GRADUATE SCHOOL OF EDUCATION

EdD in Educational Theory and Practice

Student Handbook

Fall 2016
About the EdD in Educational Theory and Practice

The Graduate School of Education (GSE) at Binghamton University offers an EdD program that integrates theory, knowledge, research, and practice to increase understanding of and improve teaching and learning within the broader institutional, social, organizational, and political context of early childhood, elementary, secondary, and postsecondary educational settings and related fields.

The program emphasizes a “broadening” experience, where students gain breadth and depth through the required core and research courses, careful planning of electives, and learning alongside a cohort of students with diverse backgrounds and experiences. The intent is to foster constructive and insightful discourse across professional areas and research interests.

The doctoral program is designed with both collective and individualized elements. All students will take core courses that emphasize theories and research methods used in addressing meaningful educational and social issues. These courses have both applied and theoretical contributions for addressing complex and multilayered problems. In these classes, students will be encouraged to refine their own research questions through the integration of theories and methods across disciplines and professional fields. In addition to the core courses, students will work with an advisor to develop an individualized program of study consisting of topical and advanced research courses.

The doctoral program has four core learning areas:

1. Reflective Professional Practice,
2. Educational Theory
3. Diversity and Social Justice, and

About the EdD Handbook

This handbook is designed to help familiarize students with the doctoral program. Students are also advised to carefully review the Binghamton University Graduate School Handbook at [http://www.binghamton.edu/grad-school/manual/](http://www.binghamton.edu/grad-school/manual/)
ADMISSIONS REQUIREMENTS

The GSE EdD program seeks to enroll students who will benefit from rigorous doctoral studies in educational theory and practice. At a minimum, applicants are expected to have at least three years of experience in a school or related setting and a master’s degree in education or related field.

Students are admitted to the program once per year. Competitive funding packages including tuition, annual stipend, and comprehensive health insurance are available for highly qualified candidates who intend to study full-time. Applications received by February 1 will be given full consideration for admission and funding. Applications received after this date will be given equal consideration, but support can only be given to the extent funds are available.

All applicants are strongly encouraged to reach out to 2-3 faculty members in the GSE (please note all tenure-line faculty in the GSE can serve as advisors) who have similar research interests and who could serve as potential advisors prior to submitting an application.

Applicants to the EdD Program are requested to submit the following materials:

- The Graduate School Online Application and Application Fee,
- Official transcripts of all undergraduate and graduate level coursework,
- Personal statement – a well substantiated written statement of approximately 4-5 (double-spaced) pages that describes: (a) the applicant’s training and professional background; (b) research interests including specific fields of inquiry; (c) two or three faculty members in the Graduate School of Education who could be potential advisors and why; (d) career goals related to pursuing a doctoral degree;
- Writing sample - a critical analysis (4-5 pages), with reference citations, of an educational issue of national importance,
- Curriculum vitae or resume,
- Letters of recommendation – At least two (2) letters of recommendation from individuals familiar with the applicant’s ability to assume the responsibilities of rigorous academic study at the doctoral level,
- Official Graduate Record Examination scores (General Test only), and
- Interview – In some cases, applicants will be asked to come to campus for an interview with the Doctoral Coordinators. All applicants can request such an interview.

Completed applications for admission to the doctoral program must follow the guidelines outlined by The Graduate School. Additional application materials required for international students can be found on the Graduate School webpage. Applicants are typically notified about in writing of final admissions decisions in March.
GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, AND FINANCIAL AID

The Graduate School of Education offers a number of doctoral-level graduate assistantships to full-time students. Award of assistantship positions is merit-based and competitive. Assistantships provide recipients with an academic year (10-month) stipend and a tuition scholarship. Full time graduate/teaching assistants are expected to work 20 hours/week during the term of their appointment (semester or academic year).

Binghamton University offers both general and specialized fellowship opportunities. Fellowship recipients are typically provided with an academic-year stipend, plus a full- or partial-tuition scholarship. While recipients must comply with curriculum and academic program expectations, fellowships carry few or no work requirements. The Graduate School provides a complete and regularly updated list of all financial aid and funding opportunities.

Edgar W. Couper Fellowship. Established in 1988 by family and friends in memory of Edgar W. Couper, a successful businessman and community leader who was committed to public education. Awarded to full-time doctoral students in the EdD program in GSE, these fellowships require students to achieve high academic standing. Students receive a full-tuition scholarship and a stipend of approximately $14,000. (The student pays University fees.) Recipients selected by GSE faculty.

The Clifford D. Clark Graduate Fellowship Program for Diversity. Named for a former president of BU (1975-1990) and funded by SUNY and an endowment fund. Clark Fellowships are merit-based and designed to recruit and support students who contribute to the diversity of the student body. It includes an academic year stipend, full tuition, health insurance, a guaranteed award period (with satisfactory academic progress), research and travel opportunities and other benefits. Candidates must be US citizens or have permanent resident status, be newly admitted to a GSE graduate program, and demonstrate how they will contribute to the diversity of the student body within their program. For full details (including procedures for nomination, stipend levels, award period, etc.), see Clark Fellowship.

The Graduate Tuition Opportunity Program (GTOP) pays partial tuition for qualified minority students. Former EOP or SEEK or HEOP students may qualify for tuition scholarships through this program. For more information or to apply, contact the Graduate School (http://www.binghamton.edu/grad-school/pdf/GTOP%20application%2001-05-11.pdf).

All domestic graduate students are encouraged to complete the Free Application for Financial Aid (FAFSA) form. The annual deadline for completing the FAFSA is April 1. All tuition scholarship support is used to establish financial aid loan and Federal Work Study eligibility. Students who have applied for financial aid assistance should be aware that a tuition award and/or a fellowship award does affect the amount of
loan eligibility. For more information about student financial aid eligibility or other financial aid related questions, contact the Office of Financial Aid Services at (607) 777-2428 or email finaid@binghamton.edu. Several federal Work-Study positions are also available on campus for graduate students who qualify on the basis of financial need. This program is open only to U.S. citizens and permanent residents of the United States.

Other opportunities for work at the University are available, particularly as counselors, advisors, and coordinators in the residence halls or in other student affairs offices. Some of these positions require that persons live in campus housing, but other positions do not. Requests for information should be addressed to The Residential Life Central Office (http://www.binghamton.edu/residential-life/staff.html). Applicants for such positions are typically more successful in obtaining them when they can come to campus for a few days to have personal interviews and talk with people in their areas of interest.
Degree Requirements

The requirements for the EdD in Educational Theory and Practice include four core education courses (16 credit hours), three research courses (12 credit hours), and five elective courses (20 credit hours) for a minimum of 48 post-master's credits. Students are encouraged to work closely with their advisors to select electives that will support their research programs and career trajectories. In addition to maintaining a 3.0 GPA, students are required to:

- **Pass a comprehensive examination (portfolio)** that occurs when all coursework is completed and before the dissertation proposal. Students must successfully pass the comprehensive examination in order to proceed to dissertation. Please see the Comprehensive Examination: Portfolio section.

- **Complete a traditional or three-paper dissertation** that establishes students as independent scholars in their area of expertise. In addition to the traditional format, alternatively, the dissertation may include chapters that are a series of publishable papers or published journal articles. Please see the Dissertation section.

**Education Core Courses**
- EDUC 601: Contemporary Philosophical and Social Issues in Education
- EDUC 602: Curriculum Theories, Designs and Evaluation
- EDUC 603: Theories of Learning and Instructional Design
- EDUC 604: Integrative Doctoral Seminar on Reflective Practice

**Research Courses**
- EDUC 620: The Research Process in Education
- EDUC 621: Seminar on Quantitative Research (prerequisite: EDUC 620)
- EDUC 622: Seminar on Qualitative Research (prerequisite: EDUC 620)

**Elective Courses**
Students are required to complete a minimum of 20 credits of elective courses. In consultation with the student's advisor, these requirements may be fulfilled by any combination of doctoral courses in the Graduate School of Education (i.e., courses numbered 600 and above) and/or graduate level courses in other departments (i.e., courses numbered 500 and above).
**Education Course Description**

**EDUC 600+**  
Note: These courses are for Educational Leadership Certificate of Advanced Study (CAS) and Doctorate of Education (EdD), and available only by consent of the instructor.

**EDUC 601. Contemporary Philosophical and Social Issues in Education**  
Examination of philosophical assumptions that inform educational practice and policy. Exploration of important relationships, including the connections between educational theory and practice, knowledge and human interests, democracy and education, and diversity and community. Theorizing is made meaningful to practitioners as they analyze contemporary educational issues not only through the writings of distinguished philosophers and social theorists, but also through their own critical frameworks. (EdD)

**EDUC 602. Curriculum Theories, Designs and Evaluation**  
Examination of curriculum as a field of study. Primary focus on alternative theories and implications for content and form of curriculum. Issues relating to purposes, selection, organization, differentiation and evaluation of curriculum. Exploration of current practice in curriculum with reference to issues of diversity and equity, conceptions of literacy and the work of teachers and administrators. (EdD)

**EDUC 603. Theories of Learning and Instructional Design**  
Exploration of the psychological and epistemological foundations of curriculum and instruction, relationship between learning and cognitive development, role of historical and conceptual analysis in the design of school subjects. Students are expected to apply learning theory to instructional design and pedagogical practice. (EdD)

**EDUC 604. Integrative Doctoral Seminar on Reflective Practice**  
Exploration of students' own philosophies of education in relation to their own fields of study and research interests. Students address broad questions related to the political and social contexts for teaching and learning, ways of knowing and teaching, curriculum problems and ethical considerations. (EdD)

**EDUC 606. Curriculum Leadership**  
Exploration of standards-based and alternative approaches to developing, organizing, implementing, supervising, and evaluating PreK-12 curricula. Emphasis on interactions among curriculum, instruction, and assessment. (CAS)
EDUC 607. Education Law and Ethics
Overview of legal principles governing PreK-12 schools and districts. Constitutional and decisional law, statute, and regulations. Emphasis on ethical leadership that promotes equity and justice. (EdD)

EDUC 608. School Finance and Business Operations
Concepts and tools needed to understand, manage, and improve school business operations, budgeting, and resources. Leaders’ fiscal responsibilities are situated in the context of state and federal education finance systems. (CAS)

EDUC 609. Assessment for Student Learning & School Improvement
Examination of multiple purposes for, and means of assessing student learning. Emphasis on implications for the support of diverse learners. Analysis and interpretation of student data for instructional, program, and school improvement. (CAS)

EDUC 620. The Research Process in Education
Exploration of multiple approaches to educational research. Examination of the nature and quality of descriptive and causal research studies, and qualitative and quantitative research techniques. Analysis of educational policies and practices using ethnographic, critical theory, sociological, experimental, and historical research. Introduction to meta-analysis. This course will be offered every fall semester. (EdD)

EDUC 621. Seminar on Quantitative Research
Development of students’ quantitative research skills, especially in exploratory data analysis, graphing, presentation of evidence, and multiple regression. Examination of diverse methods and designs, e.g., observational, survey, correlational, and experimental research. Application of techniques to current educational issues; understanding the role data play in research and policy-making. Emphasis on real-world data and student projects. Prerequisite: EDUC 620. (EdD)

EDUC 622. Seminar on Qualitative Research
Examination of qualitative approaches to and criteria for problem posing, research design, data collection, theory construction, interpretation and evaluation. Analysis of a range of theoretical constructs (such as constructivism, phenomenology, critical theory). Effects on styles of qualitative research, such as case studies, descriptive research, evaluation research, ethnography and action/participatory research. Prerequisite: EDUC 620. (EdD)

EDUC 623. Philosophical Foundations of Educational and Social Research
Consideration of various philosophical foundations of educational and social research, including post-modernism, feminism, positivism and critical theory. Focus on analysis of the attributes of various forms of knowledge, particularly the ways of deriving and validating knowledge, and how the conduct of educational and social research is influenced by differing philosophical foundations. (EdD)
EDUC 626. Advanced Qualitative Research Seminar
This course is designed to help students become proficient in qualitative research methods and centers on conceptualizing and designing good qualitative studies. Students will develop a conceptual frame for their research questions, design a proposal and begin data collection. The goal for students is to gain an understanding of how to design and conduct a qualitative study within a particular qualitative tradition. Prerequisites: EDUC 620, 622 (EdD)

EDUC 627. Seminar in Mixed Methods Research
This course is designed to familiarize students with the concepts, purposes, and methods that are fundamental to conducting mixed research studies. A strong focus will be placed on the complementary nature of qualitative and quantitative methodologies for mixed methods studies. Prerequisites: EDUC 620, 621, 622. (EdD)

EDUC 672. Processes of Supervision and Staff Development
Exploration of literature on: adult learners and the impact of race, gender and class on them; nature of practical knowledge; supervision and staff development as educative processes. Exploration of professional development through an analyzed sequence of face-to-face conferences and group sessions. (CAS)

EDUC 673. Leadership in Educational Settings
Emphasis on the role of educators as instructional innovators and change-agents within complex educational organizations. Focus on nature and implementation of educational leadership. Students are involved in the development and analysis of leadership strategies to effect systems change. (CAS)

EDUC 674. Literacy in School and Society
Examination of current issues in literacy. Overview of current literacy theory and literacy instruction in a socio-historical context. Students critique current literacy practices, programs research and policy within and beyond schools. Emphasis on political and diverse realities of schools and literacies that are valued (or devalued) in educational theory and practice. Connections among social, historical, philosophical and psychological foundations of literacy as they deconstruct current practice. Course includes a collaborative research project. (EdD)

EDUC 675. Planning and Policy Development in Education
Examination of the demographic, political and social contexts of planning and policy making. Students are expected to identify and examine in depth one or more planning and policy issues by using the techniques, methods and disciplinary constructs of their academic or professional fields. (EdD/CAS)

EDUC 676. Special Education and School Reform
Examination and critical review of current professional literature and practices in special education. Policy and planning initiatives are considered, emphasizing closer alignments with regular education. (EdD)
EDUC 677. Writing for Scholarship in Education
Exploration of theory, research and practice related to the writing process and the educator as writer. Study of the writer’s craft, including issues of voice, audience, critical analysis and revision, conventions and style, editing, peer review and collaborations are a major focus. Students select their own educational topics or issues, and have intensive practice in writing workshop and experience in writing for professional publication. Students are expected to write and submit a conference proposal and two articles for publication in peer-reviewed journals. (EdD)

EDUC 679. History of American Education
This course will allow the student to explore the historical complexity of American education. In addition to discussing various historical issues, students will consider the ways these historical events have determined current educational policy and practice. Some of the issues that will be considered are early history of schooling, the experiences of ethnic minority groups, the political battles that have raged over education, and the history of various reform movements in education. (EdD)

EDUC 680. Special Topics in Education (2-4 credits)
Various topics in education, offered according to interest and need. Students examine research and other professional literature related to the topic and present research/position papers for critical discussion and response.

EDUC 680N. Critical Literacy
This course will provide opportunities for students to reflect critically on a wide range of literacies, with opportunity for each student to choose a specific area of focus (such as a specific content area, country, grade level, or out-of-school realm like advertising). The course is designed for students with or without backgrounds in literacy/critical literacies. (EdD)

EDUC 691. Teaching Practicum (1-4 credits)
May not be applied toward credit for degree. Registration by consent of student’s advisor and Doctoral Coordinator(s).

EDUC 692. Internship (variable credit)
Students engage in a practicum in a professional education setting. Drawing on doctoral coursework and previous professional experiences, the internship emphasizes problem solving in the schools or other educational settings. Registration requires written proposal approved in advance by instructor and student's advisor.

EDUC 697. Independent Study (1-4 credits)
Written proposal approved in advance by the instructor and student's advisor.
**EDUC 698. Pre-dissertation Research** (1-9 credits/semester)
Independent reading and/or research in preparation for comprehensive examination for admission to EdD candidacy, and/or preparation of dissertation prospectus. May not be applied toward course credits for degree. Graded Satisfactory/Unsatisfactory only.

**EDUC 699. Dissertation** (1-9 credits/semester)
Research and preparation of the dissertation. Prerequisite: formal admission to state of candidate for EdD degree. Graded Satisfactory/Unsatisfactory only only.

**EDUC 700. Continuous Registration** (1 credit/semester)
Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

**EDUC 707. Research Skills** (1-4 credits)
Development of research skills required for graduate study. May not be applied to course credits for any graduate degree. Prerequisite: approval of relevant graduate program director or department chair and student's advisor.

**Sample Elective Courses**

**Sample EDUC Electives:**
EDUC 607: Education Law and Ethics
EDUC 674: Literacy in School and Society
EDUC 675: Planning and Policy Development in Education
EDUC 676: Special Education & School Reform
EDUC 679: History of American Education
EDUC 680N: Seminar on Critical Literacy

**Sample Research Electives:**
EDUC 626: Advanced Qualitative Seminar
EDUC 627: Seminar in Mixed Methods Research
EDUC 680T: Seminar on Survey Research
EDUC 680V: Practical Experience in Evaluation Research

**Sample Electives Outside GSE:**
CCPA 610: Positionality, Social Justice, & the Politics of Knowledge Production
CCPA 611: Ecological Theory & Research
CCPA 612: Power and Policy for Social Change
GEOG 555: Seminar in GIS Research
NURS 603: Advanced Statistics: Multivariate
PAFF 515: Program Evaluation
PAFF 569: Sustainable Communities: Theory and Practice
PHIL 630B: Evolution and Human Affairs
PHIL 650A: Contemporary Critical Theory
SOC 603: Structural Inequalities
REGISTRATION, CREDIT LOADS, AND ACADEMIC STATUS

In order to be considered registered, graduate students must confirm enrollment and pay all tuition and fees as billed. Even if all tuition and fees are covered by University sources, graduate students must confirm enrollment by the stated deadline. Once a student registers for and confirms a course, the student becomes liable for the tuition and fees associated with that course. If the course is later dropped after the official drop period, the student remains liable for payment of all or part of the costs.

Students sometimes ask a professor for permission to attend a course without officially registering for the course; students should be aware that registering for such a course with a grading option of "Audit" will result in full fee assessment (tuition and fees), regardless of whether or not a faculty member has granted informal permission to sit in on a class.

Graduate students are encouraged to pre-register whenever possible. **Funded students are required to pre-register.** Pre-registration helps the University plan for course and classroom needs and, thus, helps to assure that course demand is met. Graduate students should be completely registered by the first day of classes. **Penalty fees are assessed to all students for late registration, late add/drop and late payment of bill.**

Students are responsible for their own registration and to ensure that they are registered for the proper number of credits and type of courses. Although EDUC staff may assist with student registration, it is ultimately the student’s responsibility to check his/her registration and correct it as needed. Registration can be checked via BU Brain. The Graduate School will not approve late add/drop course petitions based on the claim that someone else registered for the student. Late add/drop petitions submitted relative to a particular semester, with a third or less of that semester remaining will only be considered for exceptional circumstances beyond the student’s control.

**Full-Time Registration Requirements**

- A Level 3 student has completed the requirements for the master’s degree and has begun doctoral coursework. Newly-admitted doctoral students who have not yet provided the Graduate School with a final (official) transcript showing conferral of a master’s degree will be coded as a Level 1 student until proof of the master’s degree is provided.
- A Level 4 student is a doctoral student who has been advanced officially to candidacy (ABD).
- **Levels 3 and 4** students must be registered for **9 credits** to be considered full time. For more information about this policy, please consult http://www.binghamton.edu/grad-school/manual/enrollment.html#registration.
CONTINUOUS REGISTRATION AND LEAVES OF ABSENCE

All students who have been admitted into the program must maintain continuous registration each major (fall and spring) semester for a minimum of 1 credit hour. Once enrolled, students are expected to make continuous progress toward the degree or certificate. Students who are "course complete" or ABD should register for 699. Graduate students are not required to maintain matriculation during the summer unless they intend to complete their final degree requirements during this period. But students graduating in the summer must be registered for at least 1 credit in one (=any) summer session.

Students who wish to absent themselves from studies for a semester or two should register for one credit of continuous registration (700). The continuous registration 700 should not be used on a routine basis. Once enrolled, students are expected to make continuous progress -semester by semester- toward the degree or certificate. Absence from a class does not constitute official withdrawal. Also, students going off campus for research related to degree requirements should remain registered.

A leave of absence is granted only in exceptional circumstances, such as prolonged illness or other unusual personal hardship, and requires detailed justification. Students on leave are excused from the registration requirement during the period of the leave. Leaves are normally granted for six months. If necessary, an extension of another 6 months, for a total of up to one year, may be approved. If possible, requests for leaves of absence should be submitted one month prior to the semester for which the leave is requested.

Leaves of absence are not granted for a semester that has already begun. Instead, students should use the withdraw procedures. (Note: on a case-by-case basis, typically for medical reasons, a leave of absence may be granted once the semester has started. In these cases, once the leave is approved, the student will be administratively withdrawn from all current coursework.)

Leaves of absence are not granted to students who wish to absent themselves to undertake thesis or dissertation research elsewhere; such students should maintain continuous registration at Binghamton. Students going off campus to fulfill an internship related to degree requirements should also remain registered.

Students who have begun a semester and then find that they cannot finish that semester should officially withdraw from their courses. Registration for one credit of "continuous registration" (700) will be required if the student withdraws from all courses. For withdrawal after the course-withdraw deadline, students must cite extraordinary circumstances beyond their control. Poor judgment and academic incompetence do not qualify as extraordinary circumstances. Withdrawing from courses such that the semester credit hours fall below a full-time course load may
affect eligibility of students for university funding and other financial aid for that semester; in which case, students may be required to return funds.

Students who do not register and who have not been granted a leave of absence must reapply to The Graduate School and pay additional fees. Students who do not maintain registration are severed and may not return; they must reapply, paying a new application fee. Readmission is not automatic. Students who are readmitted are required to register and pay for one credit for each semester they have not registered, plus one credit for the semester they re-enter, up to a maximum of four credits.
GRADING PROCEDURES

The grading system of the Graduate School applies to all graduate-level courses offered in the Graduate School of Education's doctoral program. Grades are based on a letter scale: A through C- and F. Grades of S (satisfactory) and U (unsatisfactory) may be used in a limited number of courses for which no greater precision in grading is required. The grades of S and U are not assigned numerical value and thus are not averaged in with other grades in computing grade-point averages. A grade of S denotes a minimum level of academic performance equivalent to at least a B.

For the purpose of computing semester or cumulative averages, each letter grade is assigned a quality point value as follows:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
F = 0.0
I = Incomplete
NC = No Credit

These grade values are combined with course credit hours to produce a grade-point average. To calculate the GPA, multiply the total number of grade points times the total number of credits and divide the total points by the total credits.

“When writing your essays, I encourage you to think for yourselves while you express what I’d most agree with.”


**ADVISOR AND PROGRAM OF STUDY**

Upon entry into the program a student will be assigned an initial faculty advisor. Students may request another program advisor after their first semester of coursework. The program advisor and the student should fill out a *Plan of Study* form together. This form is meant both as a planning tool as well as a check on the progress of course work and other doctoral requirements. The Plan of Study form should be completed by the end of the second semester (full-time students) or the end of the third semester (part-time students) Students should consult with their program advisor regularly, especially because program requirements may change.

Once the form has been completed and signed, please submit the form to the Doctoral Coordinator(s) for review and signature. Plans of study will be filed in student files by the Student Services Secretary for future reference.

**COMPREHENSIVE EXAMINATION: PORTFOLIO**

The comprehensive examination for the EdD program includes a portfolio of work and an oral review. The main purpose is to assess students' knowledge of educational theory and practice and development of research expertise necessary to undertake advanced-level dissertation work.

Students’ qualifying portfolios will include:
1. A literature review in the student’s research area;
2. A critical reflection paper;
3. Current curriculum vitae;
4. Additional items as determined by the student, the chair, and the committee include, but are not limited to:
   a. A pilot study;
   b. Examples of scholarly writing either submitted for publication in a peer-reviewed journal or ready for submission;
   c. An action research project;
   d. A presentation at a peer-reviewed professional conference;
   e. A body of work specific to his/her discipline area or career goals.

The student will submit a qualifying portfolio and present an oral defense to his/her committee at the Portfolio Defense Meeting. Approval of the portfolio and the oral defense by the chair and the committee will allow the student to advance to candidacy.

The portfolio should be submitted at least two weeks prior to the Portfolio Defense Meeting. The student, in consultation with the committee chair and portfolio committee members, should schedule the date and time of the Portfolio Defense Meeting. The committee chair should secure a location for the defense.
**Portfolio Review – Individual Evaluation**

Prior to the oral defense, each committee member including the committee chair should complete the Portfolio Review – Individual Evaluation form based on individual review of the portfolio. The Portfolio Review – Individual Evaluation form is designed to document each committee member’s review of the portfolio. This form should be submitted to the Committee Chair at the meeting.

**Portfolio Review – Committee Evaluation**

The Portfolio Review – Committee Evaluation form is designed to document the committee’s evaluation of the portfolio and oral defense. This form should be completed following the Portfolio Defense Meeting and should draw on the committee members’ Individual Evaluation forms and the discussion at the Portfolio Defense Meeting.

The program committee can take one of three actions: (a) pass; (b) require a second oral review requiring resubmission of written materials with revisions and/or responses to specific questions posed by the committee; or (c) fail.

If student portfolios need to be formally assessed more than once, they should be submitted to the same committee. If problems arise, the program coordinator will help the committee and the student to resolve them.

**Recommendation for Admission to Candidacy for Doctoral Degree**

Following the Portfolio Defense Meeting in which the student successfully passes the portfolio comprehensive exam, the Committee Chair will forward all of the committee members’ Portfolio Review – Individual Evaluation forms, the Comprehensive Examination Committee Evaluation form, and the Graduate School Recommendation for Admission to Candidacy for Doctoral Degree form to the Doctoral Coordinator(s).

All of these forms will be filed in the student’s academic file in the Student Services office. The Graduate School Recommendation for Admission to Candidacy for Doctoral Degree form will be forward to the Graduate School.
ADMISSION TO CANDIDACY FOR A DOCTORAL DEGREE

Following the Portfolio Defense Meeting in which the student successfully passes the portfolio comprehensive exam, and met all research skills and coursework requirements, the Committee Chair will forward all of the committee members’ Portfolio Review – Individual Evaluation forms, the Comprehensive Examination Committee Evaluation form, and the Graduate School Recommendation for Admission to Candidacy for Doctoral Degree form to the Doctoral Coordinator(s).

All of these forms will be filed in the student’s academic file in the Student Services office. The Graduate School Recommendation for Admission to Candidacy for Doctoral Degree form will be forward to the Graduate School.

Two semesters normally elapse between admission to candidacy and the granting of the degree. Doctoral candidates must complete all requirements for the degree, including the dissertation, within five years after admission to doctoral candidacy.

Five-Year Limit for Admission to Candidacy
A student in a doctoral program must be admitted to candidacy within five years of admission to the Graduate School if entering directly into a doctoral program or within five years after award of a master’s degree at Binghamton University. The following clarifications to this policy should be noted:

- If a student is granted a leave of absence, the period of the leave is not counted against the time limit to be admitted to candidacy.
- If a student earns a master’s degree at Binghamton University and then does not continue immediately for the doctoral degree, the five-year limit begins when the student is readmitted to the University for doctoral studies.

A student may petition for an extension of the time limit by submitting a request to the director of graduate studies. If the director of graduate studies endorses the request, it is then forwarded it to the Graduate School for final action by the Vice Provost and Dean of the Graduate School.
Dissertation

The dissertation establishes students as independent scholars in their areas of expertise.

Dissertation Committee

Upon admission to candidacy for a doctoral degree, doctoral candidates should form their dissertation committees consisting of at least three faculty members, who will be available to support doctoral candidates through the stages of designing and conducting the research, analyzing the data, and writing the dissertation. The first member selected should be the dissertation advisor or chair. In consultation with the dissertation advisor, the doctoral candidates choose two other committee members. The dissertation advisor must be a GSE faculty member and the other members of the committee may be as well. Additional members can also be from other departments on campus or from other doctoral-granting universities. In addition to the chair and committee members, the dissertation committee will also include an outside examiner.

Dissertation Formats

In consultation with the dissertation chair and committee, doctoral candidates will determine the dissertation format that best aligns with their research and career goals.

- **The traditional format** includes a minimum of five chapters: Chapter 1 introduces the dissertation study, conceptual framework, and problem statement; Chapter 2 is a review of the literature; Chapter 3 describes the research methods; Chapter 4 presents the results of findings of the study (may include additional chapters if a qualitative dissertation); and Chapter 5 discusses the results (or findings) in the context of the conceptual framework and literature reviewed.

- **The three-paper format** includes sharply focused and thematically linked manuscripts targeted to peer-reviewed journals. Representing the doctoral candidate’s original scholarship and sole authorship, article types might include: a critical review of the literature, a study based on data collected by the student, a practitioner focused piece, a secondary data analysis, or a meta-analysis. Alternatively, all three papers might be empirical with their own brief review of the literature. Although the papers should be publishable, they do not need to be accepted for publication prior to the dissertation defense. All three papers must be sole authored.
Dissertation Prospectus
According to the Binghamton University Graduate School Manual, the purpose of a prospectus is “to identify the topic and type of inquiry to be undertaken in the dissertation and to formalize the approval of the project by the dissertation committee. The doctoral candidate should work closely with the dissertation advisor and the rest of the committee on the fulfillment of this requirement.

The Graduate School of Education requires the prospectus contain the following components:
1. Title (reflecting the nature of the research)
2. Abstract
3. Research question(s) or focus of research
4. Rationale for the research
5. Literature review
6. Methodology for the study (including IRB approval if needed)
7. References for the prospectus

Doctoral candidates electing to complete the article dissertation option must submit a prospectus organized and detailed by the following headings:

1. Title (reflecting the nature of the research)
2. The introductory chapter
   a. Definition or statement of the problem
   b. Conceptual/theoretical framework
   c. Research question(s) or focus of research
3. Review of the literature
   a. highlighting current knowledge,
   b. critiquing and synthesizing previous research, and
   c. identifying gaps the dissertation will address
4. Any pilot work the doctoral candidates has done in support of the dissertation (if applicable)
   a. In the form of a research paper
5. A separate and detailed outline for each of the proposed manuscripts (3)
6. A list of proposed journals.
7. A timeline for completion of the work.

It is recommended that doctoral candidates submit the prospectus within six months of a student being admitted to candidacy. In order for the prospectus to receive formal consideration by the candidate’s dissertation committee, it should be submitted between September 1 and April 15.
**Dissertation Prospectus Meeting**
The dissertation prospectus meeting begins with a brief (i.e., 15-20 minutes) presentation of the aims and scope of the proposed project for the committee. After the presentation, the committee will ask specific questions of doctoral candidates about the project and make recommendations for strengthening the proposed research. At the conclusion of the prospectus meeting, it is customary for the dissertation advisor to request that everyone except the examining committee leave the room, so that the members may reach a decision about how to move forward. After the meeting, the dissertation advisor and the doctoral candidate will meet to discuss any required revisions.

**Dissertation Defense**
When the doctoral candidate has completed writing the dissertation and has made revisions to the satisfaction of the dissertation advisor, the final oral defense of the dissertation can be scheduled. The dissertation advisor is expected to ensure that the dissertation is in near final form before allowing the meeting to be scheduled. Committee members must unanimously approve the dissertation before the defense can be scheduled. With unanimous approval, a request to add an outside examiner will be initiated by the Doctoral Coordinators. The request should be submitted no later than one month before the defense.

After the student’s program has been notified of the appointment of an outside examiner, the student, in conjunction with the dissertation advisor, may proceed to schedule the final oral examination. The examination will be 2 hours in length and will begin with a 15-30 minute presentation of the research by the candidate. Because of the time required to give adequate consideration to the candidate’s research, the student should submit the dissertation to the committee well in advance of the final oral defense. A minimum of two weeks is required. No member of an examination committee can be expected to participate in a dissertation defense if that member has not had at least two weeks to read and consider the dissertation.

The final oral examination is open to any person wishing to attend. Members of the examination committee must be given sufficient time to question the candidate about the dissertation. The final defense is a public examination, however, and the primary advisor is responsible for ensuring that the examination is open and impartial, including that it provides reasonable opportunities for outside observers to participate. At the conclusion of the examination, it is customary for the primary advisor to request that everyone except the examining committee leave the room, so that the members may reach a decision. This procedure should not be invoked at any other time during the examination and should not preclude any questions from either committee members or outside observers.
At the final examination, the student will be required to respond to questions (examiners and audience) concerning the dissertation and to defend the validity of the dissertation.

To pass, the student must receive the unanimous approval of the dissertation examining committee approved by the Graduate School. All members of the examining committee who accept the dissertation in partial fulfillment of requirements for the doctorate shall so attest by their signatures on the "Recommendation for Award of Doctoral Degree" form. If the outside examiner does not signify approval in this manner, he or she should give the reason for dissent by submitting a separate memorandum to the Dean of the Graduate School within three business days of the examination.

If at the final examination the examiners generally approve of the dissertation but require significant changes and are not yet prepared to sign the "Recommendation for Award of Doctoral Degree" form, the primary advisor will coordinate with other members of the committee to compile all required changes and will inform the student of the scope and substance of those changes. The committee will establish how the changes will be reviewed and approved.

Following the oral exam and approval of the dissertation, the Doctoral Coordinators submit to the Graduate School the signed "Recommendation for Award of Doctoral Degree" form, indicating that the student has now fulfilled all academic requirements for the doctoral degree and has successfully defended the dissertation. Members of the dissertation examining committee sign the "Recommendation for Award of Doctoral Degree" form.

The Dean of the Graduate School may void any dissertation defense that is not carried out in accordance with the policies and procedures of the Graduate School. In addition, upon recommendation of the Dean’s appointed outside examiner, the Dean may declare a dissertation defense null and void.

**Final Copy of Dissertation**

Dissertations must be submitted to the Graduate School electronically. Students are responsible for submitting their final dissertation and the Graduate School for specific guidelines.

**Graduate Application to Degree**

Doctoral degree students must file a Graduate Application For Degree (GAFD) form at the beginning of the semester in which they plan to complete all degree requirements and graduate. This serves as notification to both The Graduate School and the department of a student’s intent to graduate. Student can also go directly to the University’s Commencement website to file the GAFD. The GAFD is valid for one semester only. If a student files a GAFD but fails to graduate, she or he must submit a new application for degree survey in the following semester or the next semester of intended completion.
**EDD MILESTONES GUIDE**

The table below summarizes the major milestones for both full-time and part-time doctoral students. Please note that the suggested milestones do not include summers in semester counts. Because individual circumstances may vary, students are strongly encouraged to consult with their program advisor about the suggested pacing of the program. Please remember that students must be admitted to candidacy (i.e., successfully pass their comprehensive examination) within five years of admission to The Graduate School and doctoral candidates must complete all requirements for the degree, including the dissertation, within five years after admission to doctoral candidacy. A student may petition for an extension of the time limit by submitting a request to the EdD Doctoral Coordinators. If the Doctoral Coordinators endorse the request, it is then forwarded to the Graduate School for final action by the Vice Provost and Dean of the Graduate School.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Complete by the end of (full-time students):</th>
<th>Complete by the end of (part-time students):</th>
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<tbody>
<tr>
<td><strong>Plan of Study</strong></td>
<td>Semester 2</td>
<td>Semester 3</td>
</tr>
<tr>
<td><strong>Complete Coursework</strong></td>
<td>Semester 6</td>
<td>Semester 8</td>
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<tr>
<td><strong>Comprehensive Examination</strong></td>
<td>Summer after Semester 6</td>
<td>Summer after Semester 8</td>
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<td><strong>Dissertation Prospectus</strong></td>
<td>Semester 7</td>
<td>Semester 9</td>
</tr>
<tr>
<td><strong>Dissertation Defense</strong></td>
<td>Semester 10</td>
<td>Semester 12</td>
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</tbody>
</table>
RESOURCES AND SERVICES FOR DOCTORAL STUDENTS

A variety of campus resources are available to assist graduate students. A comprehensive guide to facilities and services appears in the Graduate Student Handbook, published and distributed by the Graduate Student Organization (GSO), 2441 Library North, 777-4247 or 777-4248. (This handbook is different from the Graduate School Manual, published by The Graduate School). For needs or problems of almost any kind, graduate students should be able to consult their Program Directors, who should be prepared to assist the students directly or to refer them to other resources on campus.

The Off Campus College (OCC)'s Self-Help Manual is another important resource for students. Students can pick up one of these manuals at the OCC office in the University Union Building.

The Graduate School office can help students find answers to almost any question or problem; feel free to refer students to the staff in the Couper Administration Building, Rm. 134, 777-2151.

Insurance. For TAs and GAs who are members of the bargaining unit represented by the Graduate Student Employees Union (GSEU), a health insurance plan with an annual maximum amount of $350,000 per year is provided to cover illness and injury. The State provides a contribution of 90 percent for individual coverage and 75 percent for dependent coverage. Assistants who are on at least half an assistantship and employed on a stipend of more than $4,293 per year are eligible for the benefit. To receive this benefit, eligible TAs and GAs must enroll using a form available in the Employee Benefits Office of Human Resources (AD 244). For all other graduate students, a 12-month accident and sickness insurance policy is available through the University. Coverage for dependents is available for an additional fee. Students may purchase the insurance at any time on a pro-rata basis and, if they wish, may continue the coverage even if they withdraw from school. Students who have no other health insurance and who are not covered by a family member’s policy are urged to purchase insurance through the University.

International students are required to carry University health insurance; view current rates on the ISSS website. Waiver of this requirement may be obtained only after evidence of comparable insurance coverage has been approved by the coordinator of International Student and Scholar Services (Room G-1 [ground floor] of the Nelson A. Rockefeller Center in Hinman College, 1-607-777-2510).

Travel and Research Funding. Created by the GSO, the Alumni Association, and the Binghamton University Foundation, in association with the Graduate School, the Graduate Student Conference Travel and Research Fund (GSCTRF) supports individual and group travel to conferences that provide recognition to the program, the department, or the school, as well as to the individual participant. Major emphasis is on funding travel and related expenses for conferences in which
Binghamton graduate students are invited participants. Funds are also provided for research requests approved by the GSCTRF Awards Committee. While funds cannot be used for the typing or copying of doctoral dissertations, graduate students are encouraged to apply for grants to enhance their academic resources. Contact the Graduate Student Organization for details. Additionally, the doctoral program has limited funds (up to $500 per student) to support students traveling to conferences to present research. Funds are available on a first come, first serve basis.

**BU Graduate School Foundation Travel Grant.** The Travel Grant is awarded to graduate students in need of travel support for conferences in their field or for dissertation research.

**Emergency Loan.** The Binghamton Foundation maintains a short-term emergency loan fund that allows graduate students to borrow up to $500 for a maximum of six weeks. (A small processing fee is charged.) For details or to borrow funds, contact the Binghamton Foundation on the 2nd floor of the Couper Administration Building (777-4021).


**ACADEMIC ETHICS AND INTEGRITY POLICIES AND PROCEDURES**

**Academic Integrity**
The faculty assumes that papers, research, and examinations submitted by the student represent the student’s own work. The presentation for academic credit of the same work in more than one course is prohibited, unless a joint project receives the express and prior consent of the instructors involved. The following remarks are intended to clarify this for all students:

**Cooperation in Preparing Course Material**
Cooperative study of coursework is one of the legitimate ways to master a subject. Joint discussion of problems is, therefore, encouraged. Sometimes instructors encourage collaborative methods of learning, including peer review of papers. This too can be a productive way of mastering material and promoting one’s writing abilities. Students should be aware that wherever such learning results in an instructor’s evaluation, they are responsible for acknowledging their membership in the group fostering their learning.

**Written Work**
Much coursework is assigned to students individually rather than in groups. In carrying out such assignments, a student may ask others for criticism of a piece of writing. Effective learning is often fostered by cooperation and assistance. Nonetheless, such assistance should never be so complete or so detailed that the piece of writing becomes more the work of the person assisting than of the student. That would be a form of misrepresentation. Similarly, a student may occasionally feel the need for preliminary aid in understanding the principles involved in various problems and the methods to be used in solving them (for example, in mathematics and foreign language courses). Such aid is legitimate, but in every case the student must be responsible for the preparation and presentation of assignments. Without these precautions, the student may unwittingly become involved in collaborative work so extensive that it may be considered plagiarism.

Academic honesty cases follow university guidelines. Academic Honesty procedures are described in the university bulletin at

http://bulletin.binghamton.edu/program.asp?program_id=703#1

**Student Academic Honesty Procedures**
The GSE strongly supports a range of efforts at mediating a case before it is channeled formally. Prior to formal charges, informal consultation between the parties is encouraged. In academic honesty cases, the instructor asks the student for an explanation and consults with the advisor about the situation.

1. Initiation of Formal Action
If there has been no resolution, either party may submit in writing a request for resolution to the GSE Academic Honesty and Grievance Committee.

Any individual who feels that he or she has been unjustly accused or penalized in an academic honesty case may request that the case be heard by the Committee.

2. Notification of Parties Involved

In the event a formal hearing is needed or required, the chairperson or designee shall notify all parties involved and the Committee members of the charges under consideration at least 10 working days prior to the scheduled hearing. This notification shall be in writing and shall become a part of the record. The notice should be sent by email with confirmation of receipt or sent by certified mail with notification of receipt within five (5) business days.

This notice shall inform the above persons of the following:

a) The specific charges as provided by the complainant.
b) The time and place to appear before the Committee for a hearing.
c) The right to review documents before a hearing is available or during the hearing.
d) The right to bring someone as an advisor. The advisor may not speak during the hearing or otherwise participate in the proceedings.
e) The right to be present at any portion of the meeting when evidence is heard with respect to the case.
f) The right to question witnesses.
g) The right to present evidence in defense, including bringing witnesses with pertinent information related to the charges or information directly related to the charges.
h) The right, after the Committee has met and made its recommendation, to appeal the decision to the Dean of the Graduate School.
i) In academic honesty cases, the student’s right to plead guilty, in a signed statement, and accept the appropriate penalty.
j) The procedures and policy of the Academic Honesty and Grievance Committee as outlined in the present document.

Parties who are charged in a case should have the opportunity to waive the hearing by written notification to the Committee chairperson. The Committee would then assess the evidence and make a recommendation.

3) Hearing

The chairperson shall lead the hearing, which will consist of two steps:

a) The presentation of evidence by the parties.
b) Questioning of the parties and witnesses by the committee.
Only the parties involved and their advisors have the right to attend the hearing before the Committee. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. If a named party does not appear at the hearing, then the hearing is conducted with the party absent.

4) **Recommendation of the Committee**

After hearing the evidence, the committee will assess the evidence and formulate a recommendation to the Dean. No one other than Committee members shall be present during the deliberation and no new information may be heard.

The recommendation shall require a majority vote of all members. Those members of the Committee who do not concur with the majority decision have the right to append a minority report to the recommendation.

The chairperson will forward the committee's written recommendation to the Dean within 5 working days of the conclusion of the deliberations.

The Committee must decide whether the student has committed an act(s) of academic dishonesty. If so, then the chair must inform the Provost's Office of the violation (see university procedures). In academic honesty cases, the committee can recommend appropriate actions to the Dean: no action, letter of reprimand, grading sanctions, suspension with denial of registration for a time, and expulsion.

5) **Dean's Review**

The Dean reviews the Committee’s recommendation and determines what actions will be taken. The Dean will notify all parties and the Committee members in writing of the disposition and rationale for each case within 10 working days after receiving the Committee’s written recommendation. The named party is apprised of the appeal process. If the Dean is a party in the case, then the Committee’s recommendation will be forwarded to the Graduate School Dean for review and decision.

6) **Appeal Procedure**

An appeal of a ruling may be filed in accordance with the university procedures.

7) **Records**

A file shall be kept in the Dean's office of records of case proceedings, documents, and recommendations, which shall be accessible to parties to the case and the dean.
Student Grievance Procedures

The Grievance Committee addresses complaints over matters such as grade disputes or disagreements over course/program requirements. (Cheating and plagiarism are addressed under the procedures of the Academic Honesty Committee.)

1) Informal Action

The GSE strongly supports a range of efforts at mediating a case before it is channeled formally. Prior to formal charges, informal consultation between the parties is encouraged.

In such situations, the complainant consults with the person against whom the complaint is directed. If the complainant feels this will involve reprisals or other unpleasant consequences, then he or she should meet first with his/her advisor. If the advisor is a party in the complaint, the Dean will designate a tenured faculty member to meet with the complainant. The advisor or the Dean’s designee will attempt to mediate through discussions with each person, together or separately.

2) Initiation of Formal Action

If there has been no resolution, the complainant may submit the grievance to the GSE Academic Honesty and Grievance Committee.

In grievance cases, the individual must write a chronology of events leading up to the specific grievance, including allegation, time, place, and brief circumstances of occurrence and parties involved. This chronology should describe the informal ways redress was sought, detail the specific complaint, i.e. what issue, event, or circumstance is being grieved, and, optionally, describe the remedy being sought. Upon receipt of this detailed signed grievance, the chairperson shall review the complaint to make sure the informal procedures for resolution have been followed. The chairperson shall notify the committee in writing and convene the committee at the earliest convenient time to consider the request for a formal hearing. If the committee determines that a formal hearing is not needed, the chairperson will notify the complainant and inform him/her that s/he may speak to the Dean as appropriate.

3) Notification of Parties Involved

In the event a formal hearing is needed, the chairperson or designee shall notify in writing the accusing and accused parties and members of the Committee of the charges under consideration. The parties and committee will be notified at the earliest convenient time, and at least 10 working days prior to the scheduled hearing. This notification shall be in writing and shall become a part of the record.
The written notice should be sent by email, with confirmation of receipt, or sent by certified mail with notification of receipt within five (5) business days.

This notice shall inform all parties of the following:

a. The specific charges as provided by the complainant (the allegation, time, place, and brief description of the circumstances and parties involved).

b. The time and place to appear before the Committee for a hearing.

c. The right to review documents before a hearing is available.

d. The right to bring someone as an advisor. The advisor may not speak to the committee during the hearing or otherwise participate in the proceedings.

e. The right to be present at any portion of the hearing when evidence is heard with respect to the case.

f. The right to question witnesses.

g. The right of both complainant and respondent to present evidence in defense that was filed with the chair at least 10 days prior to the hearing (including a list of witnesses with pertinent information related to the charges). No new evidence may be submitted at the time of the hearing.

h. The right, after the Committee has met and made its recommendation, to appeal the decision in accordance with procedures outlined in this document.

i. The procedures and policy of the Academic Honesty and Grievance Committee as outlined in the present document.

Parties who are charged in a case should have the opportunity to waive their participation in the hearing by written notification to the Committee chairperson. The Committee would then assess the evidence and make a recommendation.

4) Hearing

The chairperson shall lead the hearing, which will consist of two steps:

a) The presentation of evidence by the parties.

b) Questioning of the parties and witnesses by the committee.

Only the parties involved and their advisors have the right to attend the hearing before the Committee. A party may bring an advisor, but that person may not participate directly in the hearing. If a party brings an advisor who is a lawyer or has a legal background, the hearing is suspended and the chair will consult with the university counsel as to how to proceed. If a named party does not appear at the hearing, then the hearing is conducted with the party absent.

5) Recommendation of the Committee

After hearing the evidence, the committee will assess the evidence and formulate a recommendation to the Dean. No one other than Committee members shall be present during the deliberation and no new information may be heard.
The recommendation shall require a majority vote of all members present. Those members of the Committee who do not concur with the majority decision have the right to append a minority report to the recommendation.

The chairperson will forward the committee's written recommendation to the Dean and the parties within 5 working days of the conclusion of the deliberations.

6) Dean's Review

The Dean reviews the Committee’s recommendation and determines what actions will be taken. The Dean will notify all parties and the Committee members in writing of the disposition and rationale for each case within 10 working days after receiving the Committee’s written recommendation. The named party is apprised of the appeal process.

If the Dean is a party in the case, then the Committee’s recommendation will be forwarded to the Graduate School Dean for review and decision.

7) Appeal Procedure

An appeal of the Dean’s ruling may be filed with the Graduate School. In general, an appeal to The Graduate School will be based on allegations of procedural problems or on new and pertinent information not known at the time of the hearing to the party who wishes to have it presented and, therefore, not available to the GSE Grievance Committee at the time of its deliberations. Grievants must be enrolled (registered) students. Appeals will not be considered if the grievant has failed to register for that semester, graduated, withdrawn or been expelled from the University. Procedures for appeals are described at [http://gradschool.binghamton.edu/cs/handbookgrievance.asp#top](http://gradschool.binghamton.edu/cs/handbookgrievance.asp#top).

8) Records

A file shall be kept in the Dean’s office of records of case proceedings, documents, and recommendations, which shall be accessible to parties to the case and the dean.