THE DEPARTMENT OF EDUCATIONAL THEORY AND PRACTICE

GUIDELINES FOR DOCTORAL STUDENTS ADMITTED FALL 2012 AND AFTER

Updated December 2016
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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/graduatebulletin), including the sections on advanced standing and transfer of credit.
Guidelines for Advanced Standing (Post Fall 2012)

Students who began the doctoral program in the fall of 2012 or later are eligible for the 63 credit doctoral program. However, if you were admitted prior to the fall of 2013 you need to formally opt in to this program change, since it also affects eligibility for Advanced Standing for coursework previously completed.

Of the 63 credits beyond the baccalaureate and prior to the dissertation, at least 32 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 31 credits to the doctorate.

Credits for student teaching and methods courses are not applicable to the doctoral program and cannot be included in the 31 transferred credits.

Courses completed more than five years prior to the semester in which the student is admitted are less likely to be accepted for credit. No courses more than ten years old will be accepted.

Students wishing to apply for advanced standing should do so by completing the Advanced Standing form available on the ETAP website. Decisions about advanced standing are made in conjunction with the advisor and approved by the advisor and Department chair. Advanced standing courses cannot substitute for basic program requirements such as core courses or the inquiry tool requirement.

Program of Study

Students follow a program of study (63 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:

- Core Courses (710, 720, 773) 9 Credits
- Advanced Seminars in ETAP 6 Credits
- Inquiry Courses 12 Credits
- Specialization Courses 15 Credits
- Electives 21 Credits
- Total 63 Credits
- Dissertation (continuous registration required)

Core Courses

The Ph.D. program in the Educational Theory and Practice Department requires a core of foundational courses that provide an understanding of current theory and trends in education. Doctoral students should complete the following core courses: ETAP 710, 720, and 773 (see descriptions below).

ETAP 710 Principles of Curriculum Development (3)
Conceptual analysis of curriculum and other educational program elements and rational relationships
among them, including educational goals, instructional plans, program evaluation, managerial planning, content sources, and criteria for selection and organization.

**ETAP 720 Instructional Theory and Practice (3)**
Conceptualizations, theories, and models of instruction and their application to practice and research. Research as a means of studying instructional issues.

**ETAP 773 Foundations of Research in Curriculum and Instruction (3)**
The course will focus on the philosophical basis of various research traditions in education. In broad strokes, it will consider postmodernism, feminism, positivism, interpretivism, and critical theory. Students will develop an understanding of the historical context of social science inquiry, and the competing epistemologies and ontologies in contemporary educational research.

**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.

The **Learning, Teaching, and Teacher Education specialization** prepares students to engage in effective research and practice that addresses the connections between learning and teaching, and learning to teach across disciplines and differences, classes and cultures, genders and geographies. It values students' and teachers' voices as important sources of knowledge and understanding. Research areas include deep and productive learning across settings, effective school practices, pre-service teacher education, in-service teacher professional development, the history of teaching and teacher education, humanizing pedagogies, reflection and reflective practices, school improvement, all with a focus on social justice and equity.

The **Learning Sciences and Technology specialization** fosters scholarly expertise needed for research-based innovation in learning with technology. Our students and faculty conduct cross-disciplinary research to investigate new learning processes, models, programs, and systems enabled by innovative designs of technology. Research areas include online and blended learning, computer-supported collaborative learning and knowledge building, game-based learning, self-regulated learning with technology, learning analytics and assessment, computational thinking, connected communities of inquiry, and other educational innovations enabled by technology integration.

The **Science and Mathematics Education specialization** prepares students to examine critical issues in the teaching and learning of science and mathematics at the K-12 and post-secondary levels. Research can focus on a variety of issues such as socio-cultural and cognitive processes of learning and teaching, classroom discourse, learning through authentic inquiry, mathematical play, integration of technology (e.g. games, modeling tools, online environments), curriculum development, and teacher development in STEM areas including computing education and environmental education.

The **Literacy, Language, and Culture specialization** focuses on the dynamic and interconnected roles of literacies, languages, and cultures in learning. Research areas include literacy as a social practice, the role of context and culture in literacy and language learning, instructional discourse, writing and composition, the role of students’ cultural and linguistic practices in school-based and out-of-school time learning, disciplinary literacy, English education, and the creation of just and inclusive contexts through which students from diverse backgrounds can grow linguistic and literacy knowledge.

The **TESOL and Second Language Acquisition specialization** is for students who are interested in exploring the intersection of the field of second language acquisition with pragmatics, cognitive linguistics, intercultural communication and bi- and multilingualism, and the impact this type of research has on teaching and learning.
Research can focus on a variety of issues including formulaic language, analysis of intercultural interactions, developing common ground, synergic concepts in the bilingual mind, bilingual pragmatic competence, and instructed second language acquisition, usage-based approaches to language and cross-linguistic influence.

The **Society, Equity, and Social Studies specialization** prepares students to examine the role of education in fostering just and equitable societies with well-informed democratic participants. This specialization also includes a focus on social studies education in K-12 schooling, including the learning and teaching of history, civics, economics, and geography. Research areas include civic engagement, political interest and efficacy, democratic classrooms and schools, history education, equity in education, and socially just teaching.

**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.

**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.

**Independent Study (ETAP 890)**
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, and filed with the 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**
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. 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, http://www.albany.edu/etap/

*Milestones*
Milestones in the Ph.D. program include 1) A Gateway Review after completing the first 12 credits at the University at Albany applicable to the program as discussed with your academic advisor of doctoral study; 2) a course-based inquiry tool requirement; and 3) a doctoral comprehensive exam structured around a pilot study to be carried out by each student, presented in journal article format and defended orally.

*Residency Requirement*
There is no residency requirement for doctoral students.
Doctoral Gateway Review

**Purpose:** A formative review of students’ writing skills, scholarly thinking ability, and understanding of research, as well as a sense of students’ strengths and where more work is needed.

**Overview:** This review requires the student to submit a paper that demonstrates the student’s developing understanding of research in a specific area of inquiry. There is no letter grade assigned to the paper and it is to be completed only one time. Length: no fewer than 10 and no more than 12 double-spaced pages, excluding references.

- The paper can be started at any time. It must be submitted no later than 6 weeks prior to the end of the semester\(^1\) following the completion of 12 credits in the program. For the purposes of the Gateway Review, the “end of semester” is the official Reading Day indicated in the University calendar. The student may apply for an extension at the discretion of the advisor.

- The Inquiry Course requirements will not be satisfied until the Gateway Review is completed. The student will also not be permitted to continue their doctoral studies until the completion of the Gateway.

**Components of the Gateway Review Paper:**
Please follow the format below, in this order, with these headings. You may wish to use sub-headings under each of these main sections.

1. **Problem statement in a specified area of inquiry.**

   There are many helpful sources online on the development of a problem statement. One straightforward definition is: “A problem statement is the description of an issue currently existing which needs to be addressed. It provides the context for the research study and generates the questions which the research aims to answer.”\(^2\) This statement may include research questions, but it must include the problem, context of the problem, and why it matters in education – the “so what.” For more information on writing a problem statement, see (article). An example of a successful Gateway Review Paper is here.

2. **Preliminary review of the literature as related to the problem statement in the area of inquiry**

   The review should include attention to the “big ideas” that characterize this area of inquiry and should reflect basic knowledge of the key concepts, questions, research, and scholars that define the field.

3. **Possible directions for future research**

   This section should reflect the student’s understanding of the field and interest in specific questions or problems that might be explored in future research.

**Gateway Review Procedures:**

1. The student has the responsibility of submitting the Gateway Review paper to the department secretary within the first semester following that in which the student completed the first 12 credits in the Ph.D. program. Specifically, a submission must be no later than 6 weeks prior to the end of the semester\(^3\) following the completion of 12 credits in the program. For the purposes of the Gateway Review, the “end of semester” is the official Reading Day indicated in the University calendar. For example, if a student has completed 12 credits by May of 2019, she must submit her Gateway no later 6 weeks prior to December 10, 2019 (Reading Day), that is, by October 29, 2019.

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\(^1\)“Semester” refers only to the fall and spring, not the winter or summer.

\(^2\)https://www.slideshare.net/businesscollege_plmar/how-to-write-a-statement-problem

\(^3\)“Semester” refers only to the fall and spring, not the winter or summer.
2. Once the paper is submitted to the department, the secretary informs the examining committee of the submission. The examining committee has six weeks to review the paper.

3. The committee consists of three members; the committee chair and one member are assigned by the department. The advisor is ex officio.

4. A discussion of the paper by the examining committee (including the advisor) is scheduled no later than six weeks after submission. The student does not attend the meeting. At that meeting, examining committee members discuss their assessment of the paper and make recommendations to the student. The student’s advisor keeps a record of the recommendations made at that meeting.

5. Following the meeting, the advisor drafts a document summarizing the examining committee review discussion. This document is distributed to the examining committee for comment. The final version must be endorsed by the entire examining committee.

6. The student receives the final review document, which is also placed in the student’s file. This document serves as one piece of evidence of the student’s progress in the program. Students will meet with the advisor to discuss recommendations and make plans for areas in need of improvement.

**Gateway Review Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 (Improvement Needed)</th>
<th>2 (Competent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Shows need for improvement in articulating ideas with clarity and coherence</td>
<td>Shows ability to articulate ideas with clarity and coherence</td>
</tr>
<tr>
<td>Scholarly Thinking Ability</td>
<td>Shows need for improvement in ability to use evidence; to consider diverse perspectives and base analysis on an informed position</td>
<td>Shows ability to use evidence; shows ability to consider diverse perspectives and based on careful analysis takes an informed position</td>
</tr>
<tr>
<td>Understanding of Research</td>
<td>Shows need for improvement in ability to explain and interpret research; ability to identify major concepts, theories, and major methodological paradigms</td>
<td>Shows ability to explain and interpret research; shows ability to identify major concepts, theories, and major methodological paradigms</td>
</tr>
</tbody>
</table>
Inquiry Tool Requirement

The University at Albany requires that doctoral students demonstrate competence in “research tools” appropriate to their professional specialties. In ETAP, this demonstration of skill with research tools is fulfilled through formal coursework applied to the graduate program. Required Coursework

Research in education draws on a wide variety of research methodologies and 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 ensure 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 one or more of 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, totaling at least 12 credits).

The advisor must preapprove all courses that a student intends to use to fulfill the Research Tool Requirement.

Minimum Grades

A minimum grade of B in any one course and an A- average across all four advisor-approved courses are required to fulfill the Research Tool Requirement.

Courses Offered

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 (See http://www.albany.edu/education/44618.php for a list of School of Education courses.) An incomplete list of inquiry courses frequently taken by ETAP students follows:

General Research Methodology

ETAP 741: Advanced Issues in Methodology
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
ETAP 781: Research in Practice II
ETAP 826: Advanced Methods for Studying Learning in Technology-Enriched Contexts

Qualitative Methods

ETAP 776: Theory and Practices of Interviewing in Interpretive Research
ETAP 777: Qualitative Research Methods
ETAP 778: Qualitative Research Field Methods

Quantitative Methods

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 (one course in each area) and competence to work within a particular tradition (two additional courses in one area). General research methodology courses may count as either quantitative or qualitative with the consent of the advisor.

Doctoral Comprehensive Exam

The student can begin the pilot study at any time upon approval of the advisor after completion of the Gateway.

Purpose: from the University website: “[to] ascertain general knowledge of a subject, acquaintance with scholarly research methods and skills, [and ability to] organize and present materials.”

Components of the Exam

Introductory Statement
This statement includes a description of the student’s trajectory of study in the doctoral program that reflects growing knowledge of chosen field(s) and understanding of the major ideas, issues, and research that characterize the field(s). The statement serves as background information to the study. Suggested length is 3-5 double-spaced pages.

Completed study
Students are expected to present their pilot study in two forms: a scholarly paper and a public presentation.

Part I: Scholarly Paper

This paper must be a completed pilot study carried out by the student that demonstrates knowledge of research design and reflects experience with data collection and analysis. This paper can be based on a paper that was previously submitted for a course like ETAP 781 or ETAP 778, or it can be a pilot study conducted as an independent study under the direction of the student’s advisor. This paper will be in a research article format.

This paper must be an executed study carried out independently by the student that:
• demonstrates knowledge of research design.
• reflects experience with data collection and analysis.
• shows readiness to carry out a dissertation study in the students’ chosen area of inquiry.

Format
The research paper is required to be double-spaced, no more than 30 pages (excluding references, appendices, figures, and tables), and formatted according to APA guidelines for research manuscripts.

Part II: Public presentation to the examining committee

Procedures
(1) After consultation with his or her advisor, the student notifies the department coordinator that he/she is ready to submit the exam paper.
(2) The examining committee will have one month to review the exam papers and schedule the public presentation. The committee chair and member are assigned by the department; the advisor is ex officio. The committee will evaluate the exam after the public presentation.
(3) Public presentation - the oral presentation is required to take no more than 20 minutes. After presentations by all students, a 30 minute question & answer session will follow. Questions will be asked by the examining committee and participants. There is no limitation to the number of slides to be included in the presentation. However, the student needs to adequately cover all major parts of the study in an easy to follow and coherent fashion.

The following guidelines provided for presenters at the American Educational Research Association (AERA) should help better prepare you:

• The presenter should prepare an outline of the major points of the paper.
• The paper should not be read verbatim from the text. Not only are such presentations usually dull, but because of time constraints the author may be cut off by the session chair before reaching the most significant aspects of the presentation.
• Presentations should represent, on average, a 15-20 minute summary of the paper. Highlights may be given covering such points as the purpose of the study, description of the sample, methodology, problems, and major findings, conclusions, or recommendations. The amount of time devoted to each highlight will vary according to the author’s evaluation of the importance of each area to the paper.
• Inexperienced speakers are advised to practice beforehand by preparing a reading text of approximately five to seven typed pages. However, the reading text is not allowed during public presentation.

Evaluation criteria: The exam and presentation will be evaluated as a whole. Taken as a whole, the exam should demonstrate:

1. Knowledge of areas of inquiry
2. Knowledge of research methodology
3. Competence in carrying out research
4. Competence in presenting research in oral and written forms
Possible Outcomes:

Pass, demonstrating competence in all four areas. Revise/Resubmit

• If the student is in need of improvement in areas one, two or three (see above), the student may be asked to revise and resubmit with the same committee.
• The committee will have discretion in specifying what the student needs to do in revising the exam. This would include minor revisions to any one component of the exam as well as complete revisions of parts of the exam.

Fail/Retake
• If the student is in need of improvement in all four areas, the student will be required to retake the exam with a new committee.
• If a revised and resubmitted exam fails to demonstrate competence in all four areas, the student will be required to retake the exam with a new committee.

A student who fails on the first submission of the exam will have only one opportunity to retake the exam within 12 months from the date of the completion of the initial exam process.

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, C 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 “T” is received. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.

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
Each student selects a dissertation chair, who typically 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 114 or online at the ETAP website, www.albany.edu/etap, with the Department secretary for submission to the School of Education Academic Council.

**Dissertation Proposal**

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 114 or online at the ETAP website, www.albany.edu/etap.

**Admission to Candidacy**

A student whose dissertation proposal has been approved is eligible for Admission to Candidacy. Admission to candidacy requires: 1) satisfying the residency requirements; 2) achieving a satisfactory record (B average) in courses and seminars; 3) satisfactorily completing the Research Tool Requirement; 4) passing the Doctoral Comprehensive Examination; 5) receiving approval of the dissertation proposal; and 6) completion of any other University requirements that maybe 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 the 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**

Prior to collecting any data involving human subjects, 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

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 majorityof 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 literarypequality, 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/graduatebulletin).

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 897

Students can register for 3 to 12 load-only credits of 897 for independent reading in preparation for Departmental examinations and the development of a dissertation proposal. Prerequisites: Completion of 63 credits of course work and approval of advisor.

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 www.albany.edu/graduate/graduate-admissions.php

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

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

Each year, the Department of Educational Theory and Practice has a limited number of assistantships. Assistantships carry an academic year stipend as well as tuition credits. New students should apply for assistantships 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 a student must be enrolled for full-time study, and may not have other employment while on an assistantship. Assistantships require a variety of work responsibilities. Graduate students on assistantships 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 to help with particular departmental tasks.

In addition to ETAP assistantships, students may be eligible for other aid from the University, and for assistantship positions that are funded by grants and contacts from external agencies. (See Graduate Bulletin: EXPENSES AND FINANCIAL AID, www.albany.edu/graduatebulletin).

Travel Grants

During most semesters, the Department is able to offer additional support for student travel to present at professional conferences. A student must be a presenting author to be eligible for these grants. Please see Scott Lawson, Department Coordinator, for applications and details.

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.
Graduate Student Organization (GSO)

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.

Related 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)
International Society of the Learning Sciences (ISLS)
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)