

THE
DEPARTMENT OF
EDUCATIONAL THEORY
AND PRACTICE

**GUIDELINES
FOR
DOCTORAL
STUDY**

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Checklist of Program Milestones

- program plan prepared (Program Planning Sheet for Advanced Graduate Studies) *(form to file)*
- advanced standing request (Advanced Standing) *(form to file)*
- core courses completed: ETAP 710, 720, 773
- advanced seminars (list: _____)
- inquiry courses (list: _____)
- request for initiating research tool exam *(form to file)*
- research tool exam *(form to file)*
- comprehensive exam (Doctoral Comprehensive Exam Form) *(form to file)*
- dissertation committee (Appointment of Dissertation Committee) *(form to file)*
- dissertation proposal (Approval of Dissertation Proposal) *(form to file)*
- admission to candidacy (Recommendation to Admit to Candidacy) *(form to file)*
- dissertation load, minimum 1 credit (ETAP 899)
- dissertation defense (Final Approval of Dissertation) *(form to file)*

The Ph.D. in Curriculum and Instruction prepares students for positions in a wide variety of settings. It requires at least three academic years of full-time study and research, or the equivalent over a longer period, beyond the baccalaureate. Students typically complete the program in four years of full-time study. In addition to the requirements described below, students should review the general regulations governing doctoral degrees as outlined in the University at Albany Graduate Bulletin (www.albany.edu/graduate), including the sections on advanced standing and transfer of credit.

Requirements for Admission:

In addition to the general University requirements for admission to doctoral study, an applicant should present scores from the aptitude section of the Graduate Record Examination. Applications are assembled by Graduate Admissions and considered by the ETAP faculty. Qualified candidates are not normally accepted until a faculty member has agreed to serve as advisor. An applicant who holds a master's degree with specialization in an appropriate field may be granted advanced standing after admission.

Program of Study: (form to file)

Students follow a program of study (78 credits minimum) planned with their departmental advisor who takes into account previous preparation, areas of specialization, and professional objectives. A program planning worksheet is available in Education 113 and on the ETAP website (www.albany.edu/etap). It should be completed early in the student's program, in consultation with the student's academic advisor. The program should be updated regularly as the student's interests develop. A typical program of study would include:

Doctoral Core

Core Courses _____	9 Credits
Advanced Seminars in ETAP _____ (TAP 600-800 levels)	6 Credits
Inquiry Courses _____	12-15 Credits
Specialization Courses _____	15-30 Credits
Electives/Minor Field _____	12-30 Credits
Total Pre-Dissertation _____	78 Credits
Dissertation (continuous registration required)	

Core Courses:

The core requirement includes three courses which must be taken at the University at Albany by all candidates for the PhD in curriculum and instruction. These courses are not offered each semester, but are offered on a rotating basis and should be taken early in a student's program:

- ETAP 710 – Principles of Curriculum Development (3)
- ETAP 720 – Principles of Instruction (3)
- ETAP 773 – Foundations of Research in Curriculum and Instruction (3)

Advanced Seminars:

Each student must also complete two additional advanced seminars in ETAP (courses at the 600-800 levels, 6 credits minimum). The doctoral seminars offered each year vary, but in recent semesters they have included:

- Tap 723 – Seminar in Technology and Education
- Tap 731 (Rdg 755) – Theory and Research in Teaching Writing
- Tap 732 (Rdg 755R) – Theory and Research in Teaching Literature
- Tap 734 (Rdg 755S) – Oral and Written Language
- Tap 735 – Sociocognitive View of Instruction

Tap 741 – Advanced Issues in Methodology
 Tap 743 – Meta-Analysis and Literature Review in Educational Research
 Tap 770 – Frameworks for Teacher Professional Development
 Tap 771 – Research Design Seminar in Educational Theory and Practice
 Tap 810 – Seminar in Curriculum Development
 Tap 811 – John Dewey and the Roots of Progressive Education
 Tap 820 – Seminar in Instructional Design
 Tap 822 – Relational Context of Teaching and Learning
 Tap 823 – The Development of Thought and Language in Social Contexts
 Tap 830 – Advanced Seminar in Language in Education
 Tap 840/841 – Seminar in Evaluation
 Tap 850 – Advanced Research Seminar in Math and Science
 Tap 881 – Studies in Literacy, Languages and Cultures

Inquiry Courses:

Research in education draws on a wide variety of research methodologies, drawing from traditions in history, philosophy, anthropology, psychology, sociology, linguistics, and other disciplines. Within these traditions, specific methods of inquiry are sometimes roughly divided into those which are *quantitative* and those that are primarily *qualitative*. To insure a breadth of understanding of current research methods, students should develop:

- a) familiarity with the premises of inquiry and methodologies of both quantitative and qualitative approaches to educational research; and
- b) the competence to employ these approaches in dissertation research.

These requirements are met through the completion of at least one course in each area (qualitative and quantitative), and at least two additional courses in one area of inquiry (four courses in all).

A wide variety of relevant inquiry-related courses are offered in the Department, in other departments in the School of Education, and in other departments of the University. An incomplete list of inquiry courses follows: (Note that suggested introductory courses are marked with a single* and advanced courses with a double**.)

GENERAL RESEARCH COURSES

- *ETAP 743 – Meta-analysis and Literature Review in Educational Research
- *ETAP 771 – Research Design Seminar in Educational Theory and Practice
- ETAP 772 – Inquiry Skills in Program Development II
- EPSY 750 – Educational Research Design

QUALITATIVE RESEARCH

- ETAP 741 – Feminist Qualitative Methodology
- *ETAP 777 – Qualitative Research Methodology
- **ETAP 778 – Qualitative Field Methods

STATISTICS

- *EPSY 530 – Statistical Methods I
- **EPSY 630 – Statistical Methods II
- EPSY 734 – Multivariate Analysis with Computer Applications
- ANT 600 – Quantitative Methods in Anthropology
- ANT 601 – Advanced Quantitative Methods in Anthropology

Specific courses should be chosen in consultation with the student's advisor, keeping in mind the twin goals of familiarity with diverse traditions and competence to work within a particular tradition.

Specialization Courses:

In consultation with his or her advisor, the student can determine areas of specialization that reflect the student's interests and career goals. At least 15 credits of coursework beyond that used to satisfy the core requirements are required in an area of specialization, and most students take more. The Department offers a flexible array of specializations based on the interests of current faculty and students.

Studies in Learning and Teaching: This area prepares students to engage in effective research and practice that addresses the connections between learning and teaching across disciplines and differences, classes and cultures, genders and geographies. It values students' and teachers' voices as important sources of knowledge and understanding explored by faculty and doctoral students of learning and teaching. Research areas include pre-service teacher education, the relational context of teaching and learning, relational and phenomenological methodologies, reflection and reflective practices, boys' relational lives in school, diversity and social justice, and transformative learning and authentic assessment.

Instructional Technology: This area fosters scholarly expertise in theories of learning and instruction and their application to the use of new and emergent technology. Research areas explored by faculty and doctoral students include instructional theories, learning theories, instructional systems design, the application of advanced technology in education settings such as multimedia, interactive video, computer tools, the use of media in teaching and learning, communications and education, media literacy, educational system design, and distance education through online learning.

Language and Literacies: This area focuses on research and scholarship in first and second language teaching and learning, including literacy, technology, writing, English, TESOL (Teaching English to Speakers of Other Languages), and literature. Research areas explored by faculty and doctoral students include pre-service and in-service teacher development, the anatomy of classroom online instructional language, and the roles of language and context in teaching and learning, social and cultural factors that affect teaching and learning, second language development and language use, intercultural discourse, and the linguistic and literacy development of diverse students.

Science and Mathematics Education: This area prepares students to examine critical issues in the teaching and learning of science and mathematics at the K-12 and post-secondary levels. Research areas explored by faculty and doctoral students include teacher professional development, diversity justice, cognition, assessment, socio-cultural issues in teaching and learning, instructional theory, integration of technology, post-secondary education, cooperative learning, calculus reform, persistence and attrition, and curriculum development.

Other Specialization: In consultation with the advisor, students are encouraged to construct their own specializations. These specializations might include courses from any of the departmental specializations, combined with offerings from other departments.

Minor Field/Elective Courses:

The study of educational theory and practice requires the use of many concepts drawn from the humanities and from the social and behavioral sciences. In conjunction with their advisors, students should plan a coherent set of supporting courses drawn from areas within ETAP, from related departments within the School of Education, and from other departments within the University. Such courses should be selected to support the student's concentration. In some cases a formal minor field may be appropriate, and must be arranged so as to meet the requirements of the relevant academic department. In other cases the minor field requirement may be satisfied by an appropriate, recently completed master's degree.

Residency Requirement:

As of January, 2007, there is no residency requirement for doctoral students.

Independent Study (ETAP 890): (form to file)

Independent study provides students with an opportunity to work in specialized areas of their disciplines or professional fields when no formal courses are offered or when the independent study will provide a richer and more productive experience than a comparable advanced course. A clear determination should be made in advance by the student, academic advisor, and instructor that it is in the best interest of the student to undertake an independent study. It should make a positive contribution to their program, scholarly development, and intellectual maturity. Ordinarily students should not take independent study courses early in their program, nor use these courses for dissertation work.

Prior to registering for an 890 course, the student should prepare a proposal for the approval of the instructor and the academic advisor. This proposal must indicate what the expected end product will be (for example, a paper, annotated bibliography, abstract, research proposal, etc.), and number of credits to be assigned. The proposal must be signed by the student, the academic advisor, and the instructor. Copies are to be distributed as follows: student, instructor, advisor, and department. Independent studies are graded S/U. An independent study can be taken for 2-6 credits. **A student is limited to six (6) Independent Studies or 36 credit hours.** Forms for the independent study proposal are available in Education 113 or online at the ETAP website, www.albany.edu/etap.

Internship: (form to file)

Students in the ETAP doctoral program have the option of undertaking an internship (ETAP 895, 2-6 credits) to gain work experiences related to their career goals. Students who wish to undertake an internship should submit a formal proposal to their advisor during the semester prior to the commencement of the internship. Agreement should be reached on the extent of the project, the number of credits to be assigned, who will be responsible for onsite supervision of the work, and the type of assessment to be used. An internship is normally arranged after a student has completed at least 36 credits of the program with a minimum of 15 credits completed in the ETAP Department at SUNY Albany. Internships can take many forms (e.g., co-teaching of classes, projects for school districts or the State Education Department, research projects), but should provide work-related experiences that the student would not otherwise have. The Internship Proposal form is available in Education 113 or online at the ETAP website, www.albany.edu/etap.

Academic Standards:

Graduate students must earn an average of B in all resident graduate courses and credits applicable to their degree. Only courses completed with grades A, B or S may be applied to graduate course requirements and to credit requirements for graduate degrees. Grading in most graduate courses is based on A-E grades, and some are based on an S/U basis. A student may be given an Incomplete (I) if, due to circumstances beyond the student's control, work is not completed on schedule. The date for completion is specified by the instructor and is not more than one month before the end of the session following that in which the I is received. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.

Advanced Standing: (form to file)

Of the 78 credits beyond the baccalaureate and prior to the dissertation, at least 39 credits must be completed at the University at Albany. Students who have completed graduate studies elsewhere may apply for advanced standing and will be allowed to apply a maximum of 39 credits to the doctorate. Courses completed more than five years prior to the semester in which the student is admitted are less likely to be accepted for credit. Students wishing to apply for advanced standing should do so by completing the Advanced Standing form available in Education 113 or online at the ETAP website, www.albany.edu/etap. Decisions about advanced standing are made in conjunction with the advisor and approved by the advisor and Department chair. In general, advanced standing will not substitute for basic program requirements such as core courses.

Research Tools Exam: (form to file)

The University at Albany requires that doctoral students demonstrate competence in “research tools” appropriate to their professional specialties. This demonstration of skill with research tools must be in addition to formal coursework applied to the graduate program. To demonstrate these skills for the doctoral degree in Educational Theory and Practice, students will complete the Research Tools Examination (example exam online at www.albany.edu/etap) which is designed to give students an opportunity to demonstrate their skills in *reading* and *critically evaluating* educational research, including assessing that research along pragmatic, technical, theoretical, ethical, and philosophical lines.

The Research Tools Examination will be conducted as follows:

1. The student will fill out the “Request for Initiating Research Tool Exam” and return to the Department.
2. The Department will assign an Examination Committee consisting of two faculty members, one of whom will be designated as Chair.
3. The Committee will identify 4 research-based empirical articles from recent issues of the *American Educational Research Journal*, selected to represent substantial treatments of both qualitative and quantitative methodologies. From among those four articles, the student will select 2, with approval of the Chair, and will develop a written **critical evaluation** of each article, according to the Criteria described on the following pages. The selection of two out of the four articles must maintain a balance of methodological approaches.
4. The student may use any relevant resources in developing the critique, including consultation with faculty and other students. However, the written work must reflect the student’s own thinking and writing.
5. The Examination must be submitted within three months of when the two research articles are agreed upon by the student and the Chair.
6. The Examination Committee will assess the adequacy of the Exam in addressing the Criteria defined below. The Committee will meet with the student for an oral examination to discuss the student’s written critiques. Based on the written critiques and the Oral Examination, the student can earn a grade of “Pass,” “Revise,” or “Retake.”
 - “Pass” indicates that the student has demonstrated critical facility with the understanding and critical evaluation of research methodology.
 - “Revise” indicates that the student has shown uneven competence, adequately addressing some issues but inadequately addressing others. Students will be asked to revise identified weaknesses within a specified period of time (to be determined depending on the nature of the revisions).
 - “Retake” indicates that the student has failed to demonstrate a critical understanding of the research methods and their critical evaluation; exhibited misunderstandings or errors; did not respond completely to the criteria; or did not note important strengths and weaknesses across the articles.
 - A student who revises her or his exam can receive a grade of “Pass,” “Retake”, or “Fail.”

Doctoral Comprehensive Examination:

Doctoral programs at the University at Albany require a doctoral comprehensive examination at the completion of coursework and before beginning work on a dissertation. In ETAP, the Comprehensive Examination takes the form of a portfolio of work chosen to demonstrate students’ cumulative experiences and knowledge gained in the program. The contents of the Comprehensive Exam should reflect prerequisite skills and experiences needed for beginning dissertation research. The Comprehensive Exam will be evaluated by a faculty committee, which normally takes one month (excluding summer and University holidays). Following the evaluation, the advisor will meet with the

student to discuss next steps.

Comprehensive Exam Preparation:

1. The student is responsible for preparing, with the guidance of the advisor, a Comprehensive Examination portfolio of his/her work while in the program.
2. The Comprehensive Exam portfolio should be submitted for formal assessment only after the student has:
 - a. completed at least 45 credits hours of course work applicable to the degree requirements.
 - b. completed all core, seminar, and inquiry course requirements.
 - c. completed the research tool exam.
3. The Comprehensive Exam portfolio should include:
 - a. only work completed since entering the Ph.D. program;
 - b. vita, transcript, and evidence of passing the research tool exam;
 - c. letters attesting to work that does not have written products (e.g., collaborations);
 - d. material of the highest quality. A few high quality products are preferred over many submissions of lower or mediocre quality. A single item may provide evidence for more than one criterion area.
4. Criteria by which Comprehensive Examinations will be judged are:
 - a. scholarly thinking and writing ability
 - b. scholarly research ability
 - c. scholarly cooperative ability

Comprehensive Examination Format:

To the extent possible, the Comprehensive Examination portfolio should be submitted in a single binder allowing the addition and removal of items (e.g., a three-ring binder). It should include items in the following order by labeled dividers:

- A. Vita and transcript
- B. A statement synthesizing the student's development as a scholar;
 - a) What are the main intellectual themes, or questions which unite the work included?
 - b) How do particular items of evidence contribute to these themes?
 - c) Future plans for scholarship and research.
- C. A description of the organization of the Comprehensive Examination portfolio items, including a table listing criteria in the left column and corresponding items in the right column.
- D. The actual items of evidence for each criterion organized as follows:
 1. Scholarship: evidence for scholarly thinking and writing ability,
 2. Research: evidence for scholarly research ability,
 3. Cooperation: evidence for scholarly cooperative ability.

Each item of evidence should be prefaced with a brief statement of the motivation for and circumstances under which the item was produced, and its relationship to the overall patterns of development. A table listing the criteria and possible types of evidence is included at the end of this section.

Comprehensive Examination Assessment: (form to file)

1. **Submission:** The Comprehensive Examination can be submitted for a formal assessment up to three times. In addition, informal assessments can be carried out by the advisor prior to formal submission. When the Examination is ready for assessment, the student should complete the Departmental Doctoral Comprehensive Examination form available in Education 113 or online

at the ETAP website, www.albany.edu/etap, and return it and three (3) copies of the examination to the Department secretary (Education 114).

Electronic submission of the Comprehensive Examination is preferred. Samples:

Sample #1: <http://www.albany.edu/~jy0507/portfolio>

Sample #2: <http://www.albany.edu/~gs2129/portfoliohome.htm>

The department will provide assistance in developing the digital version when necessary.

2. **Assessment Committee:** The formal assessment will be conducted by an Assessment Committee of three ETAP faculty members. The Assessment Committee will consist of:
 - The student's advisor, who determines that a Comprehensive Examination is ready for formal assessment.
 - An ETAP faculty member who the Department Chair will appoint upon receipt of the Doctoral Comprehensive Examination form available in Education 113 or online at the ETAP website, www.albany.edu/etap. This person will chair the Assessment Committee and is responsible for certifying the Committee's decision and returning the completed Doctoral Comprehensive Examination form to Education 114.
 - An additional ETAP faculty member of the student's choice.

If a Comprehensive Examination is formally assessed more than once, to the extent possible, each assessment will be carried out by the same committee of faculty.

3. Possible Actions: The assessment committee can take one of three actions:

- Pass.
- Requests resubmit with recommendations for continued preparation.
- Fail. Failure can only be given on the third submission.

The action is reported on the Doctoral Comprehensive Examination form signed by all committee members. The form can be obtained in Education 113 or online at the ETAP website, www.albany.edu/etap. Passes are reported to the Registrar on an official form prepared by a Department secretary and signed by the Assessment Committee Chair and the Department Chair.

Criterion Area	Evidence
<p>1a) Scholarly thinking ability: Ability to comprehend, interpret, conceptualize, and generate ideas, and</p> <p>1b) Scholarly writing ability: Ability to express oneself in written scholarly forms such as in conceptual, theoretical, persuasive and descriptive writing, and qualitative and quantitative research reviews, proposals, and reports.</p>	<p>Evidence: Selected written work prepared for courses or projects since entering the program. Co-authored work must be accompanied by a description of the contribution of the student signed by the co-author(s).</p>
<p>2) Scholarly research ability: Ability to design research studies, seek funding, collect and analyze observations, interpret results, and prepare research reports.</p>	<p>Required: A record of research production indicated in the vita. Additional Evidence: Any research proposals, reports, reviews, research papers or articles, including work done for course credit. Descriptions of contributions to research projects without written products bearing the student's name must be signed by the project supervisor. A draft dissertation proposal may also be included.</p>
<p>3) Scholarly cooperative ability: Ability to work with others on scholarly tasks, to supervise, to teach, and to lead.</p>	<p>Required: A record of cooperative production indicated in the vita. Additional Evidence: Letters testifying to the ability to work as a project staff member, as a supervisor, as a teacher, or a project leader. Copies of co-authored work products. Co-authored work must be accompanied by a description of the specific contribution of the student signed by the co-author(s).</p>

The Dissertation Process:

The dissertation is the culmination of the doctoral program. As such, it must attest to a high degree of scholarly competence. The dissertation must report in accepted scholarly style an original investigation of a problem of significance in the major field of study. It must demonstrate that the candidate is capable of conducting, reporting and interpreting research and analyses that make a substantial contribution to knowledge in an area relating to educational theory and practice in curriculum and instruction.

After broad reading, coursework, and consultation with faculty, students identify a tentative dissertation topic. Preliminary exploration of this topic can productively be carried out in advanced seminars within students' areas of specialization, or in departmental courses such as ETAP 890.

The Dissertation Committee: (form to file)

Each student selects a dissertation chair, who ordinarily must be a faculty member within the Department of Educational Theory and Practice. In consultation with the chair, the student selects two or more additional members of the dissertation committee. Students are strongly encouraged to include at least one committee member external to the Department. Any person who has received a doctoral degree may serve on the committee. Dissertation committee members from outside the University must be approved in advance by the ETAP faculty; this is usually done on the basis of a curriculum vita and a recommendation from the dissertation chair.

Exceptions to these requirements must be approved by the Department faculty, and must conform to any other School of Education and University requirements. When all members of the committee have been selected and approved as necessary, the student must file an Appointment of Dissertation Committee form available in Education 113 or online at the ETAP website, www.albany.edu/etap, with the Department secretary (Education 114) for submission to the School of Education Academic Council.

Dissertation Proposal: (form to file)

Students work with their dissertation committees to develop a formal dissertation proposal. This proposal must be approved by all members of the dissertation committee. After approval, it must be transmitted by the Department to the School of Education Academic Council. The form is available in Education 113 or online at the ETAP website, www.albany.edu/etap.

Admission to Candidacy: (form to file)

A student whose dissertation proposal has been approved is eligible for Admission to Candidacy. Admission to candidacy requires: 1) achieving a satisfactory record (B average) in courses and seminars; 2) satisfactorily completing the Research Tool Examination; 3) passing the Doctoral Qualifying Examination; 4) receiving approval of the dissertation proposal; and 5) completion of any other University requirements that may be in effect. Students must be admitted to candidacy at least one session, exclusive of a summer session, before the acceptance of their dissertation and the completion of all requirements for the doctoral degree.

The completion of the University Recommendation to Admit to Candidacy form, available in Education 113 or online at the ETAP website, www.albany.edu/etap, must be initiated by the student and prepared by a Department secretary (Education 114). It must be signed by the advisor and the Department chairperson and submitted to the Dean of Graduate Studies.

Human Subjects Approval: (forms to file: IRB Certification and IRB Approval of Dissertation Study)

Prior to collecting any data involving human subjects, but only after approval of the dissertation proposal, the research must also be approved by the University's Institutional Review Board for research concerning human subjects. Instructions and forms for applying for Human Subjects approval are available from the website of the University of Office Research

(<http://www.albany.edu/researchcompliance>). The University also requires IRB certification for those seeking IRB approvals; instructions are available at the same website.

Dissertation Oral: (form to file)

When the dissertation is complete, the dissertation committee will conduct a final public oral examination and defense of the dissertation. Notice of the final oral shall be posted by the Department at least one week prior to the examination. To be accepted, the dissertation must be approved by a majority of the dissertation committee. This approval will be obtained by a formal discussion and vote of the dissertation committee. Dissertations which have been approved must be transmitted to the Dean of Graduate Studies by May 1 for degrees conferred in May, by August 1 for degrees conferred in August, and by December 1 for degrees conferred in December. Final copies of the dissertation, acceptable both in scholarship and literary quality, must be submitted along with standard transmittal forms to the Office of Graduate Studies in the format and number prescribed by the Office of Graduate Studies. (See Graduate Bulletin: GENERAL REGULATIONS GOVERNING SUBMISSION OF A DOCTORAL DISSERTATION (www.albany.edu/graduate).

Continuous Registration:

All students enrolled in the doctoral program must maintain continuous registration for each fall and spring session (except for periods of official leaves of absence) until they have completed all program requirements. Minimum registration consists of three (3) credits of approved work. Summer session registration cannot be accepted in lieu of registration for fall or spring sessions.

A student who neither registers for each fall and spring session nor has received an official leave of absence is subject to termination unless good cause not to do so is shown by the student after notification of such pending action.

ETAP 899:

Students who have been admitted to candidacy can fulfill the University requirement of continuous registration by registering for one (1) unit of TAP 899 each semester as they work on their dissertation. TAP 899 provides “load only” credits that do not count toward the 78-credit minimum for the Ph.D.

Leaves of Absence

Leaves of absence can be granted for cause; continuous registration requirements and the statute of limitations are suspended during a leave of absence. Forms to request a leave of absence are available from the Graduate Admissions Office at (518) 442-3980. They should be completed and submitted with the advisor’s endorsement for review by the appropriate Department committee. More than one leave of absence can be requested, up to a total of two years.

Statute of Limitations:

The required full-time study in residence must be completed within four calendar years from the date of initial registration in the program in the fall, three and one-half years from the date of initial registration in the program in the spring.

All requirements for a doctoral degree must be completed within eight calendar years from the date of initial registration in the program.

These statutes apply equally to all students, whether they enter with or without advanced standing, engage in full- or part-time study, or change their areas of specialization after admission.

Assistantships and Fellowships: (form to file)

Each year, the Department of Educational Theory and Practice has a limited number of assistantships and fellowships. Fellowships and assistantships carry stipends of \$5,000 to \$14,000 per academic year. Both assistants and fellows may be eligible for a full or partial tuition scholarship. New

students should apply for assistantships and fellowships with their applications for admission, and continuing students must reapply each year by March 1 using the appropriate form available from the Department office, Education 122 or online at the ETAP website, www.albany.edu/etap. To be awarded an assistantship or fellowship a student must be enrolled for full-time study, and generally students may not hold employment in or outside the University while on an assistantship or fellowship. Assistantships and fellowships require different numbers of work hours and a variety of work responsibilities. Graduate students who hold fellowships are required to register for full-time study (12 credits per semester). Those who hold assistantships with a \$5,500-\$6,999 stipend are expected to devote about 15 hours to professional duties and complete at least 20 credits of study during the academic year. Graduate students whose assistantship stipend is between \$7,000 to \$14,000 are expected to devote about half of their time to assistantship duties and half to their academic studies, and complete at least 18 credits during the academic year. A typical academic load is 9 credits/semester. Students are assigned to work with particular faculty members or in particular units.

In addition to ETAP assistantships, new students may be eligible for University Fellowships if recommended by the Department. Other units on campus also offer assistantship and fellowship opportunities for students. (See Graduate Bulletin: EXPENSES AND FINANCIAL AID, www.albany.edu/graduate).

Travel Grants:

During most semesters, the Department is able to offer additional support for student travel to present at professional conferences. Application deadlines are announced each year for grants in the fall and spring; a student must be a presenting author to be eligible for these grants.

Student Support Groups:

ACRIDAT (*Albany Consortium for Research in Instructional Design and Theory*)

ACRIDAT seeks to build a collaborative community of scholars dedicated to understanding and improving instruction and training across a variety of settings, subject matters, and methods of learning facilitation. It sponsors a weekly forum of graduate students and professors who meet to discuss theory, research, and practice related to instruction, educational technology, learning, and instructional design. Students are especially encouraged to practice professional presentations and test ideas for masters and doctoral research. Faculty also lead discussions on their own research; teaching or curriculum development projects; or critical issues in instruction, instructional design, or instructional technology. ACRIDAT is open to anyone interested in the improvement of instructional practice through scholarly activity.

GSO (*Graduate Student Organization*)

All graduate students who pay the student activity fee are GSO members. The Graduate Student Organization (GSO) is a student-run group that creates programs designed to facilitate and enhance the academic and extracurricular experience of graduate students at the University at Albany, SUNY. The programs and services (listed below) offered by the GSO are funded by the graduate student activity fee that appears on their tuition bill – you pay the fee, you are a member and you are entitled to all the privileges of being a member:

Grants for research and travel (as much as \$500 per student, per funding period) are available. Funding is awarded by the Grant Committee for each of three funding periods (Fall, Spring, and Summer). Additionally, if you are interested in gaining valuable experience in reviewing and writing proposals, the Grant Committee is perfect for you.

GSO Programs, Services and Opportunities:

S.C.O.R.O. (*Standing Committee for the Oversight of Recognized Organizations*)

This committee determines allocations to graduate student groups that are subdivisions of the

GSO. Any group whose budget and constitution have been approved may receive as much as \$2,000 for the year.

The Multicultural Committee conducts workshops to enhance awareness of issues surrounding racial and ethnic diversity. The Multicultural Committee also maintains an affirmative action policy for the GSO.

The GSO Newsletter is a periodic publication distributed to inform not only GSO members but all graduate students of pertinent issues. Like many of the services of the GSO, the newsletter comes from the students.

The Social Issues Committee speaks to the needs of graduate students focusing on their role as employees of the University. The issues addressed by this committee are often economic in nature and include tuition, health insurance, the transportation fee, and the technology fee.

Professional Associations:

Graduate students are expected to become involved in appropriate professional associations, through membership, participation in meetings, and presentation of papers. Generally, professional associations encourage student involvement, often in governance and through financial support to attend meetings.

American Educational Research Association (AERA) is the umbrella professional association for educational researchers. AERA includes researchers with a wide range of interests which are reflected in the organization's Divisions and Special Interest Groups. Student membership includes a subscription of the *Educational Researcher* and another AERA journal of your choice. There are also regional affiliates of AERA – in this region the affiliate is the Eastern Educational Research Association (EERA). Additionally, other regional associations exist, like, for example, the Northeast Educational Research Organization (NEERO). Most specializations also have professional associations in which students should consider becoming involved. An incomplete list of associations students might consider follows:

American Anthropological Association (AAA)
American Evaluation Association (AEA)
American Psychological Association (APA)
American Psychological Society (APS)
American Sociological Association (ASA)
Computer-Assisted Language Instruction Consortium (CALICO)
International Reading Association (IRA)
Modern Language Association (MLA)
National Council for Measurement in Education (NCME)
National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teacher of Mathematics (NCTM)
National Reading Conference (NRC)
North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA)
Society for Text and Discourse
Teaching of English to Speakers of Other Languages (TESOL)

Appendix

Some Sources of Help with the Research Tool Exam Suggested by Other Students:

Research and Evaluation Design and General Issues:

1. Cresswell, J. W. (1994). Research design: Qualitative & quantitative approaches. Newbury Park, CA: Sage Publications.
2. Fraenkal, J. R., & Walter, N. E. (1996). How to design and evaluate research in education. New York: McGraw Hill Publishing Co.
3. Hadley, R. G., & Mitchell, L. K. (1995). Counseling research and program evaluation. New York: Brooks/Cole Publishing.
4. Wolpert, E. (1981). Understanding research in education: An introductory guide. Kendall/Hunt Publishing Co.

Statistics:

1. Barrett, G. (1997). "Statistics with the TI-83" by Meridian Creative Group, Erie, PA.
2. Brown, J. D. (1992). Statistics as a foreign language – Part I: What to look for in reading statistical language students. TESOL Quarterly, 25 (4), 569-586.
3. Brown, J. D. (1992). Statistics as a foreign language – Part II: More things to consider in reading statistical language studies. TESOL Quarterly, 26 (4), 629-664.
4. Brown, L. B., Amos, J. R., & Mink, O. G. (1995). Statistical concepts: A basic program (3rd edition). New York: Harper Collins College Publishers.
5. Fox, J. A., Levin, J., & Harkins, S. (1993). Elementary statistics in behavioral research. New York: Harper Collins College Publishers.
6. Gravetter, F. J., & Wallnau, L. B. (1992). Statistics for the behavioral sciences: A first course for students in psychology and education (3rd edition). New York: West Publishing.
7. Hinkle, Weirman, & Jus (1988). "Applied Statistics for the Behavioral Sciences", 2nd edition. By Houghton Mifflin Co., Boston.
8. Howell, D. C. (1992). Statistical methods for psychology (3rd edition). Belmont, CA: Wadsworth.
9. Jaeger, R. (1993). Statistics: A spectator sport. Newbury Park, CA: Sage Publications.
10. Kimble, G. A. (1976). How to use (and misuse) statistics. Englewood Cliffs, NJ: Prentice Hall.
11. Phillips, J. L., Jr. (1982). How to think about statistics. (2nd edition). New York: Freeman and Company.
12. Pyrczak, F. (1966). Success at statistics. Los Angeles, Pyrczak Publishing.
13. Runyon, R. P., & Haber, A. (1991). Fundamentals of behavioral statistics (7th edition). New York: McGraw-Hill, Inc.
14. Spinhall, R. C. (1997). Basic statistical analysis (5th edition). Boston: Allyn and Bacon.
15. Toothaker, L. (1986). Introductory statistics for the behavioral sciences. New York: McGraw Hill Publishing Co.
16. Williams, F. (1992). Reasoning with statistics: How to read quantitative research. (4th edition). New York: Harcourt Brace Jovanovich College Publishers.

Tests and Measurement:

1. Anastasi, A. (1988). Psychological testing. (6th edition). New York: Macmillan Publishing Company.
2. Gronlund & Linn. (1990). "Measurement and Evaluation in Teaching." (6th edition). Macmillan Publishing, NY.
3. Jurgensen, C. E. (1947). Table for determining phi coefficients. Psychometrika, 12 (1), 12-29.
4. Kubiszyn, T., & Borich, G. (1996). Educational testing and measurement. (5th edition). New York: Harper Collins College Publishers.