral degree from any discipline may complete this certificate.

This certificate recognizes the importance of quantitative methodology for conducting scientific research and for guiding evidence-based practice in any field, but in particular the field of education.

This advanced certificate provides a good foundation from which a student may pursue either doctoral studies, or a career as a researcher whose job entails analyzing statistical data, especially as related to education. The certificate can enhance the employability of any student graduating from any graduate program. MS and PhD students from any discipline as well as Certificate only students who have interest in applied statistical analysis may complete this certificate.

The features of this program include:

- Gaining experience in applying the methods to quantitative data
- Gaining experience in interpreting/analyzing quantitative data
- Learning a wide range of statistical methods
- Understanding the methods and the models on which they are based

Program Requirements

Requirements include:

- CEP 500 Fundamentals of Educational Research
- CEP 522 Statistical Methods Inference I
- Four additional courses selected from a list of approved courses (see below).

Waivers will only be granted for equivalents for CEP 500 and/or CEP 522. (Additional coursework may then be required to meet the 18-credit certificate minimum). All courses must be completed with a grade of “B-” or higher. No transfer credit is accepted for the certificate program.

Required Courses (6 credits)

CEP 500 Fundamentals of Educational Research

CEP 522 Statistical Inference I

Elective Courses (12 credits) (choose four)

CEP 510 Psychometric Theories in Education

CEP 512 Topical Seminar in Research Methods (Intro to Epistemic Network Analysis)

CEP 523 Statistical Inference II

CEP 524 Experimental Design

CEP 525 Applied Multivariate Analysis

CEP 526 Linear Structural Models with Latent Variables

CEP 527 Analysis of Large-Scale Databases

CEP 528 Hierarchical Linear Modeling

CEP 529 Applied Regression Analysis

CEP 530 Introduction to Meta Analysis

CEP 531 Survival Analysis

Admissions and Advisement

Upon admission into the CASA program, each student will receive notice of acceptance and be assigned a Faculty Advisor. The student and Faculty Advisor will jointly decide on the most appropriate elective choices from the list of approved courses based on the student’s background and interests.

Graduation Requirements

In order to graduate, the following records must be on file in the appropriate office. You will coordinate on these forms with the CSEP Academic Advisor.

Apply to Graduate in the HUB Student Center

Here are instructions to Apply for Graduation:

<http://myub.buffalo.edu>

HUB Student Center

Academic Progress—> Apply for Graduation

Next to your program click "Apply for Graduation"

Select your term and then follow any on-screen instructions

University Policy and Procedures

Academic Integrity

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**.

Second, the instructor will determine whether to impose **Sanctioning** or not.

Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

UB's **Office of Academic Integrity** and the **Office of Student Advocacy** serve as primary resources for both faculty and students in matters related to alleged academic misconduct. These offices provide

guidance and support, ensuring a clear and streamlined appeals process for students. For more information, visit the Office of Academic Integrity: <https://www.buffalo.edu/academic-integrity.html>

- Common Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at: <https://www.buffalo.edu/academic-integrity/about/violations.html>
- Academic Integrity Process: <https://www.buffalo.edu/academic-integrity/about/process.html>
- Student Resources can be found here: <https://www.buffalo.edu/academic-integrity/resources.html>

Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

According to GSE policy, the [Academic Grievance Preamble](#) states that “it is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

This set of procedures is designed to provide a well-defined, yet appropriately flexible structure that recognizes and reflects the issues unique to graduate education as well as academic areas common to all faculty-student or administrator-student relationships.

The following procedures provide a sequence of steps for the orderly and expeditious resolution of grievances initiated by graduate students. While recognizing and affirming the established principle that academic judgments and determinations are to be reached solely by academic professionals, it is the Graduate School's intention to secure, to the maximum extent feasible, equitable treatment of every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity, but also to considerations of substantive fairness.”

Grievance definitions and limits, Academic grievance consultative resolution, and Academic grievance formal resolution processes can be found on the GSE website → Policies, Procedures, & Resources

→ Academic Grievance: <https://ed.buffalo.edu/policies.graduate.html>

UB Discrimination & Harassment

Equity, Diversity and Inclusion: The Office of Equity, Diversity and Inclusion (EDI) ensures UB's compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection.

UB's Discrimination & Harassment Policy states: "The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, gender expression, sexual orientation, predisposing genetic characteristics, marital status, familial status, veteran status, military status, domestic violence victim status, reproductive healthcare choices, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation Policy*. Religious accommodations will be provided in accordance with the university's *Religious Accommodation and Expression Policy*.

Retaliation against anyone who reports discrimination, participates or assists in an investigation, or opposes a discriminatory act, practice, or policy is unlawful and is prohibited by this policy. Retaliation will not be tolerated and may result in a referral to the university's disciplinary process.

Discrimination Reporting

Equity, Diversity and Inclusion (EDI) is the campus office designated to manage reports of discrimination. EDI will receive reports of discrimination, conduct necessary investigations, report findings, and make recommendations in accordance with the process outlined below.

The discrimination reporting process provides a mechanism through which the university may identify, respond to, prevent, and eliminate incidents of illegal discrimination. It may be used by any person who believes they have been the subject of discrimination in connection with UB. If a claim of discrimination or harassment involves a non-UB entity such as a contractor, vendor, or affiliated hospital, UB will coordinate as necessary to ensure that an appropriate investigation is conducted and that discriminatory or harassing behaviors are addressed.”

Information related to the EDI Office can be found here: <https://www.buffalo.edu/equity.html>

Please note that the Discrimination and Harassment Policy states that supervisors, managers and instructors should report instances of discrimination and harassment to EDI. Therefore, if a student reports experiencing discrimination or harassment, the faculty member may be required to contact EDI for consultation.

Students can be assured that EDI will keep the matter private and will not take action without consulting with them.

Guidelines for Reporting Bias-Related Confrontations and Incidents

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Gender Identity, Gender Expression, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

More information about reporting Bias-Related Confrontations and Incidents can be found here: <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/reporting-bias-related-confrontations-and-incidents.html>

Student Code of Conduct

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about student rights and responsibilities, standards of behavior and an overview of student-related University policies.

During the first semester at UB you will be prompted to read and affirm the Student Code of Conduct.

More information can be found here: <https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>

Obstruction or Disruption in the Classroom

Each student's behavior in the classroom affects others. We encourage all students to arrive on time, pay attention to the instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, students should still understand the expectations for classroom behavior, as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

Photography and Video

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at ub-ucom@buffalo.edu.

Additional Rules, Regulations and Guidelines can be found here

<https://ed.buffalo.edu/policies.html>

Additional Campus Resources and Services

International Students Information

International Student Services	http://www.buffalo.edu/international-student-services.html	210 Talbert Hall Buffalo, New York 14260-1604 (716) 645-2258 isss@buffalo.edu
Immigration Services	http://www.buffalo.edu/immigration-services.html	1 Capen Hall Buffalo, New York 14260-1604 (716) 645-2355 immgsvc@buffalo.edu

Photocopying

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

Financial Information

The CSEP Department offers a limited number of assistantships for doctoral students. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but start at \$23,690, effective fall 2025.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently.

Likewise, student assistant positions (hourly on campus employment), work study positions (must have a work study award as part of your Financial Aid package to be eligible) and part-time community-based jobs are also posted on Bullseye (powered by Handshake) through Career Services (link above).

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the New York State Higher Education Services Corporation (HESC) for further information on these programs.

<https://www.hesc.ny.gov/find-aid/nys-grants-scholarships>

Important University Resources

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Resources	(716) 645-2608
UB Counseling Services	(716) 645-2720

Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Library Services

UB students have access to the University Libraries as part of the SUNY “world-class” library system. Consult the [University Libraries Student Support link](#) for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, [Molly Poremski](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Molly Poremski, 423 Lockwood Library, (716) 645-7750, poremski@buffalo.edu.

Editorial Assistance Program

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association’s (GSA’s) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived the GSA fee, you are not eligible for services.

Center for Excellence in Writing

There is also a Center for Excellence in Writing, located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on writing. In-person and virtual. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

Accessibility Resources

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall (North Campus) or 1 Diefendorf Hall (South Campus), (716) 645-2608 (TTY 645-2616). Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at the University at Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources. Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

Additional Resources

A list of all additional resources is posted on the UBLearns Program Page → Resources for Students → New Student Welcome Packet

These include:

Technology, UB library, Academic Support, Career Services, Conference Funding, Startup & Innovations, Workshop Sources, Mentoring, Health & Wellness, Food Support & Emergency, Faith, Child Care & NYS Supports and more

Artificial intelligence (AI) tools may be used **only as limited editorial supports**. They may not be used for thinking, learning, clinical reasoning, diagnostic formulation, synthesis, or scholarly judgment. Doctoral-level work requires independent intellectual engagement, disciplinary expertise, ethical decision-making, and original professional voice. Any use of AI that substitutes for these expectations constitutes a violation of academic integrity.

Students are responsible for adhering to statewide and SUNY guidance on AI and should refrain from using any tools prohibited by UB and NYS.

Permitted AI Use (Editorial Only)

Students may use AI tools **solely** for surface-level editing after the substantive work is complete.

AI may function as an advanced copyeditor, not a collaborator or co-author.

Permitted uses include:

- Spelling correction
- Grammar and punctuation correction
- Minor sentence-level clarity edits that do **not** alter meaning, structure, or content
- Formatting assistance (e.g., APA 7th edition style, headings, spacing)
- Review of tone, flow, or academic writing conventions
- Accessibility-related formatting (e.g., headings, readability adjustments)

AI must not introduce new language that reflects analysis, interpretation, synthesis, or conceptual framing.

Prohibited AI Use (Academic Integrity Violation)

Use of AI for any of the following is ***strictly prohibited*** and will be treated as academic dishonesty:

- Generating ideas, arguments, hypotheses, or thesis statements
- Outlining or structuring responses to case studies or exam prompts
- Rewriting, paraphrasing, or substantively editing student-generated content
- Summarizing readings, theories, or source materials
- Conducting or assisting with literature reviews
- Conceptualization, diagnosis, differential diagnosis, or case formulation
- Developing interventions, treatment plans, mechanisms of change, or recommendations
- Ethical analysis or decision-making
- Statistical interpretation, scoring, or coding responses
- Generating examples, narratives, or scripts
- Creating or fabricating citations, references, or quotations
- Any use that substitutes for student reasoning, synthesis, judgment, or scholarly voice

If AI contributes to the intellectual content in any way, the work is not considered the student's own.

EDS AI Use Policy for Dissertations, Theses, and Capstones

(Adapted from the CPSP Policy on AI Use)

AI Use Disclosure Requirement (Mandatory)

Students must include an **AI Use Disclosure Statement** at the end of the written response (before references, if applicable).

Required disclosure language (verbatim):

AI Disclosure: I used [Tool name and version] solely for grammar, spelling, punctuation, and clarity editing. No AI tool was used to generate ideas, content, paraphrasing, analysis, interpretation, or citations. All intellectual work, synthesis, clinical reasoning, and scholarly judgment are my own. *Failure to include this statement will be treated as undisclosed AI use.*

AI Usage Log (Required)

Any AI use, however minimal, must be documented. **AI use without a usage log constitutes academic dishonesty.**

Students must submit an appendix or separate document including the following:

Date	Tool Used	Purpose	Sections Edited	Notes	Prompt Used
11/10/26	Example Grammarly / ChatGPT (GPT-5)	Grammar & punctuation only	Introduction	Corrected tense and commas only	"Please check this paragraph for grammar and clarity only. Do not change ideas, sentence structure, or meaning."

Citation of AI Tools (If used)

If AI tools are used for permitted editorial purposes, they should be cited **only in the appendix**, not in the reference list, following APA guidance for non-generative assistance.

Example:

ChatGPT (GPT-5). (2025). Editing and grammar assistance for final draft [Large language model].
OpenAI. Violations and Consequences

Violations include, but are not limited to:

- Content generation or rewriting
- Paraphrasing or restructuring substantive text
- Fabricated or AI-generated citations
- Undisclosed or hidden AI use
- Missing, incomplete, or inaccurate AI usage logs

Consequences may include grade reduction, assignment failure, required remediation, or formal academic integrity action. ***In cases of unauthorized AI use, we are required, as faculty, to report the incident to the Academic Integrity Office.***

APPENDIX A

EDS Methods Program Student Forms

A series of forms to be completed by students and signed by appropriate faculty members at various stages of the student's program are available in the Department office. These forms serve to document the student's progress in their respective degree program. After the student fills out the form and obtains the necessary signature(s), the form should be filed with the CSEP Academic Advisor. After the Chair and/or Program Director has signed the form (if called for), copies of the form will be sent to all individuals involved, and an electronic copy will be placed in the student's folder.

Student Form 1: Master's Thesis Proposal -- This form is used to appoint the committee that will oversee and approve the student's master's thesis.

Student Form 2: Master's Thesis -- This form is used to report the result of the Master's Committee evaluation of the student's thesis.

Student Form 3: Equivalence for Required Course -- A student who wishes to petition for a waiver of one of the required courses must have this form signed by his or her advisor and members of the Committee responsible for the course for which a waiver is being requested.

Student Form 4: Change of Advisor -- If a student wishes to change advisors, this form is signed by both the student and the new faculty advisor and then submitted to the Academic Advisor.

Student Form 5: Research Qualifying Paper Proposal -- This form documents the approval of the topic for the student's Research Qualifying Paper by the Committee responsible for evaluating the student's Qualifying Paper. This form is signed when the student's proposal is accepted.

Student Form 6: Completion of Research Qualifying Paper -- This form is completed and signed at the completion of the student's defense of the Research Qualifying Paper.

Student Form 7: Dissertation Proposal -- This form documents the approval of the topic for the student's Dissertation by the Committee responsible for evaluating the student's Dissertation. This form is signed when the student's proposal is accepted.

Student Form 8: Completion of Dissertation -- This form is completed and signed at the completion of the student's defense of the Dissertation.