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.

Academic credential granted	Doctor of Philosophy (PhD)
Credits required for completion	72
Time to completion	4 to 5+ years
Course delivery	In person
Application deadline	January 1st (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 9 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.

Graduate Assistantships

Assistantships are available in a variety of areas that change from year to year. Compensation for positions ranges from hourly pay only to a stipend to tuition remission plus a stipend. Generally, assistantships require 20 hours of work per week.

The application process for assistantships is separate from the program admission process. While assistantships are limited, new opportunities become available throughout the year.

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)
RECOMMENDED 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 foci 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 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

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. Any student whose graduate GPA falls below a 2.75, or who completes less than 67 percent of all attempted credits per term, will be considered making unsatisfactory academic progress.

The Graduate School's minimum academic requirements to remain in good academic standing

- 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.

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.

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.

Annual Academic Review of PhD Students

Each PhD student's academic progress must be evaluated annually by the director of graduate studies (DGS) and, if appropriate, the student's dissertation advisor. The most appropriate time for annual review is mid-May, thereby permitting appropriate academic planning for the following semester and allowing for timely responses to inquiries about students in jeopardy of losing federal financial aid. Alternatively, though not ideal, review can take place in mid-October.

Additionally, each PhD student's academic progress must be reviewed after their first semester of enrollment, in order to identify any academic problems early in the program. Directors of graduate study are required to communicate the annual academic evaluation to the student in writing.

Each graduate program is encouraged to develop its own process for student evaluation and advisement. However certain elements must be included in PhD student annual evaluation:

1. Review of the student's academic record including:
    a. Checking the overall grade point average.
    b. Addressing any incomplete and/or resigned courses.
    c. Monitoring overall progress toward completing the coursework phase of the program.
2. Checking on progress in completing or preparing for the preliminary or qualifying exam(s) or paper(s).
3. Planning for a timely defense of the dissertation research proposal or prospectus.
4. Monitoring adequate progress in research including timeliness of degree completion.

Degree Completion & Graduation

Before degree conferral is possible, all PhD candidates must:

- Maintain continuous registration until the PhD degree is conferred.
- 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 (see the policy on course sharing).
- Complete UB's Responsible Conduct of Research (RCR) training requirement.
- Successfully complete an oral and/or written comprehensive or preliminary qualifying exam; or a dissertation prospectus; or a preliminary paper or prospectus.
- Submit a PhD Application to Candidacy form within the proper deadline dates for approval at the department, decanal, divisional committee (where required) and Graduate School levels.
- Complete and orally defend an acceptable doctoral dissertation; electronically submit the dissertation to the Graduate School for final approval and filing in the UB Institutional Repository.
- Complete the M-form for PhD degrees and submit it to the Graduate School.
- Fulfill the doctoral degree recipient survey requirement.
- Complete additional requirements as the department or program might duly specify.

All materials must be submitted

For degree conferral on:	Fall – Feb 1	Spring - June 1	Summer – Aug 31
PhD Application to candidacy due:	Oct. 1, 2023	March 1, 2024	July 1, 2024
All required conferral materials due:	Jan. 12, 2024	May 17, 2024	Aug. 9, 2024

Each student is advised to check with the appropriate office one semester prior to the deadline date listed for up-to-date information. It is the student's responsibility to check with the Graduate School at 716-645-2939 prior to the deadline dates to be sure all the requirements and paperwork for your degree have been completed. Each department has the appropriate forms and additional instructions.

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

Per UB Graduate School policy, d**octoral 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
  - o To view your advisement reports, click on the View Your Advisement Reports link in the Academic Requirements Group
  - o 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 a PhD program through ELP must complete a minimum of 72 credit hours of graduate study (see program overview for any additional program specific requirements). 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.

Academic departments may file a semester record activation request for graduate students who were previously admitted into an academic program through UB's Graduate Application System and had a break in attendance of no more than five years and had neglected to secure an approved leave of absence from the Graduate School.

If a student wishes to be reactivated within their program, they should reach out to their department coordinator(s) or advisor. Once reviewed and approved, a new semester record will be created with exactly the same academic career, program and plan as recorded for the last semester in which the student attended UB. At the time of semester record activation, the student will be assessed a non-refundable record activation fee (currently $350).

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 "Enrollment/Readmission" 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**

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.

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, including details on maintaining F-1 student visa status and regulations regarding limitations on online study.

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.

Graduate Assistantships

Each year, students are employed across campus in a variety of research and administrative roles that provide them with meaningful and relevant professional experience and that will help to pay for the cost of their education. Doctoral students may have access to half-time positions that cover the cost of in-state tuition plus a stipend to work in the Graduate School of Education (GSE), the ELP Department, or on a project with a faculty member. Compensation for these positions vary from regular hourly salaries for half-time work to tuition and stipend across the student affairs division and select offices, to tuition, stipend, and an apartment for those who serve as assistant hall directors in Campus Living.

Internships

In some fields, internships are required as part of the professional training program. Presently, only students seeking administrative certification must complete an internship.

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

Quantitative and Qualitative 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 Anthropological Association (AAA) is the world's largest scholarly and professional organization of anthropologists.

American Educational Research Association (AERA) is a national association that promotes educational 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 *American Educational Research Journal*, and the *Review of Educational Research*. All AERA members-regardless of membership type-receive online access to all seven AERA journals. The Association has a number of special interest divisions.

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.

American Sociological Association (ASA) is the national professional membership association for sociologists and others who are interested in sociology. AESA publishes a number of highly regarded scholarly journals including the *American Sociological Review*, and *Sociology of Education*.

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*. The Association has a number of special interest groups (SIGs), including reginal SIGs and topic-based SIGs.

Eastern Sociological Society (ESS) provides a platform for sociological scholarship and host an annual conference. ESS publishes a peer-reviewed journal *Sociological Forum* and supports workshops.

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 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.

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.

Philosophy of Education Society is an international forum that promotes the philosophic treatment of educational practice, policy and research, advances the quality of teaching the philosophy of education, and cultivates fruitful relationships between and among philosophers, philosophers of education and educators.

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 at 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**
Corrie Stone-Johnson **Jasmine Alvarado** **Gwendolyn Baxley** **Simone Fried** **Megan M. Iantosca** **Ian Mette** **Casandra Wright** **Melinda Lemke**	**Nathan J. Daun-Barnett** **Megan M. Iantosca** **Raechele L. Pope** **Margaret Sallee** **Stephen Santa-Ramirez** **Paris Wicker**
Educational Culture Policy & Society	**ELP Staff**
Seong Won Han **Jinting Wu** **Jaekyung Lee** **Lois M. Weis**	Nathan Daun-Barnett: Department Chair
	Mariah Glass: Department Administrator
	Alyssa Steinborn: Academic Advisement Coordinator
	Casandra Wright: LIFTS Program 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**