

Handbook of the Educational Psychology & Quantitative Methods MA and PhD, and Applied Statistical Analysis Certificate Program

Graduate School of Education
University at Buffalo
State University of New York
2023-2024

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 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 Psychology and Quantitative Methods (EPQM) Programs at the State University of New York at Buffalo. 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 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:*

<http://grad.buffalo.edu/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 MA 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 MA 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 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.

Overview of Graduate Program

Department Acronyms and Abbreviations

AC = Advanced Certificate
AGC = Advanced Graduate Certificate
CAS = Certificate of Advanced Study
CASA = Certificate of Applied Statistical Analysis
CE = Counselor Education
CPSP = Counseling Psychology/School Psychology
CSEP = Counseling, School and Educational Psychology
EdM = Master of Education
EPQM = Educational Psychology and Quantitative Methods
GSE = Graduate School of Education
MA = Master of Art
MHC = Mental Health Counseling
MS = Master of Science
MCWE = Mindful Counseling for Wellness and Engagement
PhD = Doctorate of Philosophy
RC = Rehabilitation Counseling
SC = School Counseling
SP = School Psychology

Educational Psychology and Quantitative Methods Faculty

<http://ed.buffalo.edu/counseling/directory/faculty.html>

Dr. Jaekyung Lee
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Dr. Michele Shanahan
Clinical Associate Professor
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meshady@buffalo.edu

Department Chair

Amy Reynolds, PhD
Department Chair
Professor
409 Baldy Hall
(716) 645-1112
Alr24@buffalo.edu

Department Staff

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

Jennifer (Jen) Austin, PhD, CRC, CVE Academic Advisor 481 Baldy Hall (716) 645-1004 jhaustin@buffalo.edu	TBA Office Assistant 409 Baldy Hall (716) 645-1114
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Benjamin Poremski
Assistant to the Chair
406 Baldy Hall
(716) 645-1554
bmporems@buffalo.edu

Department Programs

The Educational Psychology and Quantitative Methods MA and PhD Programs are two of a number of programs that comprise the Department of Counseling, School, and Educational Psychology.

Degree Program

AC in Applied Statistical Analysis
AGC in Mental Health Counseling
AC in Mindful Counseling for Wellness and Engagement
AC in Rehabilitation Counseling
CAS in School Counseling
EdM in School Counseling
MA in Educational Psychology and Quantitative Methods

Program Director(s)

Dr. Jaekyung Lee
Jennifer Dexheimer
Dr. Catherine Cook-Cottone
Dr. Scott Sabella
Dr. Luis Tosado II
Dr. Luis Tosado II
Dr. Jaekyung Lee

MA/AC in School Psychology
MS in Mental Health Counseling
MS in Rehabilitation Counseling
PhD in Counseling Psychology/School Psychology
PhD in Educational Psychology and Quantitative Methods

Dr. Rebecca Vujnovic
Jennifer Dexheimer
Dr. Scott Sabella
Dr. Wendy Guyker
Dr. Jaekyung Lee

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 in 367 Baldy Hall (ph. 716-645-6640). The GSE administration includes:

Suzanne Rosenblith, PhD
Dean of GSE
Professor
(716) 645-6640
rosenbli@buffalo.edu

X. Christine Wang, PhD
Associate Dean for Interdisciplinary
Research
Professor
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Raechele Pope, EdD
Associate Dean for Faculty & Student
Affairs & Chief Diversity Officer
Professor
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Affairs and Teacher Education
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The UB Graduate School

All UB graduate degrees come from the University Graduate School, located at 408 Capen Hall, ph. (716) 645-2939 (not to be confused with the Graduate School of Education).

The Educational Psychology & Quantitative Methods MA and PhD, and Applied Statistical Analysis Certificate Programs must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library: <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

Department Student Organizations

Graduate Student Association:

The Department's Graduate Student Association is a part of the University Graduate Student Association (GSA). Consequently, a prorated share of your fees are available to the Department's Graduate Student Association (CSEP GSA). 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 operates on the basis of a constitution, and officers are elected annually.

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.

Alumni Association

GSE Alumni Association:

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

Professional Association

Students enrolled in a graduate level educational psychology and quantitative methods program may join the American Educational Research Association (<http://www.aera.net/>) 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.

Departmental and Other Services

Student Lounge

The Gilbert D. Moore Room (415 Baldy) is used as a classroom, but may be open for other student-related uses such as meetings, receptions, and the like. Additionally, the Bob Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment. Use of the Rossburg Lounge is a privilege

that requires conforming to the use guidelines that are posted in the lounge. The department reserves the right to control who has access to the lounge, and use privileges may be revoked for disruptive or abusive behaviors.

Secretarial Services

Students may not use the departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships. Occasionally, students may wish to contract with a department secretary (at the prevailing rate) to type papers, dissertations, and so on. This practice is acceptable. Secretaries accomplish this work on their own time.

Photocopying and Telephone Calls

There are photocopying machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff on department business. Students may make local telephone calls, of a brief duration, using the telephone located in the Rossburg Memorial Lounge.

Financial Information

The Department offers a number of assistantships awarded on a competitive basis. While students are not guaranteed funding, the department makes every effort to fund students for their first two years whenever possible. The second year of support depends on the availability of funds and an acceptable quality of work during the first year. The Department assistantship carries with it a tuition waiver, valued at the in-state level of tuition. The awardee is expected to work 20 hours per week, usually as a research or graduate assistant for one or two professors or as a teaching assistant. The stipends attached to these assistantships change annually; the stipend currently is \$15,000.00. Students are responsible for paying all University fees. Out of state students should immediately take steps to become New York State residents so they do not have to pay the extra money for out of state tuition. First year out of state students with a GA position or Fellowship, typically have to make up the difference between in-state and out of state tuition for one semester. As long as you become a resident in that first fall, tuition will be at the in-state level after that first term. Please contact the Assistant to the Department Chair for more information.

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, part-time community-based jobs are also posted.

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 Office of Student Accounts for further information on these programs (1 Capen Hall; Phone: 716-645-2450; Toll Free: 1-866-838-7257; E-mail: src@buffalo.edu).

The Mark Diamond Research Fund (MDRF) is a division of the Graduate Student Association (GSA) that enables graduate students to receive grants that help to defray expenses directly related to data collection for their theses or dissertations: <https://gsa.buffalo.edu/student-resources/mdrf/>. This program is supported through mandatory student activity fees (GSA) and funds from the Office of the Vice Provost for Research. The maximum available through the MDRF for Doctoral research is approximately \$1,200. Students may also apply to the GSA to gain access to funds for travel to professional conferences: <https://gsa.buffalo.edu/student-resources/conference-funding/>.

Advisement

Upon acceptance into one of the programs in EPQM, students will be assigned a faculty advisor. With the permanent faculty advisor, the student will plan their coursework. The faculty advisor will then present this program of courses to the EPQM faculty for preliminary approval. The faculty advisor usually serves as Chair of the student's Thesis or Project Committee (for the MA degree), and for the Research Qualifying Paper Committee and the Dissertation Committee (for the PhD degree). A student may change faculty advisors 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 (Form #4). EPQM MA students use an Academic Advising Report (AAR) and apply to graduate. EPQM PhD students complete an Application to Candidacy (ATC), outlining the courses taken in completing the requirements for the desired degree will be completed one semester before graduating, usually at the time of the dissertation proposal.

General Degree Requirements

The various degree programs in educational psychology 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 status

The PhD program in Educational Psychology and Quantitative Methods (EPQM) 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.

Statute of limitation

MA students are required to complete their degree within four years from date of matriculation. 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 made and permission must be obtained from the GSE 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) 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 (the appropriate form must be signed by both the student's faculty advisor and the Department Chair). Approval of a leave of absence is valid for only the period specified. Students who fail to maintain continuous registration without a valid leave of absence are automatically dropped from the program. Failure to secure a leave of absence by the end of the semester in which the leave is to begin will result in a \$350 reactivation fee being assessed to the student's account when the student subsequently registers for class. Students may not be on a leave of absence immediately preceding degree conferral.

Course completion

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

Graduation Requirements

In order to graduate, the following records must be on file in the appropriate office. You will coordinate on these forms with Jennifer Austin, 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 thesis/dissertation has been satisfactorily completed. MA 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 MA thesis or PhD dissertation
<https://grad.buffalo.edu/succeed/graduate/electronic-submission.html>

B. In the Office of the Registrar:

1. Original transcripts for courses taken at other universities.

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

1. A preliminary examination (qualifying paper including an oral defense) must be completed.
2. Application to Candidacy (ATC, also known as your application for degree)
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 EPQM Program Student Forms can be found in **Appendix A** of this Handbook.

The Master's (MA) Degree

Program Purpose

The MA program is primarily for students who will continue on through the PhD program. However, it may be used as a terminal degree. The program of study leading to the MA degree in Educational Psychology and Quantitative Methods requires approximately 3 to 4 semesters of full-time study plus a summer, or an equivalent amount of part-time study. A minimum of 33 credit hours are required for the MA degree.

The final requirement (2-3 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.

The student should meet with their faculty advisor early in the program and at least once a semester to select electives and plan a specific program of study, which must be submitted to the program faculty and then the CSEP Department for approval.

Advisement

Upon acceptance into one of the programs in EPQM, students will be assigned a faculty advisor. With the permanent faculty advisor, the student will plan their coursework. Progress toward the degree is documented in the student's Academic Advising Report (AAR), available through the HUB Student Center. The faculty advisor will then present this program of courses to the EPQM faculty for preliminary approval. The faculty advisor usually serves as Chair of the student's Thesis or Project Committee (for the MA degree), and for the Research Qualifying Paper Committee and the Dissertation Committee (for the PhD degree). A student may change faculty advisors 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 (Form #4).

Annual Evaluation

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

Advancement to Candidacy/Thesis or Project

Once the student has received the department's approval for the program of study, the student must select a thesis or project committee of at least two faculty members: a major professor (the advisor) and at least one core committee member. Each core committee member must be a member 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.

For project option, the project can be a substantial written report on an applied research project in education; the student will present a research report to the Project Committee, and once approved, the CSEP Academic Advisor will update the Academic Advising Report (AAR) milestones.

Once the proposal of the thesis or project has been approved the Chair will recommend to the Graduate School, the anticipated conferral of the MA in EPQM. 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 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 MA in Educational Psychology and Quantitative Methods.

Master's Coursework Requirements

The paragraphs below list the required distribution courses for students in EPQM. 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. MA students be required to complete a minimum of 33 credit hours of coursework, including a thesis or project.

FOUNDATION COURSES

CEP 541 Human Growth and Development

CEP 560 Psychology of Learning and Instruction

CEP 500 Fundamentals of Educational Research

CEP 510 Psychometric Theory in Education

CEP 523 Statistical Methods II (4 credits, CEP 522: Statistical Methods I or equivalent is a prerequisite)

Qualitative Research Methods -- see list below (1 course)

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 - Cognition, Development, Learning and Technology (1 course)

CEP 506 Introduction to Educational Technology

CEP 564 Cognitive Psychology

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

CEP 524 Experimental Design

CEP 525 Applied Multivariate Analysis

CEP 526 Structural Equation Modeling (SEM)

CEP 527 Analysis of Large-Scale Databases

CEP 528 Multilevel Modeling (HLM)

CEP 529 Applied Regression Analysis

CEP 530 Introduction to Meta Analysis

CEP 531 Survival Analysis

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

Other '**issues**' courses as approved by the EPQM faculty

Qualitative Research Methods (1 Course)

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

Thesis/Project

CEP 701 Individual Guidance of Thesis OR (2 or 3 credits)
CEP 700 Individual Guidance Project (2 or 3 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

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

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

The Doctoral (PhD) Degree

Program Purpose

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

Advisement

Upon acceptance into one of the programs in EPQM, students will be assigned a faculty advisor. With the permanent faculty advisor, the student will plan their coursework. The Application to Candidacy (ATC), outlining the courses taken in completing the requirements for the desired degree will be completed one semester before graduating. The advisor will then present this program of courses to the EPQM faculty for preliminary approval. The faculty advisor usually serves as Chair of the Research Qualifying Paper Committee and the Dissertation Committee (for the PhD degree). A student may change faculty advisors at any time, although the new advisor must agree to serve as the student's faculty advisor and sign the Change of Advisor form (Form #4).

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 EPQM. 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. 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 MA in EPQM 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 541 Human Growth and Development
CEP 560 Psychology of Learning and Instruction
CEP 500 Fundamentals of Educational Research
CEP 510 Psychometric Theory in Education

CEP 523 Statistical Methods II (4 credits, CEP 522: Statistical Methods I or equivalent is a prerequisite)

An Advanced Quantitative Methods Course (e.g., CEP 524-531)

Qualitative Research Methods -- see list below (2 courses*)

DISTRIBUTION REQUIREMENTS

Doctoral students are required to take 2 courses from group **A**, 3 from group **B**, and 2 from group **C**. 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 - Cognition, Development, Learning, and Technology (2 courses)

CEP 506 Introduction to Educational Technology

CEP 564 Cognitive Psychology

CEP 566 Seminar in Learning, Cognition and Technology

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

CEP 524 Experimental Design

CEP 525 Applied Multivariate Analysis

CEP 526 Structural Equation Modeling (SEM)

CEP 527 Analysis of Large-Scale Databases

CEP 528 Multilevel Modeling (HLM)

CEP 529 Applied Regression Analysis

CEP 530 Introduction to Meta Analysis

CEP 531 Survival Analysis

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

Other '*issues*' courses as approved by the Educational Psychology faculty

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.

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, at least one of whom must be from the CSEP Department. 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.

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*.

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 passes are awarded by at least two committee members 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 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 approved, the student should then work with their faculty advisor to complete an Application to Candidacy (ATC). This will designate the anticipated conferral date for the student. The ATC will be reviewed and voted on at a departmental level and then the Chair will recommend to the Graduate School, the anticipated conferral of the PhD in Educational Psychology and Quantitative Methods.

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 with the PhD in Educational Psychology and Quantitative Methods.

Guideline for Dissertation

The final requirement to earn the PhD in Educational Psychology and Quantitative Methods is a dissertation (12 credits of CEP 702). The process includes the selection of a Dissertation Committee, a proposal, and a defense. Upon all revisions after the defense are approved, the student will submit an M-form to the Graduate School as well as the dissertation electronically.

Dissertation Committee

When the student has passed the QP, the student must select a Dissertation Committee of at least three faculty members: a major professor (the advisor) and at least two core committee members. Each core committee member must be a member of the UB Graduate Faculty.

Dissertation Proposal

The student will then prepare a dissertation proposal. The advisor shall schedule an Oral Examination on the proposal. GSE 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.

Dissertation Defense

When the dissertation has been completed, the student will work with the advisor to schedule and publicize a defense of the Dissertation. After the defense, a form 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 with the PhD in Educational Psychology and Quantitative Methods.

As a final note, the most frequent problem encountered in the process of completing a dissertation is poor planning and time management. To graduate in May, your completed dissertation is usually due in the Graduate School around May 1. Faculty are always busier in the spring than in the fall. Your advisor will need to receive your final dissertation draft by February 1 to have the best chance of ensuring a May graduation. Accordingly, to allow time for reading and revision, you should get your completed dissertation to your committee by March 15 and preferably earlier considering spring vacation, professional conventions, etc. The Final Oral Dissertation Defense should be held by April 15 at the very latest. Of course, these dates depend on how much revision is needed.

UB Guideline and Requirements to Submit Dissertation

Electronic Submission Required

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

Required Format for Electronic Dissertation

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

Electronic Dissertation FAQs

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

Applied Statistical Analysis Certificate (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. MA and PhD students from any discipline as well as non-degree 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 (4 credits)
- 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 Survival Analysis

CEP 523 Statistical Inference II (4 credits)

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

LAI 534 Measurement and Evaluation of Science Instruction

Admissions and Advisement

The program is open to any part-time or full-time student enrolled in any master’s or doctoral degree program at UB as well as students enrolled solely in the Advanced Certificate program. In addition, prospective students may apply to, and enroll in, the Advanced Certificate program without concurrent enrollment in a UB graduate degree program. If enrolled in a degree program within the Graduate School of Education, please reach out to the program director prior to applying.

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

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

Financial Aid

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)

114 Diefendorf (South Campus)

(716) 645-8232

UBFA@buffalo.edu

Campus Resources and Services

University Information

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

Note: Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

Computer Labs

Students may use any of the three GSE computer labs when classes are not being held in them. Labs are located in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here:

<http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>

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 who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, 716-645-8629, cat2@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 your GSA fee, you are not eligible for services.

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 your writing. 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, (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 SUNY 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.

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.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html.

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is located in 520 Capen Hall.

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.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for

the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to 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." Find more information at <http://gra.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

Equity, Diversity and Inclusion

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.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 your rights and responsibilities, standards of behavior and an overview of student-related University policies.

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

Additional Rules, Regulations and Guidelines

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

The Good Samaritan Policy

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

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, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

Obstruction or Disruption in the Classroom

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your 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.

APPENDIX A

EPQM 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 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.

APPENDIX B

Student Participation in Governance

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 operates on the basis of a constitution, and officers are elected annually.

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 Counseling, School and Educational Psychology 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 Counseling, School and Educational Psychology Department website and in future editions of the handbook.