



# **Educational Administration Doctor of Education (EdD)**

**Educational Leadership & Policy Program Handbook**

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# Mission & Vision

## Graduate School of Education

The Graduate School of Education creates and applies knowledge informed by research on human development, educational policy, pedagogy, and information science.

With a focus on local-to-global impact, the Graduate School of Education 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.

As an integral part of a premier, research-intensive public institution committed to equity, diversity, justice and inclusion, the Graduate School of Education will be recognized worldwide for outstanding and transformative research and teaching linked to educational, social, and economic opportunities and outcomes at the individual and collective levels.

## Educational Leadership & Policy Department

University at Buffalo's Department of Educational Leadership and Policy seeks to prepare equity-oriented educational leaders, researchers and policymakers to identify, understand and solve complex problems facing education — particularly related to the inequitable distribution of opportunities by sociocultural identities such as race, class, gender, LGBTQ+ status, national origin, and other lived experiences. It also aims to develop an understanding of the how and why successful policymaking and leadership can improve educational practice and the quality of education in diverse school settings and in the rapidly changing world.

In the Department of Educational Leadership and Policy, students work with world-class faculty in the classroom, in the field, on collaborative research and publication efforts. The department offers five master's programs, four doctoral programs, three advanced certificates, an administration certification program, and an undergraduate minor, which give students the knowledge and skills to become leaders, advocates and empowered change-makers who go on to improve educational practice and education quality in diverse school settings in a rapidly changing world.

## Educational Administration Area Coordinator

|                              |                                                                |
|------------------------------|----------------------------------------------------------------|
| <a href="#">Ian M. Mette</a> | 486 Baldy Hall, North Campus                                   |
| 716-645-1101                 | <a href="mailto:ianmette@buffalo.edu">ianmette@buffalo.edu</a> |

# Program Overview

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

|                                        |                                 |
|----------------------------------------|---------------------------------|
| <b>Academic credential granted</b>     | Doctor of Education (EdD)       |
| <b>Credits required for completion</b> | 72                              |
| <b>Time to completion</b>              | 3 years                         |
| <b>Course delivery</b>                 | Online                          |
| <b>Application deadline</b>            | April 1 (summer admission only) |

## Prepare for careers in...

- Administrative positions in local school systems at the building and central office level, as well as administrative positions at the state and federal government level
- Teaching, researching, and policymaking positions in higher education across New York State and worldwide

## Program Features

- Cohort groups working together during the program
- Seminars on school leadership from professionals in the field
- Applied research on school-based issues and leadership actions
- Flexible coursework delivery to meet your needs
- Focus on teamwork and collaborative problem solving
- Synchronous online courses are scheduled with working professional students in mind
- Integration of theoretical and experiential learning

## About the Program

The EDA EdD is a professional doctoral degree uniquely designed for certified PK-12 educational administrators (in possession of School Building Leader/School District Leader certification from New York or comparable certificate). In this three-year program, students develop both the theoretical and practical knowledge base and research skills required to improve their schools and districts in partnership with students, teachers, families, and communities. The culminating project is a Dissertation in Practice (DiP) focused on school improvement and equity. In this project, students develop a Problem of Practice (PoP), identifying equity challenges in their contexts and proposing solutions using improvement science for change and improvement.

Our program is designed with working professionals in mind. Coursework draws on improvement science to help leaders identify challenges and craft solutions in partnership with stakeholders. Courses are primarily synchronous online with experiences embedded throughout coursework to build community and enhance scholarship and learning. Students meet during the Summer, Fall, and Spring semesters. The program includes a minimum of 42 hours of coursework (after transfer of 30 hours from certification program), and the typical time to degree is three years.

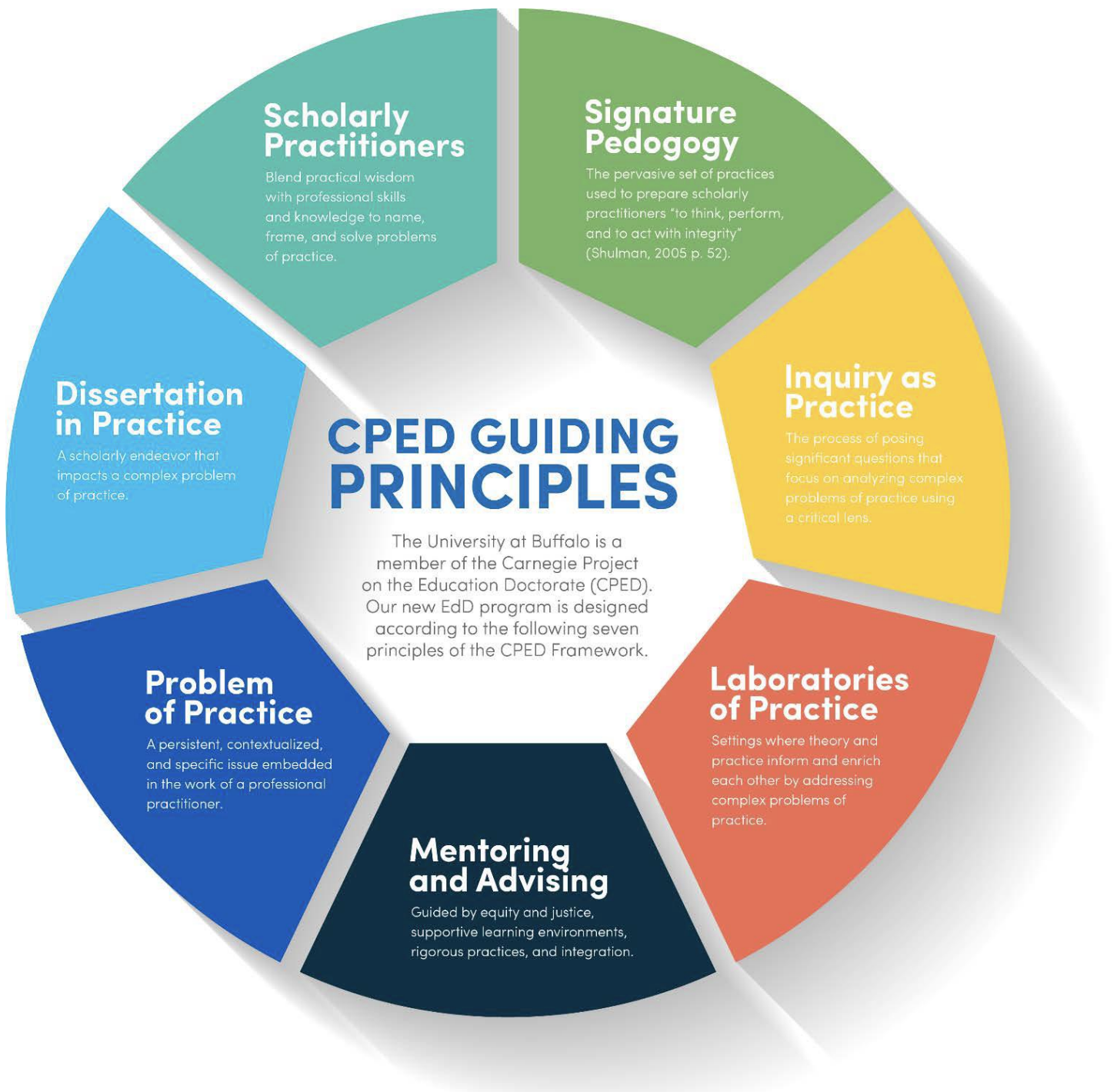
Students in the EDA EdD program center equity in their coursework and subsequent research. Specifically, students in the EDA EdD should demonstrate (verbally and in writing) the ability to authentically engage in complex issues of diversity, equity, and inclusion (DEI) to address inequities in their own educational setting.

- Diversity implies that both faculty and students will aim to understand the experiences of individuals from a wide range of identity backgrounds (e.g. age, gender identity, language, nationality, race, religion, sex, sexual orientation, socioeconomic status), with a particular focus on those who have faced historic oppression and marginalization, and which can be visible, invisible, and shift relative to context, politics, and historical moment.
- Equity implies that students and the faculty who guide them are committed to identifying the actual needs of the individuals/group being researched, ensuring equal access to research opportunities and resources, and in particular, exercising heightened attention to the history of deficit-oriented and exploitative practices where unserved and underserved communities are concerned.
- Inclusion implies that students and the faculty who guide them are committed to the establishment of research protocols and practices that ensure individuals/groups are treated ethically, fairly, respectfully, and in manner that acknowledges researcher/participant power dynamics in a way that permits full participation of all individuals in research endeavors.

## Carnegie Project on the Education Doctorate

The University at Buffalo is a member of the Carnegie Project on the Education Doctorate. As such, our program is centered around a core set of principles which guide our work. Undergirding curriculum and program design is a focus on continuous improvement through interaction with peer faculty and colleagues.





# Program Courses

## Cohort Core Seminars (18 credits)

ELP 624 Research Paradigms and Problems in Educational Research

ELP 636 Educational Organizational Diagnosis

ELP 637 Strategies for Changing Educational Organizations

ELP 640 Teacher Leadership for School Improvement

ELP 630 Leading and Managing People in Education

ELP 677 Leading Curriculum and Instructional Improvement

## Research Methods (15 credits)

In order to acquire and demonstrate your proficiency in research methods, you must take a minimum of 12 credit hours in the research component, and must include:

ELP 500 Nature of Inquiry

LAI 669 Qualitative Techniques for Research

LAI 626 Qualitative Data Analysis

ELP 685 Quantitative Research for School Leaders

LAI 515 Action Research to Improve Teaching and Learning

(Research courses may be taken from other departments at UB with the permission of your advisor.)

## Dissertation in Practice (minimum 9 credits)

ELP 599 Writing Dissertation Proposals

ELP 702 Dissertation Coursework (6 credits minimum)

Upon successful completion of the required coursework and with your advisor's permission, you will take at least 6 hours of ELP 702 during the final two semesters of your program in order to maintain matriculation while completing your qualifying paper, capstone project/dissertation in practice research proposal, and your final project.

## Transfer Credits (maximum 30 credits)

You may transfer up to 30 credits from your approved administrator preparation program. The transferred credits may not include those that were assigned to an internship or clinical experience. Prior to your formal admission, your advisor will determine which courses can be applied to your doctoral program.

# Program Timeline

|               | <b>Summer</b>      | <b>Fall</b>        | <b>Spring</b>      |
|---------------|--------------------|--------------------|--------------------|
| <b>Year 1</b> | ELP 500<br>ELP 630 | ELP 685            | ELP 640<br>LAI 669 |
| <b>Year 2</b> | ELP 677<br>LAI 515 | ELP 636<br>LAI 626 | ELP 624<br>ELP 637 |
| <b>Year 3</b> | ELP 599            | ELP 702            | ELP 702            |



# Advising & Supervisory Committee

## Advising

Upon acceptance into the program, students are assigned an intake advisor. Assignments will be based on research interest and advisor availability. The intake advisor's role is to coordinate coursework and transfer of credits from prior programs. Additionally, the intake advisor will serve as a source of advice and guidance from acceptance into the program through the completion of coursework prior to the dissertation in defense proposal.

In the final summer (Summer 3), students will work on the proposal for their Dissertation in Practice with an assigned advisor whose role it is to see students through project development, approval, data collection, data analysis, and dissemination. At the same time, students will also choose a second committee member within their department who will continue to work with the student throughout the rest of their DiP research (see below for more information).

## Supervisory Committee

The supervisory committee will consist of two members of the graduate faculty, all of whom must have Graduate Faculty Status. Additional members may be appointed if deemed desirable.

## Proposal

The Dissertation in Practice Proposal provides sufficient detail on the investigative approach such that the reader can fully understand the procedures and can clearly see how the proposed approach will answer the research question(s).

### Introduction and Study Type Description/Rationale (1 page)

This section should restate the type of study to be conducted (exploratory, implementation, outcomes, or an alternative study discussed in consultation with the advisor) and provide a clear rationale for the type of study selected. This section should also provide a general overview of the chapter and end with a roadmap for the research design.

### Research Design (5-8 pages)

This section should be organized by research question and will vary to a certain extent depending on the type of study being conducted, the methods utilized, and the research questions themselves. At minimum, this section should contain details on (1) the sample(s) and sample selection and/or recruitment procedures (as appropriate); (2) the data source(s) and/or data collection procedures; and (3) analytic approach(es). For some students, the research questions may utilize the same (or very similar) sample, data, and analytic approach. For other students, more than one sample, data source, and/or analytic approach. In this case, it is often the most straightforward to include a separate write-up of the sample, data, and analytic approach for each research question.

Often, the most difficult part of this section to write is the analytic approach. It is not sufficient to simply say that students will "analyze the data in SPSS." Students must specify the exact procedures they will follow. Similarly, for those conducting qualitative studies, the interview protocols must be specified, as well as any a-priori codes that will be utilized (if study is exploratory in nature).

## Limitations (1/2 page)

Even the best designed studies will have limitations. This section should mention these limitations and then discuss any implications the limitations may have on the study.

## Summary (1/2 page)

This final section should summarize the chapter in 3-5 sentences.

# Defense

At the DiP defense, candidates are expected to present a description of their proposal. The student's committee will either approve the proposal or suggest further revisions. Candidates are expected to make any recommend revisions. Candidates may not begin data collection without passing this milestone.

At the proposal, the candidate's presentation should include:

- Clear statement of PoP
- Associated research questions
- Literature and data supporting the necessity of the PoP
- A research design appropriate for exploration of the PoP
- Justification for and limitations of the research design
- A clear plan for data analysis
- A clear plan for disseminating findings
- Whether a project needs IRB approval is at the discretion of the advising team and the doctoral candidate/project team.

# Dissertation in Practice: Overview

A doctoral dissertation in practice must be completed on a Problem of Practice relevant to the area of major. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge that closes the gap between theory and practice, as well as represents a substantial scholarly effort on the part of the student.

The dissertation in practice represents a public statement of doctoral quality research. Its designation as a dissertation in practice emphasizes its practitioner-based research focus. In other words, your findings will have real world applicability for professional working in varied educational settings. As a scholar practitioner, you will produce a project that demonstrates both scholarly rigor and practitioner relevance. Therefore, the DiP adheres to specific research standards and protocols that insure the integrity of your work and the reputation of University at Buffalo.

Candidates in the EDA EdD collect data and write up findings for their DiP across the final three semesters of their program. In each of these semesters, students work with the support of their primary advisor, their course instructors, and their peers.

Candidates will work with their primary advisor to establish a writing timeline that is feasible and realistic to complete in the final year of coursework. As part of this timeline and the Dissertation Coursework, candidates and their advisor will use protocols embedded in programmatic coursework for sending drafts, receiving

feedback, and responding to changes. The candidate and advisor should work together until the paper is considered ready for defense.

Defenses are to be scheduled during the student's final semester in the program (spring semester of their third year). When the paper is ready to be shared with the committee, students should send an electronic copy of their paper to all committee members and establish an agreed upon defense date. Students should work with the ELP office to schedule a time and arrange a virtual meeting for the defense.

At the defense, candidates should prepare a slide deck presentation that will last approximately twenty minutes in length. The slide deck should include the following:

- Clear statement of PoP
- Associated research questions
- Statement of positionality
- Literature and data supporting the necessity of the PoP
- A brief description of the research design
- A brief description of the limitations of the research design
- A brief description of data analysis
- A description of study's major findings
- A description of the dissemination plan and its application to the student's context.

# Dissertation in Practice: Creating an Outline

## CHAPTER 1

### Problem of Practice Statement, Purpose, and Research Questions (8-10 pages)

#### **PoP Statement (approximately 2 pages)**

PoP statements should be series of four paragraphs that delineate the broad problem in society, some evidence of this broad problem within the research literature, and how this problem manifests itself in the student's context. Guiding questions:

- What are the urgent problems in our organization?
- What are our spheres of influence within the organization, and which problems are within that sphere?
- Which problems can be addressed within a specified time frame of a design development study and within the resource and capacity limitations of our organization?
- Which problems are strategically connected to the goals of the larger organization or administrative unit (such as a school district)?
- Which particular practices happening in the organization are indicators of this problem?

More explicitly the following paragraph guide can be used to state the PoP (note: this paragraph guide is adapted and expanded from Johns Hopkins University and Florida State University):

Paragraph 1: State the broad problem in society.

Paragraph 2: Provide at least three evidential statements of the problem including citations. These are statements that provide evidence that the problem exists in various forms.

Paragraph 3: State how this big problem manifests itself in your professional context.

Paragraph 4: Discuss the purpose of the study, its significance, and how it addresses the problem of practice.

Paragraph 5: Discuss your positionality within the context of this study.

### **Purpose, Research Questions, and Study Design Overview (2-3 pages)**

The purpose statement explains why the study will be conducted and what it will accomplish. It guides the research, describes the expected outcomes, and explains the means for collecting data. The purpose statement tells your reader what the primary goal of the research is/was. In addition, the purpose statement informs the reader of the method of research, population under investigation, the setting, and the phenomena or variables being studied.

Proper research questions should be:

- Focused on a single problem or issue
- Researchable using primary and/or secondary sources
- Feasible to answer within the timeframe and practical constraints
- Specific enough to answer thoroughly
- Relevant to your field of study and the context in which you identify the PoP

### **Study Site Overview and Feasibility (1-2 pages)**

This section should contain sufficient detail about your local context so as to allow the reader to understand how the study focus is appropriate for the local context. This section should also include a note about the feasibility of the study.

### **Significance (1 page)**

This section should contain 2-3 paragraphs discussing the importance of the study in relation to the PoP and the stakeholders who will benefit from learning its findings.

### **Conclusion (1/2 page)**

This section should summarize the purpose and investigative approach of the DiP in one paragraph. This section should also contain a roadmap for the reader about the following sections (note: this will likely need to be revised once the full DiP is completed).

## **CHAPTER 2**

### **Background Analysis (approximately 10-14 pages)**

The background analysis moves away from the practical and towards a conceptual framework. It provides the reader with sufficient background information to understand how the PoP is situated within the broader educational landscape as well as detailed information on the local context/study site where the PoP is observed. The EdD has a particular focus on practice; for this reason, Chapter 2 is not termed a “literature review,” but a “background analysis” that while drawing from existing literature, also focuses the reader on the local context.

This chapter:

- Demonstrates knowledge of the topic as it relates to the PoP
- Reveals influential researchers and practitioners who have studied the topic
- Identifies why the PoP is an issue with support from prior literature
- Moves away from a broad review of the literature towards a focus on what's going on in the researcher's local context as it relates to the broader literature
- Defends the PoP, why it's an issue, and identifies contextual factors that influence it

At the broadest level, Chapter 2 can be understood as a rationale/justification for the study. In many ways, Chapter 2 elaborates on ideas originally introduced in Chapter 1. The following sections and suggested page lengths will help the student present an effective rationale.

### **Introduction (1 page)**

This section provides context and sets the dimensions of the PoP. This is an overview of the chapter and should provide a roadmap for the rationale/justification for the study. The study rationale is built by laying out a series of claims in a thoughtful way. This can include claims of concept, fact, worth, policy, or interpretation. Each claim needs to be backed by evidence. The evidence presented consists of individual pieces of data, which are the individual citations. This introduction lays out the student's argument and offers a general statement regarding how the chapter is structured and is relevant to the student's research topic/questions.

### **Orientation within the Larger Educational Landscape (1-2 pages)**

This section should elaborate on paragraphs 1 and 2 from the PoP statement. The student should state the problem in society and provide evidence of how the PoP exists in various forms and at different levels within the educational landscape.

### **Previous Studies on <PoP Topic> (6-8 pages, including subheadings)**

This section should present findings from existing studies that are related to the PoP. The student should use subheadings throughout this section to help guide the reader. It is also helpful to briefly discuss the methods used by previous studies, particularly for those studies that used methods similar to what you intend to utilize.

### **Description of the Local Context (1-2 pages)**

This section should elaborate on paragraph 3 from the PoP statement. The student should provide the reader with sufficient information to understand the PoP and how it is situated within the local context.

### **Summary and Contributions of this DiP (1 page)**

This section should include two paragraphs. The first should summarize the chapter. The second should clearly indicate how this DiP will make a unique contribution and will specifically address the PoP. In other words, this section should "seal the deal" with the reader that your study is important, timely, and relevant.

## **CHAPTER 3**

### **Investigative Approach (approximately 7-10 pages)**

Chapter 3 provides sufficient detail on the investigative approach such that the reader is able to fully understand the procedures and can clearly see how the proposed approach will answer the research question(s). One way to approach Chapter 3 is to think of it as a recipe and/or instructional street—it must contain all of the information necessary to conduct the study and interpret the results. In other words, someone should be able to read Chapter 3 and conduct the same study. For example, if the student intends to use a survey to collect data points, they must include (as an appendix) the full survey instrument you intend to utilize.

## **Introduction and Study Type Description/Rationale (1 page)**

This section should restate the type of study to be conducted (exploratory, implementation, outcomes, or an alternative study discussed in consultation with the advisor) and provide a clear rationale for the type of study selected. This section should also provide a general overview of the chapter and end with a roadmap for the research design.

## **Research Design (5-8 pages)**

This section should be organized by research question and will vary to a certain extent depending on the type of study being conducted, the methods utilized, and the research questions themselves. At minimum, this section should contain details on (1) the sample(s) and sample selection procedures (as appropriate); (2) the data source(s) and/or data collection procedures; and (3) analytic approach(es). For some students, the research questions may utilize the same (or very similar) sample, data, and analytic approach. For other students, more than one sample, data source, and/or analytic approach. In this case, it is often the most straightforward to include a separate write-up of the sample, data, and analytic approach for each research question.

Often, the most difficult part of this section to write is the analytic approach. It is not sufficient to simply say that students will “analyze the data in SPSS.” Students must specify the exact procedures they will follow. Similarly, for those conducting qualitative studies, the interview protocols must be specified, as well as any a-priori codes that will be utilized.

## **Limitations (1/2 page)**

Even the best designed studies will have limitations. This section should mention these limitations and then discuss any implications the limitations may have on the study.

## **Summary (1/2 page)**

This final section should summarize the chapter in 3-5 sentences.

# **CHAPTER 4**

## **Findings, Implications, Recommendations, Dissemination Plan (approximately 13-23 pages)**

### **Study Summary (1 page)**

In one page, this section should summarize the entire DiP. In other words, Chapter 4 should be a standalone document, with the study summary providing sufficient detail for the reader to grasp the PoP, the purpose of the study, its context, and the methodological approach.

### **Findings (7-15 pages)**

This section should be organized by research question. For each question, students should lay out the major findings from their analysis. Tables are typically very helpful here, but the narrative is perhaps even more important as it gives the reader a sense of the research findings.

### **Implications (1-2 pages)**

This section should interpret the findings and connect back to Chapter 2, discussing how the findings relate to previous studies.

### **Recommendations (2-3 pages)**



This section should provide a specific set of recommendations for the local context and/or the larger educational landscape on how to address/remedy the PoP, based on the research findings. Keep in mind that each recommendation must stem directly from the findings of the study and

35be actionable/feasible. This section should conclude with a set of recommendations for future studies on the PoP.

### **Conclusion (1 page)**

In one page, this section should offer a few comments on the impact this study might have and its significance/importance to the PoP and the larger educational landscape.

### **Dissemination Plan (1 page)**

Finally, the DiP is meant to be a living document—not one that lives on a shelf. This final section should provide a high-level dissemination plan that describes how (and in what format) the student will share their findings and implications with the key stakeholders identified earlier in the DiP.

# Academic Policies

## Academic Integrity

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the following procedures. These procedures assume that many questions of academic dishonesty will be resolved through consultation between the student and the instructor (a process known as consultative resolution, as explained below). It is recommended that the instructor and student each consult with the Academic Integrity Office and/or the Office of Student Advocacy for guidance and assistance.

### Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

- Aiding in academic dishonesty. Knowingly taking action that allows another student to engage in an act of academic dishonesty including, but not limited to completing an examination or assignment for another student or stealing an examination or completed assignment for another student.
- Cheating. Includes, but is not limited to: (1) use of any assistance not authorized by the course instructor(s) in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the course instructor(s) in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) stealing tests or other academic material belonging to the course instructor(s).
- Falsifying academic materials. Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
- Misrepresenting documents. Forgery, alteration, or misuse of any University or official document, record, or instrument of identification.
- Plagiarizing. Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.
- Purchasing academic assignments. Purchasing an academic assignment intended for submission in fulfillment of any course or academic program requirement.
- Selling academic assignments. Selling or offering for sale any academic assignment to any person enrolled at the University at Buffalo. No person shall offer any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.
- Submitting previously submitted work. Submitting academically required material that has been previously submitted.

For access to the full university policy on academic integrity as well as the rights and responsibilities of the student and the procedures for managing the resolution of alleged violations of the policy, please refer to the Graduate School Policy Library at <https://grad.buffalo.edu/succeed/current-students/policy-library.html>

## Academic Grievances

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 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.

The full Academic Grievance Policy and Procedure can be found at the following link:

<https://www.buffalo.edu/grad/succeed/current-students/policy-library/academics.html>

## Academic Standing

The Graduate School defines good academic standing as a student who is making acceptable progress toward a graduate degree or advanced certificate. All graduate students are expected to remain in good academic standing throughout the entire course of their study. To monitor graduate student academic standing, the chair/DGS/program director in charge of each graduate program will regularly review the academic records of its graduate students. Any graduate student who fails to remain in good academic standing will be placed on academic probation for the subsequent fall or spring term.

Academic criteria for financial aid eligibility: Satisfactory Academic Progress (SAP)

- Maintain a 2.75 overall graduate grade-point-average (GPA), and
- complete 67 percent of all credits attempted per term.

In order to be considered making satisfactory academic progress for purposes of continued federal aid eligibility, the above standards must be met each semester.

While the Graduate School has minimum academic requirements for all graduate level programs, individual college/schools may establish stricter academic standards. Academic requirements other than those established by the Graduate School are determined by the program faculty and approved by the appropriate decanal unit. **All Educational Leadership and Policy departmental programs are expected to maintain the following criteria.**

- Achieve a term grade point average (GPA) of a 3.0 (B) or better, with no U or F grades earned.
- Completion of at least 67 percent of their attempted credits each term.

Note: The S grade is awarded only in those instances where a student's letter grade would have been equivalent to at least a 3.0 (B) or better. As such, the S grade is considered equivalent to a 3.0 grade point average.

Students who are not in good academic standing as defined above, or who are put on academic probation, are not eligible to participate in university activities, including athletics.

## Academic Probation

Any graduate student who receives a grade of U or F in any course, including lab work or informal credit (e.g., independent study, research, dissertation guidance, etc.); or who indicates a lack of ability as determined by the director of graduate studies or student's academic advisor, must receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Any student who is not in good academic standing as defined above or who is otherwise determined to be making unsatisfactory academic progress must be placed on academic probation. A probationary letter must be issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate period of time in which to regain good academic standing. The outcome that will result if the conditions are not met must also be included in the probationary letter.

In general, academic review takes place at the end of each fall and spring semesters. After review, the department must issue probation letters (in late-December/early-January for fall, and/or in late-May for spring) to the appropriate students. Probation letters must indicate the terms of the probation and the pathway toward its removal. After the specified period outlined in the probation letter, the student must be sent another letter to either remove the probationary status or issue a second probationary letter with new conditions for regaining good academic standing, or to dismiss the student from the program.

### Academic Dismissal

Graduate students not meeting the written terms of their academic probation may be academically dismissed from the program by the director of graduate studies, chair of the department or graduate program director. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the term. The Graduate School will be notified in writing of all such academic dismissals.

Graduate students who are dismissed for academic reasons from a graduate program will have a "GRD" (Graduate School) service indicator placed on their academic record to prevent future registration.

## Degree Completion & Graduation

### Application for Graduation for advanced certificate, master's and EdD students

A student may apply for graduation through HUB only once (per degree program). That is, if they have already applied for graduation in hub, they will not be able to do it again.

- In HUB, click on My Academics or select Apply for Graduation from the drop-down menu.
- Click on the Apply for graduation link in the Graduation box
- Review the degree to be sure you are applying for graduation for the appropriate degree program. If you do not see it here – contact your academic department.
- Select your appropriate expected graduation term
- Once the graduation term has been selected, the Graduation Instructions will populate automatically with reminders and special instructions.
- Verify Graduation Data and click the Submit Application button.

| Graduation Term | Expected Grad Term (AAR) | Deadline to Apply in HUB  | Conferral Date                            |
|-----------------|--------------------------|---------------------------|-------------------------------------------|
| Spring          | 2xx1                     | February 22 <sup>nd</sup> | June 1 <sup>st</sup>                      |
| Summer          | 2xx6                     | July 15 <sup>th</sup>     | August 31 <sup>st</sup>                   |
| Fall            | 2xx9                     | October 15 <sup>th</sup>  | February 1 <sup>st</sup> (following year) |

\*xx = last two digits of the calendar year  
ex.) 2231 = spring 2023 graduation term, June 2023 conferral

## Degree Conferral Dates

All tuition, fees, late charges, and fines must be paid in order to confer and receive degrees. The annual deadlines to file paperwork for degree conferral are below:

| Graduation Term | Application Deadline | Conferral Date |
|-----------------|----------------------|----------------|
| Fall            | October 15           | February 1     |
| Spring          | February 22          | June 1         |
| Summer          | July 15              | September 1    |

## Changing Graduation Date

To change the graduation date after applying for graduation in HUB, students will file a petition to change expected conferral date. The form is submitted to the Graduate School for approval. You can find the form at the following link: <https://www.buffalo.edu/content/dam/grad/forms/change-graduation-aud-dnp-dsw-edd.pdf>

## Time Limits for Degree Conferral

Master's degrees must be completed **within four years from the student's first registration date** in that master's degree program. Doctoral degrees must be completed within **seven years from the student's initial formal matriculation** in that doctoral program. Requests for extensions of time limits must be petitioned using the Extension of Time Limit to Complete a Degree Program form. Each divisional or area committee may establish its own stricter policies within the constraints of these overarching institutional policies. Due to the COVID-19 pandemic, the spring 2020 term is excluded from UB's time-to-degree calculations.

You can find the Extension of Time Limit form at the following link:

<https://www.buffalo.edu/content/dam/grad/forms/pet-extension.pdf>

## HUB Student Center

The Student Center is a self-service page that provides students an entry to the HUB. Along with MyUB, it provides navigation to tools and information that are important to you. To reach the Student Center click the Student Center tab from MyUB.

In the Academics section of the Student Center click the My Academics link. The My Academics tab contains links to:

- View your Advisement Reports
  - To view your advisement reports, click on the View Your Advisement Reports link in the Academic Requirements Group
  - Once you've clicked the link you have the option of viewing your report on the web, or by printing it. If you would like to print the report, click the "Printable Version" link.
- Create a What-if Scenario
- Transfer Credit Evaluation

- View my Course History
- Request a Transcript
- Request Enrollment Verification
- Apply for Graduation
- View my Graduation Status

It is very important to note that if an area in your advisement report is “not satisfied” this will prevent a student from graduating. If you have discussed with your advisor substituting a course for a required course or transferring a course from another institution the Assistant to the Chair needs to be made aware of this. Extra steps will have to be done to satisfy the requirements in the AAR so that the student can graduate.

## Registration & Courses

### Credit Hours Requirements

Students enrolled in the EdD in Educational Administration must complete a minimum of 72 credit hours of graduate study. A minimum of 50 percent of the PhD program must consist of courses completed at UB and uniquely applied to that degree program. The Graduate School will consider for transfer credit graduate-level coursework from nationally accredited institutions of higher education as well as graduate-level coursework from any international institution that UB recognizes as equivalent to a nationally accredited institution.

Graduate students in ELP may register for no more than 12 credit hours per semester. Students who receive graduate assistantship (GA) funding through the graduate school of education (GSE) can take no more than nine (9) credit hours per semester. Exceptions to the policy may be granted for extenuating circumstances only and must be approved by the Department Chair. Once a student achieves candidacy, they are required to register for at least one credit hour per term and two credit hours over the summer until they have completed all degree requirements and successfully defended their dissertation. Exceptions to this policy must be approved by the advisor, in consultation with the Department Chair.

### Transfer Credits

Only those graduate courses completed at accredited or recognized international institutions and with grades of B or better are eligible for transfer credit. Courses with grades of S or P are eligible for transfer except when the transfer institution’s grading policy equates S or P with lower than a B grade.

Transfer credits for the doctoral degree may not constitute more than 50 percent of the total credits of that specific degree program. Courses transferred from another institution into the graduate division will be transferred with full semester credit value. Conversion of credits from trimester, quarterly and other calendar systems will be completed based on nationally accepted standards: i.e., trimester hours are equivalent to semester credits, however quarterly hours are equivalent to two-thirds semester credits.

The director of graduate studies or chair of the student's home department must first formally evaluate any transfer coursework for its applicability toward any particular graduate program of study. Once transfer credits are deemed appropriate and applicable by the department, the student files a Graduate Student Petition for Transfer Credit form during the student's first year of matriculation to UB. Upon receipt of the transfer credit petition, the Graduate School will evaluate credit and grade equivalences, and verify the courses were completed at an accredited or recognized institution. UB must receive a final official transcript from the transfer institution before the transfer credits may be formally approved and recorded on the student's UB record.

### Enrollment/Readmission

Graduate students must register (and pay all tuition and fees not covered by a tuition or scholarship) for a minimum of one credit hour each fall and spring term until all requirements for the degree are completed. If continuous registration is impossible or inappropriate at any time, students must secure a leave of absence



from the department and obtain approval from the department. Students may not be on a leave of absence during the semester in which a degree will be conferred.

Under some circumstances, this requirement may be waived in the semester prior to degree conferral if the student has an approved Application to Candidacy on file and will not be using any UB services or faculty time.

If a student fails to maintain continuous registration each semester (fall and spring) and does not petition for and receive a leave of absence, his/her student status is automatically terminated by the University.

To request reinstatement to the department, a student must complete a "Readmission Form," pay a \$350 fee, and have the form signed by his/her advisor. If the advisor has left University service or is unwilling to sign the form, the request goes before the regular admissions review for a final decision. The Educational Leadership and Policy Department reserves the right to deny any request for readmission to its programs.

## **Leaves of Absence**

To request a leave of absence, a student must complete the Graduate Student Petition for a Leave of Absence form. The form must then be forwarded to the Office of the Registrar by the last day of classes of the semester in which the leave is to begin.

The form to submit a petition for a leave of absence can be found at the following link:

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

Normally, leaves are granted for a maximum of one year, but may be extended for up to one additional year if circumstances warrant. All leave requests must be supported by adequate documentation. Students approved for a leave of absence remain liable for any outstanding tuition and fee charges.

International students are advised to consult with International Student and Scholar Services prior to applying for a leave of absence.

**Failure to register for classes or secure a leave of absence by the last day of classes of the semester in which the leave is to begin will result in the student losing their access to register for classes in a future semester. To regain registration access within a subsequent five-year period, the department will file a semester record activation request on behalf of the student (see the "Returning Student Semester Record Activation and Associated Fee" section for more details).** Full-Time Status Certification

Under certain circumstances, a graduate student can be certified full-time even though they are registered for less than a full-time academic load. Full-time status may be required by outside agencies or organizations such as lending institutions, health insurance carriers, USCIS, etc. Eligible circumstances include:

- A student who is at the candidacy stage of their program and is working full-time on a project, portfolio, thesis, dissertation or a final comprehensive exam.
- A student who is engaged full-time in required field work, practica or internship.
- A doctoral student who is preparing for a qualifying exam prior to candidacy.
- A student who is participating in a university-approved foreign exchange program.

Full-time certification requires that full-time academic effort is put forth, regardless of the number of credits registered in a given term.

The full-time certification form should be completed and sent to the Graduate School prior to the start of the semester. The weekly hours of academic effort required, in addition to credits registered, as well as the forms to certify based on degree, can be found at the following link: <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

# International Students Information

## Office of International Student Services

International Student Services (ISS) supports international students at UB. They offer provide news and events that may affect you as an international student. Staff members offer assistance in multiple languages and can help address immigration concerns, help you to transition to UB, and introduce you to all the Buffalo-Niagara region has to offer, from major attractions to its vibrant arts and cultural scene. Visit the International Student Services website for more information.

## Center for Comparative and Global Studies in Education

The Center is an interdisciplinary research center that brings together scholars and students who use the methods of the social sciences and the humanities to study educational issues that have a global dimension. We locate the study of education in a broad-based social, cultural and linguistic context to understand the global issues that affect educational practices and outcomes in schools, communities, and educational systems on the local and global levels.

The Center collaborates with a number of academic departments and offices at UB and internationally to sponsor lectures, seminars, conferences, and research initiatives that advance this intellectual mission. Learn more about the Center for Comparative and Global Studies in Education by visiting its website.

## English Language Institute

The English Language Institute (ELI), founded in 1971 and a unit of the Graduate School of Education of the University at Buffalo (UB), the State University of New York (SUNY), offers English language instruction, cultural orientation and pre-academic training to international students, scholars and professionals on an intensive and per-course basis. To learn more, visit the ELI website.

## Immigration and Visas

Maintaining your visa and valid immigration status is critically important for international students. Find all of the information you will need to arrive at UB in the right status. You can find more information at the ISS website.

# Research Expectations and Opportunities

Academic requirements other than those imposed by the Graduate School are determined by the program faculty and approved by the appropriate decanal unit. All graduate students are expected to demonstrate competence in research with respect to their educational needs and career objectives. Policies as to research expectations and conduct, as well as opportunities for students to partake in research activities are outlined below:

## Responsible Conduct in Research and Creative Activity

The Academic Integrity Policies and Procedures (AIPP) and the Academic Grievance Policies and Procedures (AGPP) are secondary to UB's Responsible Conduct in Research and Creative Activity (RCRCA) policies and procedures. The RCRCA addresses misconduct that may include violations of the AIPP or AGPP. If proceedings initiated pursuant to the RCRCA include possible violation of the AIPP or AGPP, formal actions pursuant to the AIPP or AGPP shall be postponed until the RCRCA proceedings are completed. If the RCRCA proceedings result in recommendation of formal AIPP or AGPP proceedings, these shall be initiated promptly. If the RCRCA proceedings result in findings that a student has violated the AIPP, penalties that may be imposed include dismissal from the program in addition to any and all specified in the AIPP. If the RCRCA proceedings result in findings that a student has not violated the AIPP, the student may not be charged again with the same offenses

under the AIPP. RCRCA proceedings, findings and penalties shall be neither challenged nor appealed through the AIPP or AGPP.

### Responsible Conduct of Research (RCR) Training Requirement

All students admitted to a PhD program for the fall 2009 semester or thereafter are required to document successful completion of "Responsible Conduct of Research" (RCR) training when they submit their Application to Candidacy form for their PhD degree. This training requirement may be fulfilled by either (1.) enrolling in and passing with a grade of B (3.00) or better SSI 640 Graduate Research Ethics, LAI 648 Research Ethics or RPN 541 Ethics and Conduct of Research or (2.) completing the Collaborative Institutional Training Initiative (CITI) online Responsible Conduct of Research course with an average score of 80 percent or higher. Students opting to complete the CITI online course must supply documentation of its successful completion with their Application to Candidacy.

### Collaborative Institutional Training Initiative (CITI) Online Program in Responsible Conduct of Research (RCR)

The University at Buffalo has an institutional membership in the CITI online RCR program. That online program can be accessed through the CITI Program website.

Initially, the student needs to register and choose a password, which allows the program to be entered and re-entered as many time as needed. Also, the student is asked, at the time of initial registration, to enter their name, mailing address, phone number, email address and UB person number. A database of UB participants is created using that information.

There are four versions of the CITI online RCR course from which the student should choose the version most appropriate for their area of doctoral study: biomedical sciences, social and behavioral sciences, physical sciences or humanities. The RCR program is comprised of a series of modules, each of which consists of readings and case studies and ends with a quiz covering the material. Assistance is available online at the CITI website if any technical difficulties are encountered.

Once the student has successfully completed the appropriate version of the CITI RCR program with a passing grade of 80 percent or higher, they must print the "Completion Report" from within the CITI program as documentation of successful completion and submit it with the PhD degree Application to Candidacy.

<https://ed.buffalo.edu/faculty-staff/it-support/labs-classrooms/data-analysis-lab.html>

# Campus Resources & Services

## Office of Accessibility Resources

Accessibility Resources coordinates reasonable accommodations for equitable access to UB for students with disabilities. If you believe you are eligible for an accommodation, please contact their office:

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

## University Libraries

The University Libraries' information resources and services support the teaching, learning and research initiatives of UB students and faculty. Their staff help with all phases of the research process, including open access publishing, data management and maximizing the visibility/impact of scholarly research endeavors. Library branches include Architecture and Planning, Law, Health Sciences, the Annex, Lockwood Memorial Library, Music Library, Oscar A. Silverman Library, and the University Archives. To learn more about their services, or to request help from a library staff member, visit them on both North and South Campus.

<https://library.buffalo.edu/>

## UB Information Technology

UB Information Technology is the central department on campus responsible for ensuring access and services relative to technology needs for students, faculty and staff on campus. Their office governs the use of key student tools, including HUB, UBMail, UB Box, and Printing Services. To learn more, visit the UBIT Help Center on the 2nd floor of Lockwood Library, next to the Cybrary entrance.

<https://www.buffalo.edu/ubit/get-help.html>

## UB Student Life Services

### **Counseling Center**

Counseling Services assists students with emotional issues, stress, crisis management and much more to support mental wellness through a variety of services.

<https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

### **Center for Excellence in Writing**

The Center for Excellence in Writing provides resources for undergraduate and graduate students to improve their writing abilities in a range of areas. They offer individual consulting, writing retreats, and workshops, as well as Write Through, an article series featuring the stories and insights of successful dissertation writers. To visit or make an appointment, find their office in Baldy Hall.

<https://www.buffalo.edu/writing.html>

### **Data Analysis Lab**

The Data Analysis Lab offers free statistical assistance to students with issues related to quantitative research design, measurement and statistical data analysis as well as qualitative data analysis. No appointment is necessary for walk-in hours. Lab assistants may also be available by appointment (contact via email below). Your questions, comments and suggestions regarding the lab are always welcome. Visit the lab at 519 Baldy Hall.

<https://ed.buffalo.edu/faculty-staff/it-support/labs-classrooms/data-analysis-lab.html>

## **Health Promotion**

Health Promotion (formerly Wellness Education Services) supports student well-being and academic success by building a healthy campus culture. Their services include nutrition, stress management, sexual health and alcohol/drug safety and awareness. Take advantage of their multitude of services by visiting their office:

<https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

## **Student Health Services**

Student Health Services provides high-quality medical services and patient education for all UB students, including primary care, preventative treatment and specialty services. Student Health Services is now located at 4350 Maple Road (near Sweet Home Rd.)

<https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

## **Sports and Recreation**

UB Recreation gives students the opportunity to get involved in many physical activities and clubs. Activities take place at Alumni Arena, and schedules are posted on their website and in the building.

<https://www.buffalo.edu/recreation.html>

UB is home to 14 Division 1 men's and women's sport' teams. See their schedule and purchase tickets in Alumni Arena or online.

<https://ubbulls.com/>

# Professional Associations

Professional associations provide for the exchange of ideas, the enhancement of professional growth, and in many instances offer the opportunity to gain experience in administrative leadership. Students are encouraged to become acquainted with their professional associations and to participate in these as part of their own professional development. See the list of organizations below:

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

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

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

**American Educational Research Association (AERA)**, is a national association that promotes research. There is an annual meeting at which professors and students may present accepted papers. Full-time graduate students may join at a special rate. AERA publishes a number of highly regarded scholarly journals including the Educational Researcher, The Journal of Educational Research, and The Review of Educational Research. Membership includes subscription to three journals. The Association has a number of special interest divisions. Contact is William J. Russell, Exec. Officer, 1230 17th Street, N.W., Washington, D.C. 20036, 202-223-9485 or any ELP faculty member.

**American Educational Studies Association (AESA)** was constituted to promote the academic study of education processes, and the improvement of teaching and research in areas related to educational studies. The journal Educational Studies is published by this association. A meeting of general members is held annually. Membership details and other information may be obtained from Lois Weis.

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

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

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

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



school administrators and programs of development of school administrators in New York State, and to encourage research on problems of school administration.

**Comparative and International Education Society (CIES)** through its national and international meetings, serves as a forum for the scholarly and professional interests of educators, social and behavioral scientists, administrators and policymakers. CIES publishes a quarterly newsletter in addition to the journal, *Comparative Education Review*.

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

**Immigration History Society** provides a forum for research in the history of European, African, Asian, and Hispanic immigration and ethnic life in the United States through annual scholarly meetings (held in conjunction with the Organization of American Historians), its newsletter, and its quarterly journal, *The Journal of American Ethnic History*. This society will be helpful to students interested in the education of minorities and in multicultural education.

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

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

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

**National Society for the Study of Education (NSSE)** is an organization of education scholars, professional educators, and policy makers dedicated to the improvement of education research, policy, and practice. Founded in 1901, NSSE is the oldest national educational research organization in the United States.

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

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

**Northeast Educational Research Association (NERA)** is a regional organization that promotes research. It holds an annual meeting, usually in late October in New York State or New England. Professors and/or students may present accepted papers; there is a special provision for student membership.

**Phi Delta Kappa** is an international honorary society dedicated to promoting leadership, research and service in public education. The UB chapter holds monthly meetings during which topics of professional

interest are discussed. Membership includes subscription to the Phi Delta Kappan magazine and newsletters. Membership is open to UB graduate students.

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

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

**Western New York Women in Administration (WNYWA)** was established in 1990 to address the lack of women in educational leadership positions. It was the genesis of a group of individuals who met to develop a statewide network, now known as NYSAWA. This group creates programs to identify and promote women in leadership.

# Faculty & Staff Directory

| ELP Faculty                                                                                                                                     |                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Administration                                                                                                                      | Higher Education                                                                                                                                                                      |
| <b>Corrie Stone-Johnson</b><br><b>Gwendolyn Baxley</b><br><b>Simone Fried</b><br><b>Ian Mette</b><br><b>Casandra Wright (LIFTS Coordinator)</b> | <b>Nathan Daun-Barnett</b><br><b>Megan Iantosca</b><br><b>Raechele Pope</b><br><b>Margaret Sallee</b><br><b>Stephen Santa-Ramirez</b><br><b>Paris Wicker</b>                          |
| Educational Culture Policy & Society                                                                                                            | ELP Staff                                                                                                                                                                             |
| <b>Seong Won Han</b><br><b>Jinting Wu</b><br><b>Melinda Lemke</b>                                                                               | <b>Nathan Daun-Barnett:</b><br>Department Chair<br><b>Mariah Glass:</b><br>Department Administrator/Assistant to Chair<br><b>Alyssa Steinborn:</b><br>Academic Advisement Coordinator |

Note: The Educational Leadership and Policy Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Educational Leadership and Policy Department website and in future editions of the handbook.

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures, and deadlines. For a complete list of graduate school policies, go to <https://grad.buffalo.edu/succeed/current-students/policy-library.html>