

EdD in Educational Theory, Research and Practice



**Department of Teaching, Learning and
Educational Leadership**

Student Handbook

2018-2019

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About the EdD in Educational Theory, Research and Practice

The purpose of the doctoral program in Educational Theory, Research and Practice is to prepare experienced educators to become outstanding professional leaders in diverse educational careers. Through individualized planning, mentorship, coursework, research and teaching experiences, and the dissertation process, we strive to increase understanding and improve teaching and learning in 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.

This doctoral program has three core learning areas:

1. Educational Theory and Practice
2. Ethics, Diversity, and Social Justice in Education
3. Research and Scholarship in Education

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/>

Admission Requirements

The Department of Teaching, Learning and Educational Leadership's EdD program seeks to enroll students who will benefit from rigorous doctoral studies in educational theory, research 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 interested in the EdD program are encouraged to submit their applications by February 1. Applications received by February 1 will be given admittance and funding priority. Applications received after February 1, and prior to August 1, will be reviewed with admittance decisions also based on space in the program.

All applicants are strongly encouraged to reach out to a few faculty members in the Department of Teaching, Learning and Educational Leadership, who have similar research interests and who could serve as potential advisors, prior to submitting an application.

Applicants to the EdD Program are required 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 four-to-five double-spaced pages in which applicants describe the following: (a) their professional background, (b) their research interests including specific fields of inquiry, (c) their thinking/rationale in the selection of the two or three faculty members identified as potential advisors and (d) their 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/international importance;
 - **Curriculum vitae or resume**;
 - **Letters of recommendation** – At least two letters of recommendation from individuals familiar with the applicant's ability to assume the responsibilities of rigorous academic study at the doctoral level, and
 - **Interview** – In some cases, applicants will be asked to come to campus for an interview with the Doctoral Coordinator. All applicants can request such an interview.

Additional application materials required for international students can be found on the [Graduate School webpage](#). Applicants are typically notified in writing of final admissions decisions in March.

Graduate Assistantships, Fellowships and Financial Aid

The Department of Teaching, Learning and Educational Leadership 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 (i.e., 10-month) stipend and a tuition scholarship. Full time graduate/teaching assistants are expected to work 20 hours per week during the term of their appointment.

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. Recipients must comply with curriculum and academic program expectations; however, 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. The Couper Fellowship is awarded to full-time doctoral students, who are selected through a review process by the Doctoral Advisory Committee. These fellowships require students to achieve high academic standing. Students receive full-tuition scholarships and a yearly stipend.

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 TLEL 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 **coursework** requirements for the EdD in Educational Theory, Research and Practice include four core education courses, four research courses and four advanced-level elective courses for a minimum of 36 post-master's credits. Students work closely with their advisors to select electives that will support their research programs and career trajectories. Students are required to maintain a GPA of 3.0.

After completion of all coursework, students are required to complete a **comprehensive examination**. Students must successfully pass both the written and oral components of the comprehensive examination in order to be advanced to candidacy and proceed to the dissertation. For more detailed information, please see the Comprehensive Exam section.

Once advanced to candidacy, students demonstrate their skill and ability as scholars through successfully completing the requirements for the **dissertation**. Under the direct supervision of the dissertation chair and committee, students are required to: (a) design and propose original research, (b) carry out the research, (c) write a dissertation (i.e., using the format as agreed upon by the committee) and (d) pass the written and oral defense of the dissertation. For more detailed information, please see the Dissertation section.

Education Core Courses

- EDUC 600: Doctoral Proseminar in Education
- EDUC 601: Educational Theory and Philosophy
- EDUC 603: Theory and Research in Teaching and Learning
- EDUC 605: Race, Class and Social Justice in Education

Research Courses

- EDUC 620: The Research Process in Education
- EDUC 621: Seminar in Quantitative Research (prerequisite: EDUC 620)
- EDUC 622: Seminar in Qualitative Research (prerequisite: EDUC 620)
- *Research Elective -- Advanced Research Course*

Elective Courses

Students are required to complete a minimum of 12-credit hours of advanced-level elective courses. Students work with their advisors to determine their elective courses and develop programs of study. Elective courses can be selected from a combination of doctoral level courses in the Department of Teaching, Learning, and Educational Leadership and/or graduate level courses in other departments (i.e., courses numbered 500 and above).

Core Course Descriptions

EDUC 600: Introductory Seminar in Doctoral Studies

Doctoral students are provided with a foundation for their future studies through exposure to theoretical and empirical literature and familiarity with academia, as well as the research interests and expertise of the faculty. Students participate in an intellectual community with others in the department.

EDUC 601: Educational Theory and Philosophy

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. Theorize and analyze contemporary educational issues through the writings of distinguished philosophers, social theorists, and their own critical frameworks.

EDUC 603: Research and Theory in Teaching and Learning

Students explore theory and research central to understanding and studying teaching and learning. Through course readings, discussions, and independent exploration, students examine a wide range of learning theories, synthesize research and scholarship on teaching and learning, and contextualize learning theory and pedagogical practices in the social context of schooling.

EDUC 605: Race, Class and Social Justice in Education

Students will investigate the historical origins and the institutional, political, social, and cultural forces that shape the social contexts of education. The course will examine the changing nature of family and community, as well as the dynamics of race, class, and gender in contributing to or alleviating inequality in education.

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.

EDUC 621: Seminar in 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.

EDUC 622: Seminar in 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.

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.

EDUC 700. Continuous Registration (1 credit/semester)

Required of inactive students who wish to maintain matriculated status. No credit toward degree requirements.

Sample Elective Courses

Sample EDUC Electives:

EDUC 602: Curriculum Theory
EDUC 607: Education Law and Ethics
EDUC 675: Planning and Policy Development in Education
EDUC 679: History of American Education
EDUC 680. Special Topics in Education
EDUC 680N: Seminar on Critical Literacy
EDUC 692. Internship (variable credit)
EDUC 697. Independent Study (1-4 credits)

Sample Advanced Research Electives:

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

Sample Electives Outside TLEL:

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 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 TLEL 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>.
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Continuous Registration and Leaves of Absence

All students who have been admitted into the program must maintain continuous registration each fall and spring semester for a minimum of one-credit hour. Once enrolled, students are expected to make continuous progress toward the degree. Graduate students are not required to maintain matriculation during the summer unless they intend to complete their final degree requirements during this period. Students graduating in the summer must be registered for at least one credit in summer session. Students who wish to absent themselves from studies for a semester or two should register for one credit of *continuous registration* (EDUC 700). Continuous registration should not be used on a routine basis.

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 six months, for a total of up to one year, may be approved. Leaves of absence are not granted for a semester that has already begun. Instead, students should use the withdraw procedures. However, on a case-by-case basis and typically for medical reasons, a leave of absence may be granted once the semester has started. 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* 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 Department of Teaching, Learning and Educational Leadership applies to all graduate-level courses offered in the 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		I = Incomplete
B = 3.0	B- = 2.7	C+ = 2.3		NC = No Credit
C = 2.0	C- = 1.7	F = 0.0		

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.

Advisor and Program of Study

Upon entry into the program, students will be assigned to an initial program advisor. Students should select a program advisor after their first semester of coursework. Students should consult with their advisors to form a program committee (See Appendix A: Doctoral Student Advisor/Committee Form).

Students should work with their advisors to develop a program of study (see Appendix B: Plan of Study Form). The Plan of Study 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 advisors regularly, especially because program requirements may change.

Once the forms have been completed, please submit them to the Doctoral Coordinator. Plans of study and doctoral committee forms will be filed in student files for future reference.

Comprehensive Examination

The purpose of the comprehensive examination is to assess students' mastery of program objectives and development of expertise within their concentration. This exam is a major milestone in doctoral education; it marks the shift from doctoral student to doctoral candidate, demonstrating that students have acquired specialized knowledge in educational theory, research and practice, and have developed the expertise necessary to undertake advanced-level dissertation work.

The comprehensive examination will take place only after students complete all of their coursework. Administration of comprehensive exams may occur during any semester depending on the availability of committee members. Students will collaborate with their committee members to develop two questions that address educational theory, research and practice. These questions will be grounded in the core learning from the program as well as students' areas of concentration. Students will have two weeks (14 calendar days) to complete their take home examination. Responses to each question should range from a minimum of 15 pages to a maximum of 20 pages and must adhere to APA style.

Submission and Defense Meeting

The comprehensive exam questions will be administered via email and the responses should be submitted to the advisor. The advisor will distribute an electronic copy of the written response to committee members. Committee members will evaluate the written comprehensive examination within two weeks (14 calendar days) and return their written feedback to the advisor. Students will also schedule an oral examination with their committee members to review feedback and respond to additional questions.

Committee members will evaluate the students' responses as high pass, pass, or fail. The committee must unanimously evaluate the responses as pass and/or high pass for students to advance to candidacy. The comprehensive examination may be repeated (using new questions) once and will be scheduled no sooner than 4 weeks and no longer than 12 weeks from the previous examination date. Students must retake the comprehensive examination (one or multiple questions determined by the committee) and be unanimously evaluated as passing by the committee members before proceeding with the dissertation proposal.

Five-Year Limit for Admission to Candidacy

A student in a doctoral program must be advanced to candidacy within five years of admission to the Graduate School. 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. A student may petition for an extension of the time limit by submitting a request to the Doctoral Coordinator. If the Doctoral Coordinator 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. 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. In consultation with the dissertation chair and committee, doctoral candidates will determine the dissertation format (i.e., Traditional or Multiple Article) that best aligns with their research and career goals.

Dissertation Committee

Upon advancement 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, doctoral candidates choose two other committee members. The dissertation advisor must be a TLEL faculty member. Committee members can be from TLEL, other departments, or other doctoral-granting universities. In addition to the chair and committee members, the dissertation committee will also include an outside examiner.

Dissertation Prospectus

According to the Binghamton University Graduate School Manual, “The prospectus identifies the topic to be undertaken in the dissertation and formalizes the approval of the project by a faculty committee.” The doctoral candidate should work closely with the dissertation advisor and the rest of the committee on the fulfillment of this requirement.

Doctoral candidates electing to complete the traditional dissertation must submit a prospectus containing the following components:

1. Introduction
 - a. Statement of Problem, Rationale, Purpose/Research Questions
2. Literature Review
3. Research Methods
4. References

Doctoral candidates electing to complete the multiple article dissertation option must submit a prospectus containing the following components:

1. Introduction
 - a. Statement of Problem
 - b. Rationale
 - c. Overarching Research Questions
 - d. Discussion of how research questions will be addressed logically and cohesively through multiple papers stemming from the research OR from several distinct studies supporting the overall theme.
2. Literature Review
3. Proposed Articles
 - a. Provide a detailed outline for each article
 - i. Research studies require the inclusion of a detailed methods section.
 - b. Include the target journals
4. References

It is recommended that doctoral candidates submit the prospectus within six months of advancement 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 to the committee of the aims and scope of the proposed project. 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 Formats

The Traditional Dissertation 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 Multiple Article Dissertation Format includes a minimum of two full-length articles that are of publishable quality in peer-reviewed journals. At least one of the two articles must be an original research study conducted solely by the candidate. The first chapter is an introductory chapter, in which the candidate should provide a clear statement of purpose, the overarching research questions, the need for the study (as well as the coherence among multiple studies), and a discussion on how the works, taken together, form a cohesive and thematic body of work. This chapter should conclude with an abstract from each of the articles. The second chapter is a systematic review of the literature, which may also be a third article. Each article then serves as an additional chapter. The last chapter should provide a discussion that integrates the articles and provides implications and future directions, which result from the articles.

	Traditional Dissertation Format	Multiple Article Dissertation Format
Chapter 1:	Introduction	Introduction
Chapter 2	Systematic Review of Literature	Systematic Review of Literature (Optional Article 3)
Chapter 3	Method	Article 1
Chapter 4	Findings	Article 2
Chapter 5	Discussion	Discussion

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 Coordinator. The request should be submitted no later than one month before the defense.

After the student's advisor 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. Because of the time required to give adequate consideration to the doctoral candidate's research, the candidate should submit the dissertation to the committee well in advance, at a minimum two weeks of the final oral defense. No member of an examination committee will be expected to participate in a dissertation defense if that member has not had at least two weeks to read the dissertation.

At the final examination, the doctoral candidate is required to respond to examiner's questions concerning the dissertation and to defend the validity of the

dissertation. Typically, the final oral examination is two hours in length and is open to any person wishing to attend. The final oral examination begins with the candidate providing a 15-30-minute presentation of the research, which then allows for sufficient time for members of the examination committee to question the candidate about the dissertation. The final dissertation defense is a public examination, however, and the dissertation chair is responsible for the conduct of an open and impartial examination, including *reasonable* participation by observers.

At the conclusion of the examination, 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. 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.

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 dissertation advisor will coordinate with the other members of the committee to compile all required changes and then will inform the candidate of the scope and substance of those changes. The committee will establish how the changes will be reviewed and approved.

Following the oral examination and approval of the dissertation, all members of the dissertation examining committee sign the *Recommendation for Award of Doctoral Degree* form. This form is then signed by the Doctoral Coordinator and submitted the Graduate School, indicating that the candidate has now fulfilled all academic requirements for the doctoral degree and has successfully defended the dissertation.

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.

Submission of Dissertation

The necessary steps in submitting your dissertation are explained on the [Submitting Thesis/Dissertation website](#), and regulated by the Graduate School. The Graduate School reviews your submission, makes sure your academic record is complete and that all required fees are paid, then submits your work to ProQuest/University Microfilms International (UMI). UMI prepares archival digital copies and microfilm copies, both of which are maintained in perpetuity and migrated to new storage media as necessary, in accord with UMI's contract with the Library of Congress. UMI then disseminates your work to various bibliographic databases and indexes and publishes a full-text copy of your work on a website available to the Binghamton University community. Readers outside of Binghamton may find your dissertation and purchase copies directly from UMI.

Graduate Application for 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, serving as notification to both The Graduate School and the department of intent to graduate. Students can 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, the student must submit a new GAFD in the following semester or the semester of intended completion.

Resources

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 \(GSO\)](#). (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 graduate program director, who should be prepared to assist the students directly or to refer them to other resources on campus. Graduate directors must also be knowledgeable about any additional policies set by their programs.

The [Off Campus College \(OCC\)](#) is another important resource for students.

The Graduate School office can help students find answers to almost any question. Please encourage students to contact the [Graduate School office](#).

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 (e.g., 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

**Appendix A:
Doctoral Student Advisor/Committee Form**

Name:		B-Number:	
Date Admitted:		Student Status:	<input type="checkbox"/> Coursework <input type="checkbox"/> Advanced to <input type="checkbox"/> Course Candidacy Complete <input type="checkbox"/> ABD

Advisor/Chair:	
Committee Members:	

Signature (Student): _____ Date _____

Signature (Advisor): _____ Date _____

Signature (Doctoral Coordinator): _____ Date _____

Appendix B: Plan of Study Form

Name:		B-Number:	
Email:		Advisor:	
Admitted:			

Education Core Courses

COURSE	COURSE TITLE	Semester	Credits	Grade
EDUC 600	Doctoral Proseminar in Education			
EDUC 601	Educational Theory and Philosophy			
EDUC 603	Teaching, Learning, and Schooling			
EDUC 605	Race, Class, and Social Justice in Education			

Research Core Courses

COURSE	COURSE TITLE	Semester	Credits	Grade
EDUC 620	The Research Process in Education			
EDUC 621	Seminar on Quantitative Research			
EDUC 622	Seminar on Qualitative Research			
	**			

*Elective Courses

COURSE	COURSE TITLE	Semester	Credits	Grade

TOTAL CREDITS _____

* Students are required to complete a minimum of five elective courses, determined in consultation with the student's advisor. These requirements may be fulfilled by any combination of graduate-level courses in TLEL and/or in other departments at the University.

** One of the elective courses must be an advanced research course.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

A doctoral program is much more than taking a set of courses and completing a dissertation. Students are preparing to be leaders in education, which involves teaching, research, service, and more. Although student experiences are highly individual, there is a general set of expectations beyond coursework and dissertation. The next sections will help students and advisors plan for experiences beyond coursework.

- **PROPOSED COLLEGE TEACHING EXPERIENCE and TIMING**

Please include a brief statement of co-teaching or solo teaching (undergraduate minor) interests (including course titles and faculty mentors) and timing.

- **ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

Please list ideas for professional development opportunities (e.g., research conference presentations, teacher professional development workshop presentations, grant writing workshops or experiences, journal or conference proposal reviewing) that will complement coursework and increase marketability for post-doctoral positions.

INITIAL IDEAS FOR DISSERTATION RESEARCH

PROPOSED TIMELINE TO COMPLETE PROGRAM

MILESTONE	ANTICIPATED COMPLETION
Comprehensive Examination	
Dissertation Prospectus	
Dissertation Defense	

REQUIRED SIGNATURES:

Doctoral Student: _____ **Date:** _____

Program Advisor: _____ **Date:** _____

Doctoral Coordinator: _____ **Date:** _____
