



# **Educational Culture, Policy, & Society Doctor of Philosophy (PhD)**

**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 educational leaders, researchers and policymakers to identify, understand and solve complex problems facing education — particularly related to the inequitable distribution of opportunities by race, class, gender and national origin in a global context. It also aims to develop an understanding of 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 three master's programs, four doctoral programs, three advanced certificates, an administration certification program, and an undergraduate minor. All programs 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 Culture, Policy, & Society Area Coordinator

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# Program Overview

Our doctoral program in educational culture, policy and society is for you if you are interested in the links between educational institutions (P–16+) and broader social, cultural, political and economic forces and consequences. We examine the roles of social forces such as race, class, gender, (im)migration and economic restructuring in shaping differential trajectories and outcomes for varying learning communities. We also engage multidisciplinary perspectives in reimagining the possibilities of schooling and education to nurture more inclusive and just societies. Our program emphasizes three main areas: (1) institutions, policies and practices that facilitate or limit individuals' well-being, and social and economic equity; (2) sociological, anthropological and comparative modes of inquiry, in order to examine the interplay among policy, practice, discourse and educational reforms; and (3) cross-national comparisons of educational policies, practices and outcomes central to policymakers and school leaders around the world. Students are trained in multiple theoretical and methodological traditions to conduct critical educational research across a wide range of settings.

<b>Academic credential granted</b>	Doctor of Philosophy (PhD)
<b>Credits required for completion</b>	72
<b>Time to completion</b>	4 to 5+ years
<b>Course delivery</b>	In person
<b>Application deadline</b>	January 1 <sup>st</sup> (fall admission only)

## Careers

- Colleges/Universities as administrators and staff at programs such as Upward Bound, Educational Opportunity Program and McNair Scholars
- Colleges/Universities as faculty/scholars of educational policy studies, global studies, and related areas
- International development or human service agencies as analysts, program officers or administrators
- Ministries of education as policymakers and analysts
- Schools as teachers or administrators

## Program Features

- Learning how to conceptualize, conduct, analyze and communicate scholarly research
- Pursuing research design certificates as part of your coursework, including certificates in [applied statistical analysis](#), [international education data analysis](#) and [qualitative research methods](#)
- Partaking in professional development workshops to enhance your research capabilities and facilitate transition from coursework to dissertation and the job market
- Receiving individualized attention from a core group of highly accomplished research-focused faculty members

- Researching underserved populations (related to gender, national origin, race/ethnicity, second language and socioeconomic status) in educational and social environments nationally and cross-nationally
- Valuing mixed methods research (quantitative and qualitative) in the service of broad-based research projects, with you gaining in-depth expertise in one methodology and fluency in the other methodology

## Program Goals

To fulfill our ECPS program goals, we have designed the program requirements below.

The **first experiential block** is comprised of substantive courses designed to introduce students to relevant bodies of scholarly literature.

The **second experiential block** is comprised of courses in research methods. Students learn the methods, quantitative and qualitative, which scholars use to actually produce research in the field.

The **third experiential block** is comprised of courses designed to further strengthen academic writing.

For the **fourth experiential block**, ECPS offers a professional development series for graduate students.

The **fifth experiential block** is related to the preliminary examination, dissertation proposal and the dissertation itself.

# Program Courses

## Required Courses (26 credits)

ELP 566 Comparative and Global Studies in Education  
ELP 575 Education and Globalization  
ELP 585 Sociological Bases in Education  
ELP 589 Education and Socialization  
ELP 590 Education and Social Stratification  
ELP 593 Qualitative Research Methods Part I  
ELP 594 Qualitative Research Methods Part II  
ELP 599 Writing Dissertation Proposals  
ELP 700 Guidance of the Project (2 credits during the Preliminary Examination Paper year; 1 credit per semester)

## Quantitative/Statistical Methods Courses (min 6 credits)

CEP 500 Fundamentals of Educational Research  
CEP 512 Seminar in Survival Analysis  
CEP 522 Statistical Methods: Inference I  
CEP 523 Statistical Methods: Inference II  
CEP 526 Linear Structural Models  
CEP 527 Large Database Analysis  
CEP 528 Hierarchical Linear Modeling: Multilevel and Longitudinal Data Analysis  
CEP 529 Applied Regression Analysis  
CEP 532 Understanding Statistical Research

## Recommended Electives (33 credits)

CEP 533 Topical Doctoral Seminar on Current Policy Issues in Education  
ELP 510 College Access and Choice in US  
ELP 511 Comparative Higher Education  
ELP 574 Education in Asia  
ELP 580 Contemporary Social Theory & Education  
ELP 586 Reading Urban Ethnographies  
ELP 591 Academic Writing  
ELP 592 American Education for International Students  
ELP 620 Educational Transitions P-20  
ELP 624 Problems and Paradigms in Educational Administration  
ELP 629 Case Study Research Methods  
ELP 643 Reforming Teacher Compensation  
ELP 687 Sociology of Higher Education

## Dissertation Research (minimum 7 credits)

ELP 702 Dissertation Research

You must continue to register for ELP 702 until your dissertation is complete. A minimum of 2 credits per semester is preferred. Consult with your advisor prior to registration.



# Preliminary Examination Paper

The ECPS preliminary examination is comprised of a scholarly empirical paper undertaken over the course of one year. In most cases, you will continue to take coursework during this time period. To join the preliminary group, you *must complete all required courses* and *obtain IRB approval for the preliminary project* (unless the project is exempt from IRB review, which might be the case in some quantitative studies).

The preliminary examination paper in ECPS is designed to help you transition from student to researcher. The purpose of the preliminary examination paper is to demonstrate that you can conduct a rigorous, independent empirical study that employs the techniques of qualitative and/or quantitative methodology to answer a question embedded in the contemporary research literature. As such, the paper is intended to assess your ability to identify a research question in education that is rooted in ongoing scholarly debate, apply an appropriate method to the question at hand, collect additional data (as relevant), analyze data pertinent to their research question, and write up the results of the study in a compelling and appropriately scholarly manner.

This examination paper is expected to be based on or be an extension of a required final paper for a course, but substantial additional work is required towards this end. As the dissertation follows the preliminary examination, the dissertation topic may be either linked to or substantially different from the question posed in the examination paper. In either case, skills developed in coursework are expected to scaffold the preliminary examination paper. In subsequent manner, the paper can usefully scaffold dissertation projects. Data and analysis embedded within the paper cannot necessarily be folded into the dissertation research itself, although such pilot data and analysis can set the stage for your dissertation proposal.

During the full-year experience, you will be part of a collective writing workshop with core faculty. Workshop sessions will be held once per semester for a full year, during which time participating faculty and students provide specific and constructive verbal feedback on student drafts. Such feedback is designed to make the paper stronger. You are expected to substantially revise your paper in light of feedback from each of the two sessions. You may not contact faculty about these papers outside of these two sessions, although participating students are encouraged to read one another's work and provide ongoing feedback throughout the year. *Students must sign up for 1 credit hour each semester under the course number ELP 700 with their academic advisor.*

The preliminary examination paper will normally be undertaken during your third year of full-time coursework, after you complete enough relevant methodology course requirements (qualitative and/or quantitative) as well as substantive courses that cover the knowledge and skills necessary to understand the social issues that impact education (formal and informal) on the national and/or international level. We anticipate that the first draft of the preliminary examination paper will be linked to a paper completed in a course. *The final examination paper, however, must go well beyond original coursework papers and represent substantial revision.* The final preliminary examination paper must be an original scholarly paper that is judged to be suitable for presentation at a high-impact, peer-reviewed national conference (e.g., AERA, ASA, CIES, AAA) and is expected to be the basis for an article that is potentially publishable in a peer-reviewed scholarly journal. Manuscripts should run between 30 to 35 pages, including all tables, figures, notes and references, typed on 8½" by 11" paper with 1" margins on all sides, double-spaced using 12-point font.

You must receive a "pass" in order to advance to candidacy. If you receive an unsatisfactory evaluation, you should revise and resubmit the paper to the qualifying examination committee within 6 weeks from the date of receiving notification that the exam must be revised. You have one opportunity to revise the examination paper.

# Guidelines for Writing a Dissertation in GSE

The key to students successfully writing a dissertation in a timely manner is sustained effort and subsequent collaboration with their advisor and committee members with whom they will work closely on all aspects of the project. There is considerable variation in the format of proposals. Dissertation advisors have their own expectations, strengths, and style related to the production of a dissertation. In writing a dissertation, doctoral students demonstrate their abilities to conceptualize and conduct independent research that is original and significant in its contribution to the current body of knowledge.

## Application to Candidacy

Upon completion of most of the coursework, students will file a PhD application to candidacy. The advisor, tentative dissertation committee, and the department chair must approve the application. As noted above, students will advance to candidacy only upon satisfactory completion of the preliminary exam paper.

To formally become a candidate for the awarding of a PhD degree, students must submit an Application to Candidacy (ATC).

For Degree Conferral on:	February 1 (Fall)	June 1 (Spring)	August 31 (Summer)
<b>RECOMMENDED</b> date to submit ATC to your academic department	September 1 (previous year)	February 1	June 1
ATC due in the Graduate School by:	October 1 (previous year)	March 1	July 1

The ATC can be submitted after you have completed the formal coursework and the PhD Qualifying Process / Paper / Exam as required by your doctoral program. Generally, this will be after approximately four to six semesters of full-time enrollment in the program. Students with transfer credits from another institution may complete the ATC earlier. In any case, at latest, your ATC must be submitted by the deadlines above.

After a student's ATC is submitted to the Graduate School, a preliminary review is conducted by Graduate School staff to make sure all information is accurate and complete. Should there be any immediate issues or questions, you will be contacted. When the ATC is formally approved, students will receive a letter from the Dean of the Graduate School confirming your candidacy and detailing final degree requirements. You should receive formal approval of your candidacy within one semester of your ATC submission to the Graduate School.

If a student's progress or plans for completion change and they need to change the expected graduation date and/or change their advisor or committee members, the student must file the [Change Expected Graduation Term or Amend the ATC](#).

## Research Proposal

The key to successfully writing a dissertation in a timely manner is your ability to fully engage and collaborate with your major advisor. Please note that there is considerable variation in the form and shape of doctoral



dissertations and completed proposals. Advisors have their own expectations, strengths, and styles related to dissertation production. You should discuss these expectations prior to choosing a dissertation advisor.

The first step in the dissertation process is to choose a topic, which students do in collaboration with their major advisor. Once a topic is selected, students thoroughly investigate it by reviewing the literature and then prepare a draft research proposal. This proposal describes the problem based on a comprehensive review of current related literature and outlines the proposed methodology.

Students submit the draft to their advisor for feedback, revise it accordingly, and continue this process until their advisor approves it for dissemination to the dissertation committee. (Note: Whenever students submit a draft of their proposal or dissertation to their advisor or to committee members, students should always allow up to 14 to 21 days for feedback). Please keep in mind the time frame may vary depending upon the time of year.)

Depending on the advisor's judgment, some proposals are 35 to 45 pages in length while others may consist of virtually the introduction, literature review, and methodology chapters of the dissertation. spanning anywhere from 50 to 80 pages in length, including appendix and references. The proposal should demonstrate a thorough knowledge of the research and clearly define a research problem and methodology.

## Dissertation Committee

While working on their proposal, students and their advisor will identify two additional faculty members to serve on the proposal/ dissertation committee (Note: students should discuss potential dissertation committee members with their advisors before reaching out to them). Once the students' advisor approves the proposal, the students submit it to the committee members, give them time to read it, meet with them to discuss it, revise it as per their suggestions, resubmit it to them, revise it again if needed, and then resubmit it again until each committee member approves it. At least two of the three required committee members must be from the department. Students may select a faculty member outside of the Educational Leadership & Policy and the Graduate School of Education to serve on their dissertation committee, if that individual is approved for such a role by the faculty. Adjuncts may not serve as one of the three committee members but may be added as an additional fourth member. Clinical faculty may not serve as the chair but may be added as the third member. All core members of the committee must be members of the UB Graduate Faculty, which requires an approval process.

## Dissertation Proposal Meeting

The dissertation proposal meeting is held with the student and committee members to discuss the proposal. Students arrange for the meeting by selecting a date acceptable to all committee members and going to the Assistant to the Department Chair who will schedule a room, create and send out an announcement to the faculty (which must go out one week before the proposal meeting), and identify any necessary paperwork that needs to be completed, such as the Application to Candidacy (ATC). The meeting is attended by the student, committee members, and interested faculty and students (who may wish to see what it is like as they prepare for their proposal meetings). It usually lasts between 60 and 90 minutes. The Chair of the Dissertation Committee will begin the proposal defense by asking the student to present the proposal, usually focusing on the purpose and methodology, for 10 to 20 minutes. Following the short presentation, the advisor will invite the committee members to ask the student questions and make comments about the proposal. When the committee has completed the questioning, the Chair may ask the student (and any guests) to step out of the room while the committee formally deliberates on the acceptability of the proposal. The student is then invited back into the room and given the result of the decision and any feedback from the committee.

There are four possible outcomes of the Proposal Meeting: (a) proceed as per the proposal with no alterations, (b) minor revisions, (c) major revisions requiring the student to revise certain aspects of the proposal and resubmit for review by the committee without an additional meeting, and (d) major revisions, which require another Proposal Meeting. (Of these options, “b” is the most common and “d” is the least common.) Although students may submit the IRB proposal prior to the Proposal Meeting, the application may require amendments based on the outcome of the Meeting. Students may not conduct research without proper documentation of IRB approval or exemption.

## Conducting the Research

Once approval to proceed has been granted by the committee, students conduct their research, staying in close contact with their advisor. Students may consult with other committee members as the advisor deems desirable. As the research proceeds toward completion, students write the remaining chapters of the dissertation, submitting drafts for feedback until the advisor approves the dissertation document. Most dissertations (quantitative and qualitative) consist of five chapters: Introduction (Chapter One), Review of Literature (Chapter Two), Methods and Procedures (Chapter Three), Results (Chapter Four), and Discussion (Chapter Five). Upon approval by the Dissertation Committee Chair, the dissertation is submitted to the rest of the committee members, again giving them a minimum of two weeks to review the document. As with the proposal, students receive feedback and make revisions until each committee member acknowledges that the dissertation is ready for the Oral Defense.

## Dissertation Oral Defense

The Dissertation Committee, interested faculty and students, and others the student wishes to invite (including family members) may attend the Oral Defense. It usually lasts between 60 and 90 minutes with the primary focus on the results and discussion sections of the dissertation. Other faculty members and students participate and may ask questions but do not have voting privileges. As with the proposal defense, when all discussion is completed, all but the committee will be asked to leave the room while the committee deliberates. The student is then recalled and notified of the outcome. Often the dissertation is approved as it was presented. Occasionally the committee makes suggestions for additional changes to the dissertation. Following the defense of the dissertation, each committee member and the Department chair sign the appropriate forms for a PhD dissertation and the forms are sent to the Graduate School. A single “no” vote from any committee member means that the dissertation has not been approved.

As a final note, students are advised that the most frequent problem encountered in the process of completing a dissertation is poor planning and time management. To graduate by June 1st, the completed dissertation is typically due to the Graduate School around May 1st. Faculty members are always busier in the spring than in the fall. Accordingly, to allow time for reading and revision, students typically submit the completed dissertation to their committee by March 30th or earlier. The Final Oral Defense should be held by April 15th at the very latest so there is adequate time to make revisions. Of course, these dates depend on how much revision is needed. If students are on internship and the end date of that internship is June or later, their degree will be conferred in September even if they have defended their dissertation by the May dates. To walk in the May graduation ceremony, a completed M-form must be filed in the Dean’s Office of GSE by May 1st.

The Graduate School of Education has created a document meant to advise doctoral students in the completion of their dissertation. While there is some redundancy with the previous section, we are including it here for your assistance.

# UB Guidelines and Requirements to Submit Dissertation

All PhD and EdD students must electronically submit their final dissertation to the Graduate School via ProQuest's ETD submission website. This is a requirement for degree conferral.

## What is an ETD?

An Electronic Theses and Dissertations (ETD) is an electronic version of a thesis or dissertation. ETDs are formatted like paper dissertations (title page, table of contents, page numbering, tables, figures, references, etc.) but are submitted to the Graduate School as a PDF file via the ETD Administrator website.

## Public Access of Theses and Dissertations Policy

Per UB's Public Access of Theses and Dissertations policy, after your degree is awarded, your dissertation will be delivered to and available in perpetuity through the UB Institutional Repository (UBIR) and to ProQuest, where your document will be microfilmed, indexed and stored in ProQuest's dissertations and theses database, the world's largest recognized repository of graduate student research.

## Deadlines for ETD Submission

Deadlines for the electronic thesis and dissertation submission vary based on the end of the semester for degree conferral. For the most up-to-date deadlines visit

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

## Embargo (Delayed Release) Request

If you wish to delay the release of your dissertation because it contains proprietary data or has patents pending, you must submit a Request for Embargo (Delayed Release) of Thesis or Dissertation to the Graduate School at the time of your ETD submission. Please review the Graduate School's Embargo (Delayed Release) of Thesis and Dissertation policy for more information.

## Submission

To graduate in May, your completed dissertation is usually due in the Graduate School around May 1. Faculty are always busier in the spring than in the fall. 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.

## 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>

## Verifying Completion of Graduate Program Requirements for Doctoral Degrees with Dissertation (M-Form)

<https://www.buffalo.edu/content/dam/grad/forms/mform-thesis-2022.pdf>

# Preparing for the Job Market in ECPS

Please note that this is a brief overview of the academic job market preparation process.

## Years 1 and 2

- Explore diverse career pathways, including:
  - Academic positions (research-focused, teaching-focused)
  - Roles as researchers or analysts in public or private sectors
  - Administrative positions in educational institutions or related fields
- Attend a variety of professional development sessions offered by ECPS, ELP, GSE, and the Graduate School. The following sessions are highly recommended in relation to job market preparedness:
  - Graduate School PD sessions, such as those focused on CV writing: Graduate School PD Events
  - ECPS offers diverse PD sessions, including how to publish as a graduate student, how to navigate large professional conferences, how to apply for dissertation and postdoctoral fellowships, and how to turn your dissertation into a book project, among others. From time to time, ECPS PD sessions also include non-academic career pathways, such as how to prepare for a career in community engagement post graduate school.
  - Attend job talks, as relevant, from faculty position candidates to learn from the best practices.
  - Seek out local or regional internship opportunities during the summer to expand your network in the non-academic settings.
- Regularly review academic job postings and university websites to understand the types of positions available and the specific qualifications employers are seeking. This will help tailor your experience and skills accordingly.
- Discuss potential career pathways with your advisor during the annual PhD progress review meeting.
- When taking advanced research methods courses that require an empirical research paper as the final project, use this assignment as an exploratory research opportunity. These papers can serve as the foundation for your PhD preliminary examination paper, conference presentations, and, ultimately, publications in peer-reviewed journals.

## Year 3

- While preparing for the ECPS PhD preliminary examination, begin narrowing down your preferred career pathway.
- Start developing targeted competencies aligned with your chosen pathway:
- For research-focused careers:
  - Work on publishing papers, ideally leveraging your preliminary examination research.
- For teaching-focused careers:
  - Gain teaching experience by serving as a Teaching Assistant (TA), then seek opportunities as an adjunct lecturer.

## Year 4

- After completing your dissertation proposal defense, apply for internal and external fellowships based on your dissertation research.
- Start developing a teaching portfolio that includes course syllabi, teaching evaluations, and any innovative teaching strategies or materials you have created. This portfolio will be invaluable for teaching-focused job applications.
- By the end of Year 4, consult with your PhD advisor and committee members to assess your readiness for the job market in Year 5.

- Start developing a manuscript for publication in peer-reviewed journals using your Ph.D. preliminary examination paper.
- During the summer between Year 4 and Year 5, begin preparing and finalizing key application materials, including:
  - Curriculum Vitae (CV)
  - Research statement
  - Teaching statement
  - Academic writing samples (preferably from dissertation data chapters)

## **Year 5**

- While finalizing your dissertation, apply for academic and related job positions.
- Set aside specific time blocks in Year 5 to apply for academic positions. Tailor your CV, research statement, and teaching statement for each application. Prepare for interviews by practicing common interview questions and engaging in mock interviews with peers or mentors.
- Organize and participate in practice research talks with peers and faculty to prepare for job interviews and campus visits.
- Consider whether applying for postdoctoral positions might be a good step in your career trajectory. Postdocs can provide additional research experience and help strengthen your academic profile, especially if you aim for a research-focused career.

## **Networking and Mentorship**

Actively seek out mentorship from senior faculty and professionals in your field, both within and outside of your institution. Networking at conferences and professional events can provide valuable insights into the job market and potential job leads. Professional conferences, such as CIES and AERA, often have pre-conference workshops for early career scholars, which provide good opportunities of networking and mentoring. Graduate students are encouraged to be active in professional societies and seek service opportunities in various special interest groups that are related to their research areas.

## **Publications**

Aim to circulate your PhD preliminary examination paper for publication in peer-reviewed journals in Year 4. It is beneficial to have at least one article accepted for publication by the fall you enter the job market. While an accepted publication is not a requirement for securing a job, having one will significantly expand your job market opportunities, particularly for positions such as tenure-track assistant professor roles at Research 1 universities.

## **Conferences**

Attending conferences during your graduate school years is important, but be selective. Aim to attend the most significant conferences in your field (consult your advisers for recommendations), such as the AERA annual meeting and the CIES conference.

## **Applying for Internal and External Fellowships**

After successfully completing your dissertation proposal defense, explore internal and external fellowship opportunities with guidance from your advisor. When applying for fellowships, note that it is crucial to condense your dissertation proposal (typically 40-60 pages of introduction, literature review, and methods) into a 10-12 page fellowship proposal. While internal and external fellowships are not required to secure a job, having one can significantly expand your job market opportunities, particularly for positions such as tenure-track assistant professor roles at Research 1 universities.

# 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.

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 and may be subject to dismissal from their program.

## 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.

### ELP Academic Standards Committee

An Academic Standards Committee is established to determine whether an ELP student is in good academic standing, the course of action a student should pursue to be considered in good academic standing, and evaluate student compliance with the terms of probation. The committee will consist of the Chair of the Department, one faculty from each area of the Department, and an advanced doctoral student representative.

In general, academic reviews take 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.

## 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 submitting your Application to Candidacy, doctoral students will need to submit a Change to ATC form <https://www.buffalo.edu/content/dam/grad/forms/amend-atc-phd.pdf>

## Time Limits for Degree Conferral

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

Each program in ELP has its own requirements (see program overview for details). The Graduate School will consider the transfer credit of 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.

### 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, their 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 their advisor. If the advisor has left University service or is unwilling to sign the form, the request goes before the regular admissions review for a final decision. The Educational Leadership and Policy Department reserves the right to deny any request for readmission to its programs.

### **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, practicum, 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>

## 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.

Students interested in exploring professional associations that are aligned with their academic or professional goals should speak with their advisor or view the list here:

<https://buffalo.box.com/s/ch2opswkmsqexdnn4ze9jwtpgykft2b1>

## International Student 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 help 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 the information you will need to arrive at UB in the right status. You can find more information at the ISS website. <https://www.buffalo.edu/international-student-services.html>

## 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 times 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/>

# Faculty & Staff Directory

ELP Faculty & Staff			
ELP Faculty			
<b>Gwendolyn Baxley</b> <b>Ryan Crepes</b> <b>Nathan Daun-Barnett</b> <b>Simone Fried</b> <b>Seong Won Han</b> <b>Phoebe Ho</b> <b>Megan Iantosca</b>		<b>Melinda Lemke</b> <b>Ian Mette</b> <b>Margaret Sallee</b> <b>Stephen Santa-Ramirez</b> <b>Corrie Stone-Johnson</b> <b>Paris Wicker</b> <b>Jinting Wu</b>	
ELP Staff			
Margaret Sallee	ELP Department Chair	716-645-2471	<a href="mailto:mwsallee@buffalo.edu">mwsallee@buffalo.edu</a>
Mariah Glass	Assistant to the Chair & Department Administrator	716-645-1087	<a href="mailto:mariahgl@buffalo.edu">mariahgl@buffalo.edu</a>
Alyssa Steinborn	Academic Advisement Coordinator	716-645-1104	<a href="mailto:amzaidel@buffalo.edu">amzaidel@buffalo.edu</a>

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>