Higher Education and Student Affairs
Master of Education (EdM)

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 five master's programs, four doctoral programs, three advanced certificates, an administration certification program, and an undergraduate minor, which give students the knowledge and skills to become leaders, advocates and empowered change-makers who go on to improve educational practice and education quality in diverse school settings in a rapidly changing world.

Higher Education Area Coordinator

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Program Overview

Our master's program in higher education and student affairs is for you if you wish to pursue a career in higher education working directly with college students in student affairs, academic affairs, enrollment management, or related units. Our program focuses on providing you with the skills needed to help two- and four-year institutions meet the learning and development needs of all students and to personalize the college campus. Our program is designed to meet the guidelines developed by the Council for Advancement of Standards in Higher Education criteria for master's programs. The guidelines emphasize student development, multicultural issues and practical experience.

Academic credential granted	Master of Education (EdM)
Credits required for completion	42
Time to completion	2 years full time
Course delivery	In person
Application deadline	January 1st (fall admission only)

Careers

Areas within academic and student affairs including:

- Academic advising
- Admissions
- Career exploration
- Fraternity & sorority life
- Leadership development
- Multicultural/diversity services
- New student programming/orientation
- Residence life and student housing
- Student activities
- Student wellness

Program Features

- Practical experience in assistantships, internships, or professional work settings that provide opportunities to practice, apply and discuss the real-life application of theories learned in the classroom
- Nationally recognized faculty based on scholarship and research, leadership in professional organizations, and significant awards
- A strong relationship with the UB Division of Student Life, which has historically supported our students and graduates
- Exposure to relevant professional organizations and issues through conferences, journals, and speakers
- A well-established network of colleges and universities in the Western New York area that provide opportunities for assistantships, internships and employment upon graduation

Program Courses

Required Courses (30 credits)

ELP 501 Higher Education in the United States

ELP 505 Organization and Governance

ELP 507 Financing Higher Education

ELP 509 American College Student

ELP 513 Cultural Diversity in Higher Education

ELP 514 College Student Development Theory

ELP 516 Introduction to Student Affairs Administration

ELP 520 Counseling for Student Affairs

ELP 522 Introduction to Professional Practice (1 credit, taken during 3 semesters)

ELP 697 Multicultural Competence in Student Affairs

Research Methods (3 credits)

ELP 526 Program Evaluation and Assessment

or

CEP 532 Research Methods

Electives (6 credits)

Students will complete 6 credits of elective courses. Courses should be selected in consultation with their faculty advisor that will advance their learning and align with their professional goals. One elective may be fulfilled by a supervised internship experience.

Capstone

The capstone seminar is designed to integrate student learning across the curriculum with their applied, professional experiences in their assistantships and internships as students prepare for their first professional role in the field. The course has three primary objectives:

1. Prepare students for the professional job search process;
2. Prepare for the case study exam, which is embedded in the course; and
3. Assess personal development of key competencies in preparation for the transition to professional life.

Students should leave this course well prepared for the job search and a successful transition into the student affairs profession. We further expect that students will have a clearer sense of purpose and a more fully formed sense of the trajectory they plan to follow for their career. The course concludes with a complex case analysis where students apply what they have learned about students, institutions, and the environment to resolving the problems or issues presented.

Sample Program Timeline

	Fall	Spring
Year 1	ELP 501 ELP 509 ELP 516 ELP 522	ELP 505 ELP 513 ELP 514 ELP 522 *Elective #1 (also can be taken F Year 2)*
Year 2	ELP 520 ELP 522 ELP 697 Research Course *Elective #1 (if not taken in Sp Year 1)*	ELP 507 ELP 523 Elective #2

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 in-state tuition remission plus a stipend. Generally, assistantships require 20 hours of work per week. Accepted students will complete a preference form to interview for positions, based on availability.

A sampling of offices and positions that have historically participated in our interview and selection process include:

- Residence Life/Campus Living
- Study Abroad Programs
- Intercultural and Diversity Center
- Health Promotions
- Student Unions
- Career Design Center
- Undergraduate Admissions
- Student Engagement - Pride and Traditions
- Student Engagement - Leadership and Greek Life
- Student Engagement – Civic and Community Engagement
- Office of Academic Integrity
- Collegiate Science & Technology Entry Program
- Student Conduct
- Orientation, Transition, & Parent Programs
- Alumni Engagement
- School of Social Work Office of Student Services
- Tutoring and Academic Support Services

While assistantships are limited, new opportunities also become available throughout summer and into the fall semester.

Academic Policies

Academic Integrity

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

Examples of Academic Dishonesty

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

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

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

Academic Grievances

It is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

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

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

The full Academic Grievance Policy and Procedure can be found at the following link: **https://www.buffalo.edu/grad/succeed/current-students/policy-library.academics.html**

Academic Standing

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

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

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

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

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

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

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

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

Academic Probation

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

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

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

Academic Dismissal

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

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

Degree Completion & Graduation

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

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

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

Graduation Term	Expected Grad Term (AAR)	Deadline to Apply in HUB	Conferral Date
Spring	2**xx**1	February 22nd	June 1st
Summer	2**xx**6	July 15th	August 31st
Fall	2**xx**9	October 15th	February 1st (following year)
***xx** = last two digits of the calendar year ex.) 2231 = spring 2023 graduation term, June 2023 conferral			

Degree Conferral Dates

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

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

Changing Graduation Date

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

Time Limits for Degree Conferral

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

You can find the Extension of Time Limit form at the following link: **https://www.buffalo.edu/content/dam/grad/forms/pet-extension.pdf**

HUB Student Center

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

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

- View your Advisement Reports
    - 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 master's level programs in the Graduate School must complete a minimum of 30 credit hours of graduate study. **Each program in ELP has it's own requirements (see program overview for details)**. 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.

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.

No more than **20 percent of a master's program** may be comprised of credits from another graduate degree program. For example, students pursuing a 30-credit UB master's degree may transfer up to six graduate credits either from UB, or other accredited institutions, into their program. Students pursuing a 45-credit master's degree program may transfer up to nine graduate credits. 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.
https://www.buffalo.edu/content/dam/grad/forms/pet-transfer-2022.pdf

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.

Research Expectations and Opportunities

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

Responsible Conduct in Research and Creative Activity

The Academic Integrity Policies and Procedures (AIPP) and the Academic Grievance Policies and Procedures (AGPP) are secondary to UB's Responsible Conduct in Research and Creative Activity (RCRCA) policies and

procedures. The RCRCA addresses misconduct that may include violations of the AIPP or AGPP. If proceedings initiated pursuant to the RCRCA include possible violation of the AIPP or AGPP, formal actions pursuant to the AIPP or AGPP shall be postponed until the RCRCA proceedings are completed. If the RCRCA proceedings result in recommendation of formal AIPP or AGPP proceedings, these shall be initiated promptly. If the RCRCA proceedings result in findings that a student has violated the AIPP, penalties that may be imposed include dismissal from the program in addition to any and all specified in the AIPP. If the RCRCA proceedings result in findings that a student has not violated the AIPP, the student may not be charged again with the same offenses under the AIPP. RCRCA proceedings, findings and penalties shall be neither challenged nor appealed through the AIPP or AGPP.

Responsible Conduct of Research (RCR) Training Requirement

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

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

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

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

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

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

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 (QQDAL)

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). 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

Food Support

Blue Table is a food pantry for UB students who do not have access to food as a result of an emergency. The program is available to off-set unanticipated hardship and short-term food insecurity and is not meant to replace a meal plan or be a means of consistent grocery access.

https://www.buffalo.edu/studentlife/help/emergency/food-support.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

Student Emergency Funds

Student emergency funds at the University at Buffalo seek to award grants to eligible students who are experiencing an unforeseen hardship that could impact their ability to remain enrolled in school. Temporary financial assistance is available for immediate and current emergency situations.

https://www.buffalo.edu/studentlife/help/emergency/emergency-funds.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:

Association of College and University Housing Officers – International (ACUHO-I) is an international professional association for student affairs professionals who work in residence life within higher education. The organization produces several national professional development programs each year, including an annual conference, specialty conferences related to business operations and facilities, a summer graduate assistantship program, and various institutes and regional events.

Association of College Universities International (ACUI) is a nonprofit educational organization that brings together college union and student activities professionals from hundreds of schools in seven countries. Its members work on urban and rural campuses, in two-year and four-year institutions, and at large and small schools. They are students and administrators whose mission is to build campus community. ACUI enriches them all through education, advocacy, and the delivery of services.

Association for Orientation, Transition, & Retention in Higher Education (NODA) is a national professional organization providing education, leadership and professional development in the fields of college student orientation, transition, and retention. NODA holds an annual conference, regional events/institutes, mentoring/networking events, and an internship program.

Association for the Study of Higher Education (ASHE) is an association that is intended for faculty members and students of higher education. It holds several public meetings, and is home to the Review of Higher Education. A national conference is held yearly annually for faculty and graduate students.

American College Personnel Association (ACPA—now known as ACPA: College Student Educators International) is one of two major professional organizations for student affairs professionals. ACPA holds an annual conference and also sponsors regional meetings and special topical meetings. The association publishes Journal of College Student Development.

American Educational Research Association (AERA) is a national association that promotes research. There is an annual meeting at which professors and students may present accepted papers. Full-time graduate students may join at a special rate. AERA publishes a number of highly regarded scholarly journals including Educational Researcher, The Journal of Educational Research, and The Review of Educational Research. Membership includes subscription to three journals. The Association has a number of special interest divisions.

National Association of College Admissions Counselors (NACAC) The National Association for College Admission Counseling (NACAC), founded in 1937, is an organization of more than 15,000 professionals from around the world dedicated to serving students as they make choices about pursuing postsecondary education. NACAC is committed to maintaining high standards that foster ethical and social responsibility among those involved in the transition process, as outlined in the Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices (SPGP:CEPP).

NACADA: The Global Community for Academic Advising Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NAFSA: Association of International Educators is the world's largest nonprofit association dedicated to international education and exchange. NAFSA's 10,000 members are located at more than 3,500 institutions worldwide, in over 150 countries.

National Association of Student Financial Aid Administrators (NASFAA) The National Association of Student Financial Aid Administrators (NASFAA) provides professional development and services for financial aid administrators; advocates for public policies that increase student access and success; serves as a forum on student financial aid issues, and is committed to diversity throughout all activities.

National Association of Student Personnel Administrators (NASPA, now known as NASPA: Student Affairs Administrators in Higher Education) is the other major professional organization for student affairs professionals. NASPA, like ACPA, holds an annual conference and also sponsors regional meetings and special topical meetings. The association publishes three journals: Journal of Student Affairs Research and Practice, Journal of Women and Gender in Higher Education, and Journal of College and Character.

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.

Faculty & Staff Directory

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

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

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