

# ED.D. ORANGE BOOK

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## GENERAL INFORMATION

The *Orange Book* provides a general overview of Syracuse University's School of Education and its degree programs leading to the M.S., C.A.S., Ed.D., and Ph.D. degrees. Further university policy on degree study exists in the publication, **Syracuse University Bulletin: Academic Rules and Regulations**, available at the Graduate Enrollment Management Center (GEMC), 303 Bowne Hall, or at the Registrar's Office, 106 Steele Hall. **It is important that you familiarize yourself with both of these documents.** Although respective School of Education program areas have their own specific degree requirements, there are many commonalities addressed in the Orange Book.

*The School of Education is composed of seven academic program areas: Counseling and Human Services; Cultural Foundation of Education; Exercise Science; Higher Education; Instructional Design, Development and Evaluation; Reading and Language Arts; and Teaching and Leadership. Each program area is headed by a "chairperson," who is also a faculty member in that academic area. To get the most benefit from your time here, you should acquaint yourself with professors, students, and staff in areas other than your own.*

## SCHOOL OF EDUCATION ASSEMBLY

Many policies of the School of Education, especially concerning academic program requirements, are set by the **School of Education Assembly**. The Assembly is comprised of the faculty and administrator of the School and elected student representatives. The group meets monthly during the fall and spring semesters.

## SCHOOL OF EDUCATION COMMITTEES

The School of Education hosts a number of committees that serve a variety of functions. *Many include student representation.* All committees welcome input from students regarding the tasks in which they are involved. In addition to these committees, special task groups are also formed throughout the year to address specific issues or problems.

**Promotions and Tenure Committee** (elected)— evaluates and recommends faculty for promotion and tenure.

**Committees on Teaching** (appointed by the Dean)— evaluates teaching competencies of faculty being considered for promotion or tenure.

**Curriculum Committee**— meets regularly to review new programs and courses as well as proposed changes and additions to existing courses. The Committee also may study problems related to curriculum as these are presented to the Committee or initiated by it. The Committee develops remitted tuition policies, acts on proposals for remitted tuition bearing courses, and formulates recommendations regarding field placements.

**Judicial and Academic Standards Committee**— meets when called upon to hear matters involving academic dishonesty and to respond to the Dean's requests concerning such matters as grading, students' rights, and faculty responsibilities.

**Awards and Scholarships Committee**— chiefly responsible for awarding School of Education scholarships and nominating candidates for several academic awards: the masters prizes, doctoral prizes, and undergraduate awards. Another important function is to investigate funding sources and to make recommendations on scholarship aid to School of Education graduate students.

**Higher Degrees Committee**— meets periodically to oversee programs and procedures for all graduate degrees and to make recommendations for any changes in School of Education graduate degree policies.

**Committee on Multiculturalism and Diversity**— charged with studying the experiences of minority students enrolled in the School of Education and making recommendations for the School to respond to their needs. Additionally, this committee responds to requests from the Dean for advice on issues that concern underrepresented students.

**Research Committee**— Among other responsibilities, this committee reviews research apprenticeship reports, assesses the quality of doctoral research, and stimulates research productivity throughout the School. The Research Committee also reviews and awards proposals for the School's Creative and Research Grant competition.

**Library Committee**— consists of the Subject Specialist assigned to the School of Education (Chair) and a liaison from each of the seven program areas (departments). This committee makes recommendations for collection strategies to support all of our academic degree programs.

**Technology Committee**— evaluates the School's technology infrastructure and support needs as they relate to our curriculum, research, and service initiatives. This committee makes recommendations to the Deans and/or Education Cabinet on the allocation of physical, financial, and personnel resources to support technology in the School.

## OFFICE OF ACADEMIC SERVICES

The **Office of Academic Services** in the School of Education is located in **270 Huntington Hall**, unless otherwise noted. The professional staff members in this office attend to many details regarding your graduate study. They maintain records of your progress, provide and process required forms, respond to inquiries regarding graduation and certification requirements, and facilitate your efforts in many ways. It is important to know how the office is organized so you can contact the appropriate person when you need assistance.

**Associate Dean for Academic Affairs– Emily Robertson, 230 Huntington Hall (315/443-4752)**  
eroberts@syr.edu

*Chairs the Higher Degrees Committee and works with faculty on the development of graduate programs and research. Assists students and faculty in resolving academic problems. Also assists the Dean in the development and allocation of the School's budget.*

**Assistant Dean, Academic Services- Amie Redmond (315/443-2506)** amredmon@syr.edu  
Responsible for Academic and Student Services needs.

**Administrative Assistant to the Dean- Barbara Maphey (315/443-2506)** bamaphey@syr.edu  
*Coordinates dissertation defenses for the School of Education.*

**Assistant Director of Academic Advising- Shannon Bell (315/443-9322)** shbell@syr.edu  
Primary School of Education contact person for students. Keeps track of graduate and undergraduate students' progress in completing course work and other program requirements and clears graduate students for graduation.

**Academic Advisor– Kathy Gillmore (315/443-2526)** kagillmo@syr.edu  
*Primary School of Education contact person for students. Keeps track of graduate and undergraduate students' progress in completing course work and other program requirements and clears graduate students for graduation.*

**Graduate Admissions Recruiter– Jacqueline Chambers (315/443-2505)** jachambe@syr.edu  
*Responds to program admissions inquiries and processes graduate applications for admission, change of program area forms, and change of degree applications.*

**Coordinator of Career Services and Certification (K-12 Teacher, Administrative, and Support Personnel Placement) – Linda Defrees (315/443-4759)** ladefree@syr.edu  
*Maintains and prepares the credential files of School of Education graduates to prospective employers. Compiles weekly mailing of job vacancies and maintains job related resource materials. Brochure can be found in Academic Services, 270 Huntington Hall. Processes applications for New York State Teacher Certification.*

## (Ed.D) DOCTORAL REQUIREMENTS

### Requirements:

1. **At least 90 credits** beyond the baccalaureate degree.
2. **A minimum of 45 credit hours in a Major area** (if you have a Minor area, the minimum is 33). Your major area is selected in consultation with your advisor and may include courses drawn from related disciplines. Dissertation hours cannot be included among credit hours comprising your major area.
3. Your **Program of Study must include** EDU 781 -- "Institutions and Processes of Education." The main goal of EDU 781 is to encourage students to further develop their own historical and professional paradigms that have influenced contemporary educational thought. Therefore, students seeking exemption from EDU 781 should present evidence in a petition to the Higher Degrees Committee that they have already achieved this goal.

### EDU 781 Exemption Guidelines:

A. Students should demonstrate knowledge of different models of desirable professional practice in education. Relevant topics include:

1. Models of the professions and their place in society
  - a. the social meaning of the professions
  - b. the relationship between theory and practice
  - c. the nature of the client-professional relationship
  - d. the professional's role in society
  - e. the institutional contexts conducive to professional practice
2. Political, social, and moral ideals that are used to guide and justify professional activity in education
3. Competing paradigms in the student's own area of expertise, or in education more generally.

This knowledge of alternative models may be developed through historical case studies, comparative analysis, or close examination of disputes within the student's area of expertise, or, preferably, through a combination of these ways. Through these studies, a student should develop a critical perspective about professional practice in education.

B. Students should develop their own point of view in relationship to the alternatives described in the first objective and should be able to apply their views to the analysis of problems within their own areas of expertise or in education generally.

C. Students should demonstrate knowledge of the cultural, historical, and professional contexts, which have influenced the models, referred to in the first two objectives.

In terms of traditional subjects of study, the student might show that these objectives have been met by pointing to work in philosophy of education, comparative education, and political and social philosophy. It would, of course, not be necessary to have taken courses specifically focused on these areas. Students might have done relevant work as units in a variety of courses. Course syllabi and/or

papers written by the student might be used to demonstrate mastery of the objectives. Students who believe that they qualify for exemption under these guidelines should submit their petitions and supporting materials to the *Higher Degrees Committee*, which will evaluate each case.

4. Your **Program of Study must include at least 9 hours of courses on methods of research** and/or other forms of scholarly inquiry.

5. Your **Program of Study must include 9-24 hours of dissertation credit.**

6. **A minor area is optional.** If you elect to pursue a minor, you must select at least 15 hours in your minor area under the advisement of a faculty member at SU in the minor area. You will be required to write Qualifying Exams in this area.

7. Limits on transfer credit: One-half of the credit hours submitted for your Ed.D., exclusive of dissertation credits, must be taken at Syracuse University as part of your planned doctoral program. Because total hours in a doctoral program frequently exceed the minimum 90 and because total dissertation credits are variable, the minimum credit to be taken at Syracuse University as part of the planned Ed.D. program, exclusive of the dissertation, is set at 36 credit hours.

#### **Requirements for Courses on Methods of Research and/or Scholarly Inquiry:**

As graduates of a university which emphasizes research and other forms of scholarly inquiry, doctoral students from the School of Education should be able to demonstrate their competence in research methods appropriate to their career paths and exhibit functional familiarity with other, commonly used, research methodologies. The Faculty in the School of Education expect all doctoral students to:

- 1) understand the different conceptions of the social sciences,
- 2) be able to conduct and report research and/or other forms of scholarly inquiry,
- 3) understand the criteria used to judge findings of research and/or other forms of scholarly inquiry,
- 4) understand the process by which the results of research and/or scholarly inquiry contribute to a particular body of knowledge.

**Ed.D. students are required to take at least 9 hours of research methodology courses.** These courses should be selected, with the approval of your advisor, to prepare you for using the research and/or other methods of scholarly inquiry most dominant in whatever field you plan to enter, and particularly the methodology you will use in your own dissertation.

Although it is not required, it is recommended that all Ed.D. students complete EDU603 and EDU/EDP 647. These courses contribute to the common competency requirement of understanding research. They also prepare students to read and critique research following qualitative and some quantitative designs. However, since these courses do not provide sufficient depth for real competence in any of these areas, at least one additional course (such as an advanced course in qualitative research, survey evaluation, statistics, *or* program evaluation) is needed to assure such competence.

You and your advisor will select research methodology courses which are most appropriate for your professional goals and the nature of the field in which your degree will be awarded. The Associate Dean will review your research methodology course selection when you file your Informal Program of Study. If your choices represent a pattern that is unusual, your advisor may be asked to submit a statement

of rationale for the choices to the Higher Degrees Committee, which will review the statement and approve or deny your petition to take those courses. The following pages contain recommended research methods course sequences. Please study this carefully to plan your research methods course sequence.

**School of Education**  
**Recommended Research Design and Methods Course Sequences**

It is expected that all Doctoral Students will acquire receptive Literacy in Quantitative and Qualitative Research methods and Depth of Knowledge in One Research Method

Individual advisors and program areas may set their own additional requirements.

The minimum requirement set by the school of Education is 3 research courses for Ed.D students and 4 research methods courses for Ph.d Students.

The scenarios presented below provide general models for what your research methods course sequence should look like Courses that are bolded fulfill the depth of knowledge requirement for that research method. You will need to meet with your advisor to work out a course sequence that best serves your program needs.

<b>Qualitative Emphasis</b>	<b>Quantitative Emphasis</b>	<b>Historiography Emphasis</b>
EDU 603 and EDU/EDP 647 EDU 810 EDU 815 EDP/EDU 886	EDU 603 and EDU/EDP 647 EDU/EDP 791 PSY 756	EDU 603 and EDU/EDP 647 EDU 810 CFE 821

<b>Design Emphasis</b>	<b>Survey Emphasis</b>	<b>Survey Methods to Conduct an Evaluation</b>
EDU 603 and EDU/EDP 647 EDU/EDP 791 EDP/EDU 886 PSY 756 And IDE 744	EDU 603 & EDU/EDP 647 plus EDU 777 PSY 653 or PSY 758 IDE 742 Plus EDU/EDP 647 or PSY 651 (If took EU 777) EDU/EDP 791 or PSY 655 PSY 756	EDU 603& EDU/EDP647 plus EDU777 IDE 742 IDE 641 and IDE741 or 743 Plus <u>EDU/EDP 647 or PSY 651</u> (If taken EDU 777) EDU/EDP 791 or PSY 655 PSY 756

**Note:** EDU 787-788 is no longer being offered. EDU 603 plus EDU/EDP 647 are now the equivalent of EDU 787-788. Therefore, you cannot count both sequences toward the minimum number of Research Methods Courses.

**Redundant (i.e., non-approved) sequences include:**

EDU 603 plus EDU/EDP 647 and EDU 787-788

EDU 603 and EDU 787-788

EDU/EDP 647 and EDU 787-788

PSY 651 and EDU 787-788

**Alternative Sequences Permitted only Under Special Circumstances. These Require the Written Recommendation of Advisor and Approval of the Associate Dean for Academic Programs.**

(These do not meet the requirements for receptive literacy in at least two research methods)

Qualitative	Quantitative	Quantitative	Historiography	Philosophy
EDU 603 EDU 810 EDU 815	EDU/EDP 647 EDU/EDP 791 PSY 756	EDU/EDP 647 EDU/EDP 791 PSY 756 plus PSY691,757,853,854 or 857	CFE 821 CFE 700 (Race & Gender in 20 <sup>th</sup> Century Higher Ed.) HIS 715,735,755, or 765 HIS 802 or 804	CFE 601 PHIL 575 2 more courses in phil. or phil. of Education

### RESEARCH METHODS COURSE TITLES

Course #	Title	COURSE #	Title
<b>EDU/EDP 647</b>	Statistical Thinking and Applications	<b>PHI 575</b>	Philosophy of Social
<b>EDU 777</b>	Methods of Educational Research	<b>PPE 693</b>	Research Problems in Exercise and Sports Sciences
<b>EDU/EDP 791</b>	Advanced Seminar on Quantitative Research Methods I	<b>PSY 651</b>	Introduction to Statistical Methods I
<b>EDP/EDU 886</b>	Multivariate Research Methods		
<b>EDU 603</b>	Introduction to Qualitative Research Methods	<b>PSY 655</b>	Statistical Methods II
<b>EDU 810</b>	Advanced Seminar in Qualitative Research Methods I	<b>PSY 756</b>	Statistical Methods in Education Psychology III
<b>EDU 815</b>	Advanced Seminar in Qualitative Research Methods II	<b>PSY 653</b>	Psychological Measurement
		<b>PSY 691</b>	Meta-Analysis
		<b>PSY 746</b>	Survey of Psychotherapy Research
		<b>PSY 757</b>	Multiple of Correlation and Regression
<b>IDE 641</b>	Techniques in Educational Evaluation	<b>PSY 758</b>	Advanced Educational and Psychological Measurement
<b>IDE 741</b>	Concepts and Issues in Educational Evaluation	<b>PSY 853</b>	Experimental Design and Statistical Tests
<b>IDE 742</b>	Introduction to Survey Research	<b>PSY 854</b>	Statistical Analysis in Research Designs
<b>IDE 743</b>	Cost-Effectiveness in Instruction and Training	<b>PSY 857</b>	Multivariate Analysis
<b>IDE 744</b>	Dissertation Research Seminar		
<b>IDE 842</b>	Investigative Research and Evaluation Methods	<b>HIS 715</b>	Reading and Research in American History
<b>CFE 601</b>	Introduction to Philosophy of Education	<b>HIS 735</b>	Reading and Research in European History
<b>CFE 700</b>	Race and Gender in 20 <sup>th</sup> Century Higher	<b>HIS 755</b>	Reading and Research in Eastern

	Education		European History
<b>CFE 821</b>	Historiography in Education	<b>HIS 765</b>	Reading and Research in African History
<b>CFE 930</b>	Sociology and Anthropology of Education: Ethnographic Writing	<b>HIS 802</b>	Seminar in European History
		<b>HIS 804</b>	Seminar in American History

SEE ADDITIONAL SYRACUSE UNIVERSITY RESEARCH METHODS NEXT PAGE

**ADDITIONAL SYRACUSE UNIVERSITY RESEARCH METHODS  
COURSE TITLES TO CONSIDER (\*)**

**College of Arts and Sciences (Mathematics):**

MAT 625 Probability and Statistics I  
MAT 626 Probability and Statistics II  
MAT 627 Linear Models  
MAT 628 Multivariate Statistical Analysis  
MAT 629 Statistical Analysis with Computer Packages

**College for Human Development (Human Development):**

CHD 621 Statistical Concepts in Human Development I  
CHD 622 Statistical Concepts in Human Development II

**School of Management (Managerial Statistics):**

MAS 653 Accelerated Managerial Statistics  
MAS 723 Nonparametric Statistics  
MAS 765 Sample Survey Methods and Theory  
MAS 766 Linear Statistical Models I: Regression  
MAS 767 Linear Statistical Models II: Variances  
MAS 777 Time Series Modeling and Analysis  
MAS 788 Casual Modeling and Analysis

**Maxwell School (Economics):**

ECN 521 Economic Statistics  
ECN 522 Economic Methods  
ECN 620 Foundations of Econometrics  
ECN 621 Econometrics I  
ECN 622 Econometrics II

(Please see the Graduate Course Catalog for additional course listings in these program areas.)

*\*The above guidelines were passed by the School of Education Assembly, Spring 1995*

*\*Updated summer 2002*

Following is a checklist of the specific requirements you will need to fulfill, followed by a detailed explanation of each step on subsequent pages. The items on this checklist appear in the order in which they should be completed.

### DOCTORAL CHECKLIST

(Keep this for your records. As requirements are met, the Graduate Recorder in the Office of Academic Services completes this same sheet.)

Name \_\_\_\_\_ SUID \_\_\_\_\_

Advisor \_\_\_\_\_ Advisor's Phone # \_\_\_\_\_

Dissertation Advisor \_\_\_\_\_ Disser. Advisor's Phone # \_\_\_\_\_

Date completed and verified with the Office of Academic Services (OAS):

\_\_\_\_\_ Informal Program: submitted, signed by advisor in first semester (Attachment 3.0)

\_\_\_\_\_ Preliminary Memo: from advisor to OAS (after 45 hour review/exam)

\_\_\_\_\_ Formal Program: plan submitted to OAS (Attachment 3.1 )

\_\_\_\_\_ Practicum application: registration form filed with OAS (Attachment 3.3)

\_\_\_\_\_ Submit IRB: (Institutional Review Board) proposal, if needed for Practicum  
send copy of approval letter to OAS

\_\_\_\_\_ Practicum Report: Advisors approval form and report filed with OAS

\_\_\_\_\_ Apply to take Qualifying Exam: no less than 2 weeks before the exam (Attachment 3.4)

\_\_\_\_\_ Qualifying Exam: results to OAS (per memo from advisor)

\_\_\_\_\_ Establish Dissertation Committee: see detailed information elsewhere in this manual.

\_\_\_\_\_ Dissertation Proposal: file 2 signed copies with the Academic Advisor in OAS

\_\_\_\_\_ Submit IRB proposal: if needed for dissertation research; send copy of approval letter to OAS

\_\_\_\_\_ Dissertation: Committee Meeting Minutes filed with OAS

\_\_\_\_\_ Intent to Defend Doctoral Dissertation Notice: approval by advisor and submitted to OAS

\_\_\_\_\_ Request for Examination: submitted to OAS

\_\_\_\_\_ Diploma Request Card: filed in OAS in the beginning of the semester of the defense

*The information concerning academic requirements, courses, and programs of study contained in this publication does not constitute an irrevocable contract between the student and the University. The University reserves the right to change,*

*discontinue, or add academic requirements, courses, and programs of study without notice, although every effort will be made to inform students in a timely manner. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.*

## PROCEDURES FOR Ed.D. DEGREE

### Filing Your Informal Program (Attachment 3.0)

During your first semester, after admission to your program, you (with the help of your advisor) should complete an Informal Program of Study form and submit it to the Academic Advisor, located in 270 Huntington Hall. The purpose of filing an informal plan so early in your doctoral career is to make sure that you have done some long-term thinking about your doctoral program before you have accumulated many course credits. Of course, this plan can and should be revised as you proceed with your studies.

In order to complete the form, you will need to meet with your advisor to determine such details as the number of courses you will be able to transfer to your program, when you will complete your core courses, what you will do for a practicum experience and when you will do it, etc. **Don't wait for your advisor to initiate a meeting about your informal plan. You should initiate this meeting.**

### Preliminary Review/ 45 Hour Exam

This review and/or examination generally occurs at the end of your second semester of full-time study, or upon completion of your forty-fifth hour of course work beyond the bachelor's degree (at least 15 credits must be earned at Syracuse University). Check with your Program Area or faculty advisor as to the procedures for your Program Area's review.

### Filing Your Formal Program (Attachments 3.1)

In the semester after completion of the Preliminary Review, you must file your Formal Program Plan with the Higher Degrees Committee (via the Academic Advisor). Your Formal Plan of Study must be approved by your advisor and by the Higher Degrees Committee. Once the program is approved, unlike the informal program you submitted in your first semester, it must be *amended by petition* if changes need to be made. It is your responsibility to develop this plan in conjunction with your faculty/program advisor and to submit it for approval.

### Residency

Doctoral students matriculated prior to summer session 1992 must meet the residency requirement of the School of Education in place at the time of their matriculation or, if eligible, they may petition the Higher Degrees Committee to replace the previous residency requirement with the Time-To-Completion requirement. Eligible students are those who can meet the time-to-completion requirement as stated or can approximate the requirement within a semester or two and have satisfied the continuity and intensity spirit of the requirement.

### Syracuse University - Residency Requirement

The residency requirement for the School of Education is identical to the residency requirement of the Graduate School found in the *Syracuse University Bulletin: Rules and Regulations 2002-2003, section 46.3* page 31.

*“At least 50 percent of a doctoral student's planned course work (exclusive of dissertation) must be in courses offering 'residence credit' at Syracuse University. Experience credit and professional experience courses may not be included.”*

## School of Education Time-To-Completion Requirement

All doctoral students matriculated after the Spring 1992 semester are required to meet a new time-to-completion of coursework requirement. This requirement is intended to reinforce three elements of effective doctoral development: continuity of program, a minimum meaningful intensity of program, and affiliation with a cohort of students progressing through the program together.

The time-to-completion requirement specifies the maximum elapsed time within which a matriculated doctoral student must complete the coursework required for his or her doctoral program. The requirement applies to both Ed.D. and Ph.D. students. The time allowed for completion of coursework is four calendar years or five calendar years depending on whether the student matriculates directly into the doctoral program after completion of the baccalaureate degree or whether the student applies 30 or more credits from previous graduate work toward the doctoral degree. The requirement is stated as follows:

*Students holding a Master's degree* at the time of admission or who will be transferring a significant number of graduate credit hours to their doctoral program and applying either the degree or the credits toward their doctoral program must complete all required course work for their degree program within **four calendar years** of the semester of matriculation into the doctoral program.

*Students without a Master's degree* at the time of admission must complete all required coursework for their doctoral program (including course work that could be used for a Master's degree) within **five calendar years** of matriculation in the graduate program.

*Qualifying examinations* must be attempted no later than the **semester following the last semester of coursework**. The student is advanced to candidacy status upon successful completion of the qualifying examination. The *dissertation must be defended* within **five calendar years** of advancement to candidacy (completion of "qualifying examination"). The candidate is expected to maintain continuous registration until the dissertation is successfully defended.

## Continuous Registration Requirement

Associated with the time-to-completion requirement is a requirement of continuous registration during each academic semester of matriculation. The student must register for a minimum of three credit hours for each academic semester (fall and spring semester only) until completion of coursework. If the student has completed all coursework and dissertation hours, but is continuing work on the dissertation, the student must register each Fall and Spring semester for GRD 998 for "0" credit hours.

Students may *petition* for a **one academic semester break** in the three credit hour registration requirement during the coursework phase. Petitions supported by the student's academic advisor will be granted automatically. *Requests for a break longer than one semester* or an extension of a previously granted semester **will require a leave of absence request**. In the case of a leave of absence, the School of Education may require an application for readmission following the leave.

## Students Matriculated Prior to Fall 1992

You must spend one full year in residence. The intent of the residency is:

- a) to provide an extended opportunity for you to reflect on your work and develop a coherent point of view about the major issues and problems in your field and
- b) to foster your acquisition of appropriate professional norms and values.

It is expected that being in residence will help you reach these goals through: close guidance of faculty in discussions and projects that go beyond what is normally possible in individual courses; through increased opportunities to talk with fellow students about common concerns; and through opportunities to draw upon the broad range of resources and experiences available within the University community.

There are several options for fulfilling the one-year residency requirement:

- 1) full-time enrollment for two consecutive semesters during which time you do not hold a full-time position. Full-time study is defined as 12 credits or, for those who hold graduate assistantship positions, 9 credits
- 2) full-time study during one semester immediately preceded or followed by a 12-week summer session in which you are enrolled for 12 credits
- 3) some program areas of study have alternate residency plans approved by the Higher Degrees Committee.

For information about alternate residency plans, check with your program area chairperson.

### **Practicum Requirement (Attachment 3.3 )**

If you entered your program after February 1, 1980, you must complete a practicum requirement— a supervised experience undertaken after admission to the Ed.D. program -- prior to taking your Qualifying Exam and beginning work on your dissertation. The purpose of the practicum is to provide opportunities for developing skills and understandings which have not been acquired in previous professional experience. Appropriate practicum activities include field research, curriculum development, supervisory experience, developing in-service programs, clinical experiences in schools and agencies, etc. Following your practicum, you are required to prepare a paper that is of such quality and professional format that it is ready to be submitted for publication consideration in an appropriate practitioner-oriented journal.

Obtaining advance agreement on who will be sponsoring the practicum and on authorship with that sponsor, should the practicum report be published, are important steps in the planning process. A form for obtaining advance agreement with your faculty advisor and faculty practicum sponsor regarding the practicum is available in Academic Services, 270 Huntington Hall.

### **Practicum Paper Format:**

The paper should have a 2-3 page *Preface* that:

- a) states clearly the purpose of the experience,
- b) describes and explains the writer's activities,
- c) outlines several essential ideas of concepts with which the writer dealt during the practicum experience.

Following the *Preface*, the practicum paper -- written in a style that conforms to the requirements of a professional journal in your field -- addresses at least one essential idea in a thorough and integrative manner. Professional literature is reviewed, the idea(s) is analyzed from a clinical or administrative perspective, and conclusions are drawn. The paper is well organized and a reference list (usually in APA style) is added.

#### **Additional Requirements:**

1. Submission of two copies of the practicum report and its *Preface* to the Academic Advisor for review by selected Higher Degrees Committee members and other faculty. Reviewers' comments on the paper will be provided to you and to your practicum sponsor.
2. A memo from your advisor indicating approval of the paper as meeting all the requirements specified.

The practicum paper is evaluated by School of Education faculty members and submitted to the Higher Degrees Committee for their review. The paper becomes part of your permanent file (in the care of the Academic Advisor).

#### **The Qualifying Examination (Attachment 3.4)**

You may take the Qualifying Examination when you have completed at least 69 hours of coursework. This exam covers the major field and, if applicable, the minor. For candidates who designate a minor area, the exam totals 4 one-half days in the major field and 2 one-half days in the minor. For those who designate only a major area, the exam totals 6 one-half days in the major field.

The exam is administered by the academic area faculty. You must file an application with the Academic Advisor in 270 Huntington Hall to take the exam. Applications will be accepted only from candidates who have filed a registered program in a semester prior to the administration of the examination and have submitted their practicum report. *You must submit your application to the Academic Advisor no later than two weeks prior to the administration of the examination.*

The examination in the major area may be written and/or oral. The exam is prepared and evaluated by a committee consisting of your advisor and at least one other person of professorial rank (your program chairperson may have other requirements as well). *Your advisor must report the results of your exam to the Academic Advisor for the Higher Degrees Committee. It is a good idea for you to remind your advisor to submit these results.*

The examination in the minor area is prepared and evaluated by faculty in the area specified. The process of preparing the minor area exam and reporting the results is the same as for the major area.

The Higher Degrees Committee considers examinations in the major and minor areas separately. It is possible for a candidate to pass one, but not the other. All examinations must be passed within a two-year period. If any area is failed twice, the advisor may recommend additional courses before the third trial. A candidate who fails the major or the minor area three times will not receive doctoral candidacy.

#### **Continuous Registration Requirement for Reactivated Doctoral Students**

Commencing with the Spring 1995 semester, doctoral students who have petitioned and been approved by the Higher Degrees Committee to reactivate their programs after their candidacy period has

expired will be required to register for at least one credit hour at Syracuse University each Fall and Spring semester until they successfully defend their dissertations. The students' petition approval letters will inform them of this policy, and students will not be cleared for graduation unless the one credit hour registration has been maintained. Only courses that are part of a student's program of study, or dissertation credit hours, can be used to fulfill this requirement. Students who fail to register for one credit hour each semester are at risk for being deactivated from their programs.

### **THE DISSERTATION:**

**The doctoral dissertation must be developed following these guidelines.**

#### **The Dissertation Committee**

A dissertation committee composed of at least three SU faculty members must be approved by the director of your Division. Your dissertation advisor does not need to be your program advisor, but at least one member of the committee must have faculty status in your program area.

#### **The Proposal (Attachment 3.5)**

After passing the Qualifying Examination, you should submit two copies of your proposal to the Higher Degrees Committee (via the Academic Advisor in 270 Huntington Hall). Approval of your proposal will be in accordance with procedures established by your Program Area and by the Higher Degrees Committee.

The dissertation proposal should include:

1. A clear statement as to the nature of the problem and why it is worthy of study as a doctoral investigation;
2. The kind of data needed;
3. How you are going to obtain these data;
4. How you are going to deal with the data you've obtained; and
5. The nature and significance of the contribution that the dissertation may make to the field of education.

Each program area of the School of Education has developed procedures for proposal hearings appropriate to the degree sought. Since these vary from one program area to another, you should make sure that you are aware of the procedures that apply to you. What constitutes acceptable doctoral research is a question that can be addressed only with respect to specific fields of inquiry and with the guidance of scholars in those fields. It should be noted that your Dissertation Committee, working within the procedures approved by each program area, has the ultimate responsibility for approving the design and execution of the study as well as the dissertation describing it.

#### **Institutional Review Board (IRB)**

Public Law 93-348 (1974) requires that all research projects involving human subjects be reviewed by a properly constituted institutional review board. At Syracuse University this is known as the Institutional Review Board (IRB). Students and faculty are required to submit copies of any research proposal that involves human subjects to the Institutional Review Board for review, unless the research has been found by the IRB to be exempt from review. Review and approval by the IRB must occur before research can begin. IRB forms may be acquired from and submitted to the IRB Office, 621 Skytop Road. IRB information and forms are available on the web: <http://sumweb.syr.edu/osp/irb.html>

There are two types of review. Expedited review is available only when there are minimal risks to subjects. "Minimal risk" means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in everyday life or during the performance of routine physical or psychological examinations or tests. The decision concerning minimal risk is made by the Chair of the IRB or an IRB committee member designated by the Chair. If researchers are in doubt about the eligibility of their projects for an expedited review, they should call the IRB Office (443-3013). One copy of a student's application and attachments are needed for expedited review. Expedited review is available throughout the year and is generally acted upon within one week of submission.

Full board review takes place at the ten monthly meetings. For a full review, the original application plus 16 copies and attachments must be received at the IRB Office according to deadlines listed on the IRB website. No protocols will be accepted after the deadline for each meeting.

You should include a copy of the approval memo from the IRB when you submit two copies of the dissertation proposal to the School of Education Higher Degrees Committee.

### **Committee Meeting**

After filing your approved proposal, you may begin to collect data or otherwise execute the proposed research. During the period of collecting and analyzing data and writing your dissertation, you should meet with your full dissertation committee as frequently as possible, but you must do so at least once between the time your proposal has been accepted and your final oral examination. You must write a brief paragraph summarizing the suggestions and decisions made at this meeting. The note must be dated and signed by everyone at the meeting, and filed with the Academic Advisor to become a part of your permanent record (this record is checked before your oral defense is scheduled).

### **Intent to Defend Notice (Attachment 3.6)**

File a Notice of Intent to Defend Doctoral Dissertation with Barb Maphey (270 Huntington Hall) the semester before you intend to schedule the oral defense of your dissertation. This form alerts the Office of Academic Services to determine interest among the faculty in serving as a reader for your oral defense. It also alerts the Academic Advisor to review your file and prepare it for clearance to allow you to proceed with the oral defense. This form must be signed by your Dissertation Advisor to indicate that the Committee feels you will be ready to defend your document.

### **IMPORTANT FILING DATES**

#### **SEMESTER OF DEFENSE      INTENT TO DEFEND MUST BE FILED BY**

FALL	AUGUST 15TH
SPRING	DECEMBER 15TH
SUMMER	APRIL 15TH

### **Dissertation Styles**

The conventional format of dissertations submitted to the faculty in Education at Syracuse University follows the *Publication Manual* of the American Psychological Association. Manuscript form detailed in the *Chicago Manual of Style* is also approved for use by School of Education students. A summary of *EdD May 2004*

frequent style problems has been published by Turabian in *A Manual for Writers of Dissertations* (available at the SU Main Bookstore). Formats not specified in the references above should be approved by the Graduate Enrollment Management Center. Whatever the format, all dissertations are expected to observe the conventions of standard (edited) English.

A booklet entitled, *Format Guidelines for the Preparation of Theses and Dissertations*, prepared by the Graduate Enrollment Management Center at Syracuse University, is also available from the Academic Advisor, 270 Huntington Hall.

### **Request for Examination (Attachment 3.7)**

When your dissertation is approved by your advisor and every other member of your committee, and no later than five weeks before your defense date, the dissertation advisor should contact the Associate Dean for Graduate Studies to request readers. Your dissertation committee advisor coordinates the time and date of the oral defense with your committee members and the readers. Submit the Request for Oral Examination form *no later than four weeks* prior to your chosen defense date to Barb Maphey in 270 Huntington Hall. In addition to providing the members of your committee with a completed copy of your dissertation, you will also need to bring *three completed copies* to Barb Maphey 270 Huntington Hall , no later than *three weeks* before your defense date to allow time for review by the readers. See the checklist in this book for further details.

The Chair of the Higher Degrees Committee appoints two faculty members from outside of your program area to serve as readers of the dissertation. Readers submit written reviews 48 hours before the scheduled oral examination. One copy of the reader's review goes to Barb Maphey in 270 Huntington Hall, and one copy goes to your dissertation advisor who will share it with you and your whole committee.

The School of Education appoints a representative of the Graduate School of Education serve as chairperson for your defense. You are evaluated on your dissertation and on your field of specialization by the three members of your committee and the two readers. Your dissertation is successful if four of these five people approve your defense. One of the affirmative votes must come from a reader. Ordinarily, the chairperson of the oral examination does not vote.

It is not unusual for candidates to be passed with the provision that the Dissertation Committee supervise the corrections or additions to the final draft of the dissertation. *Corrections to the dissertation for acceptance must be completed and approved two weeks prior to your proposed graduation date or date as determined by the Graduate School.*

The Chair of the Oral Defense will notify the Graduate Enrollment Management Center of the results of the Oral Defense. However, in order to facilitate the completion of your academic records in the School of Education, please notify Kathy Gillmore, Academic Advisor in 270 Huntington Hall, with the results of the Oral Defense upon completion.

### **Final Submission of Your Dissertation**

**One complete copy** of the approved version of your dissertation, along with its abstract, signed by your advisor, must be submitted to Graduate Enrollment Management Center, 303 Bowne Hall, prior to the final day of the graduation period. The abstract must not exceed 350 words. Check with the Academic Advisor or the Graduate Enrollment Management Center for semester deadlines.

You must pay a fee to the Bursar's Office to cover the cost of publishing the abstract in *Dissertation Abstracts*, and microfilming the entire dissertation. One positive microfilm copy is sent to the Library of Congress and a second positive copy is sent to Syracuse University's Bird Library. The microfilm negative

is kept in the archives of *University Microfilms*, Ann Arbor, Michigan. The original copy of the dissertation is bound and kept in Bird Library. ***You will not be cleared for graduation until these requirements are met!***

### Oral Examination Procedures

\_\_\_\_\_ **INTENT TO DEFEND NOTICE** filed with Barb Maphey the semester before you intend to defend (Attachment 3.6)

\_\_\_\_\_ **Five weeks prior to oral defense**, the dissertation advisor should contact the Associate Dean for Graduate Studies to request readers.

\_\_\_\_\_ **REQUEST FOR EXAM** filed with Barb Maphey 4 weeks before scheduled defense (Attachment 3.7)

\_\_\_\_\_ **THREE COPIES OF DISSERTATION** to Barb Maphey 3 weeks before defense; distribute 3 additional copies to your committee members

\_\_\_\_\_ **Before Defending** contact the Graduate Enrollment Management Center (315/443-4492) for your microfilming contract and fee information

\_\_\_\_\_ **Defend successfully!**

\_\_\_\_\_ **NOTIFY** Kathy Gillmore, Academic Advisor, of the results of the Oral Defense

\_\_\_\_\_ **ONE FINAL, SIGNED COPY OF DISSERTATION** and its abstract delivered to Graduate Enrollment Management Center before final day of semester as designated by that office. Also, **COMPLETE MICROFILM CONTRACT AND STUDENT SURVEY** at the Graduate Enrollment Management Center (303 Bowne Hall). ***You will not be cleared for your degree until you have completed this step.***

### INSTITUTIONAL REVIEW BOARD (IRB)

Public Law 93-348 (1974) requires that all research projects involving human subjects be reviewed by a properly constituted institutional review board. At Syracuse University this is known as the Institutional Review Board (IRB). Students and faculty are required to submit copies of any research proposal that involves human subjects to the Institutional Review Board for review unless the research has been found by the IRB to be exempt from review. Review and approval by the IRB must occur before research can begin. IRB forms may be acquired from and submitted to the IRB Office, 621 Skytop Road.

There are two types of review. Expedited review is available only when there are minimal risks to subjects. "Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in everyday life or during the performance of routine physical or psychological examinations or tests. The Chair of the IRB or an IRB committee member designated by the Chair makes the decision concerning minimal risk. If researchers are in doubt about the eligibility of their projects for an expedited review, they should call the IRB Office (443-3013). One copy of a student's application and attachments are needed for expedited review. Expedited review is available throughout the year and is generally acted upon within one week of submission.

Full board review takes place at the ten monthly meetings. For a full review, the original application plus 16 copies and attachments must be received at the IRB Office by noon two weeks prior to the meeting

dates, according to the deadlines listed on the IRB website. No protocols will be accepted after the deadline for each meeting. The board does not meet in the summer.

For courses including the development and implementation of research, the IRB Chair will be happy to attend a class and talk with students as well as assist with their IRB proposals.

## **SYRACUSE UNIVERSITY POLICY STATEMENTS**

### **ACADEMIC INTEGRITY POLICY**

Syracuse University students shall exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own except when properly credited to another. Violations of this principle include giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, the falsification or forgery of any record, or any other deceptive act in connection with academic work.

Plagiarism is the representation of another's words, ideas, programs, formulae, opinions, or other products of work, as one's own, either overtly or by failing to attribute them to their true sources. The Dean, faculty or Judicial and Academic Standards Committee will impose sanctions for violations. Documentation of such dishonesty may be included in an appropriate student file at the recommendation of the academic dean. If you are concerned about an instance of plagiarism in your class, please speak with the professor, your program area chair, or Associate Dean. Official procedures to follow in such cases can be obtained in 270 Huntington Hall. Ask for the "School of Education Academic Integrity and Judicial Procedures" document.

### **Nonconsensual Sexual Activity and Sexual Harassment**

Syracuse University is committed to maintaining an environment free from all exploitation and intimidation. The University will not tolerate rape, sexual assault, sexual harassment, or other forms of nonconsensual sexual activity. Nonconsensual sexual activity includes the following:

- Any form of nonconsensual sexual intercourse committed against the will of the victim. The type of force used may involve physical violence, coercion, threat of harm, or intimidation, actual or implied. Sexual intercourse can involve oral, anal or vaginal penetration.
- Any actual or attempted nonconsensual sexual activity, including attempted intercourse, sexual touching, exhibitionism, or sexual language of a threatening nature.
- Adjudication of sexual harassment charges follow the procedures outlined in the document "School of Education Academic Integrity and Judicial Procedures" available in 270 Huntington Hall.

### **SYRACUSE UNIVERSITY CODE OF STUDENT CONDUCT**

Syracuse University students are expected to abide by the University Code of Student Conduct, the Academic Integrity Policy, and to conduct themselves professionally. See the next page for the entire Code of Student Conduct. In the case of a charge that the Code of Student conduct has been violated, adjudication may occur at the college or university level, depending on the charge. Please refer to the "School of Education Academic Integrity and Judicial Procedures" available in 270 Huntington Hall.

## CODE OF STUDENT CONDUCT

Students at Syracuse University are expected to conduct themselves in a manner supportive of the educational mission of the institution. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in this University community.

Syracuse considers the following behavior, or attempts thereof, by any student, or student organization, whether acting alone or with any other persons, to violate the Code of Student Conduct:

- 1) Physical harm, or threat of physical harm to any person or persons, including but not limited to: assault, sexual abuse or other forms of physical abuse.
- 2) Harassment, whether physical or verbal, oral or written, which is beyond the bounds of protected free speech, directed at a specific individual(s), easily construed as "fighting words", and likely to cause an immediate breach of the peace.
- 3) Conduct which threatens the mental health, physical health, or safety of any person or persons including but not limited to: hazing, drug or alcohol abuse, and other forms of destructive behavior.
- 4) Academic dishonesty, including but not limited to: plagiarism and cheating, and other forms of academic misconduct, for example; misuse of academic resources or facilities; misuse of computer software, data, equipment, or networks.
- 5) Intentional disruption or obstruction of lawful activities of the university or its members including their exercise of the right or assemble and to peacefully protest.
- 6) Theft or damage to personal or university property or services and illegal possession or use of the same.
- 7) Forgery, alteration, fabrication or misuse of identification cards, records, grades, diplomas, University documents, or misrepresentation of any kind to a University office or official.
- 8) Unauthorized entry, use, or occupation of University facilities that are locked, closed or otherwise restricted as to use.
- 9) Disorderly conduct including but not limited to: public intoxication, lewd, indecent, or obscene behavior, libel, slander, and illegal gambling.
- 10) Illegal purchase, use, possession or distribution of alcohol, drugs or controlled substances.
- 11) Failure to comply with the lawful directives of the University officials who are performing the duties of their office, especially as they are related to maintenance of safety or security.
- 12) Unauthorized possession or use of firearms, explosive devices, fireworks, dangerous or illegal weapons or hazardous materials.
- 13) Interference with or misuse of fire alarms, blue lights, elevators or other safety and security equipment or programs.
- 14) Violation of any federal, state, or local law which has a negative impact on the well-being of Syracuse University or its individual members.
- 15) Violation of University policies, rules, or regulations that are published in the Student Handbook, or any other official University publications or agreements.

Culpability is not diminished for acts in violation of this Code that are committed in ignorance of the Code, or under the influence of alcohol, illegal drugs, or improper use of controlled substances.

## IMPORTANT TELEPHONE NUMBERS

### **School of Education**

Dean's Office	443-4752
Academic Services Office	443-2506
Assistant Dean	443-2506
Academic Advisor	443-9320
Coordinator of Career Services and Certification	443-4759

### **Program Areas**

Counseling and Human Services	
Counselor Education	443-2266
Rehabilitation Counseling	443-9624
Cultural Foundations of Education	443-3343
Exercise Science	443-2115
Higher Education	443-4763
Instructional Design, Development & Evaluation	443-3703
Reading and Language Arts	443-4757
English Education	443-4755
Learning Disabilities	443-9644
Literacy Education	443-4757
Reading Education	443-4757
Teaching and Leadership	
Art Education	443-2355
Educational Leadership	443-2685
Early Childhood Special Education	443-9659
Elementary Education	443-9659
Inclusive Special Education: 1-6	443-1121
Inclusive Special Education: 7-12	443-1465
Mathematics Education	443-1483
Music Education	443-5896
Science Education	443-2586
Social Studies Education	443-9077
Special Education	443-9659
Teaching and Curriculum	443-9659

### **Syracuse University**

Main information number	443-1870
Department of Public Safety	443-2224
<b>EMERGENCY</b> (from campus phone only)	711

(see Syracuse University directory for complete listings)

**ACRONYMS USED IN THE SCHOOL OF EDUCATION**

GEMC = Graduate Enrollment Management Center, located in 303 Bowne Hall

IRB= Institutional Review Board

OAS= Office of Academic Services, in the School of Education, 270 Huntington Hall

SOE=- School of Education

SRO= Student Records Office, 106 Steele Hall

**LINKS FOR SOE STUDENTS**

**For information about/Go to:**

- **NYS Teacher Certification Homepage/** <http://www.nysed.gov/tcert/homepage.htm>
- **Status of your NYS certification application/** [www.highered.nysed.gov/tcert/certificate/core.htm](http://www.highered.nysed.gov/tcert/certificate/core.htm)
- **IRB information and forms/** <http://osp.syr.edu/RegulatoryCompliance.htm>
- **Key changes in NYS certification procedures/**  
<http://www.highered.nysed.gov/tcert/certificate/keychangeschart.htm>.
- **Maps of Syracuse University/** <http://www.syr.edu/syracwis/imagerep/maps/>
- **NYS Teacher Certification Exams/** [www.nystce.nesinc.com](http://www.nystce.nesinc.com)
- **Registering for classes at SU online/** <http://cms.syr.edu/myslice/info.html>
- **Teacher certification in states other than NY/** [www.uky.edu/education/tep/usacert.html](http://www.uky.edu/education/tep/usacert.html)

WHERE TO FIND FORMS  
REFERRED TO IN THIS BOOK

**The following information and forms referred to in *The Orange Book* can be obtained in the Office of Academic Services, 270 Huntington Hall:**

- Application for Intensive Exam or Portfolio Review
- Checklist for Graduation (MS)
- Diploma Request Card
- Dissertation Proposal Sample Cover Page
- Doctoral Checklist
- Education Career Services Brochure
- Formal Program of Study
- FORMAT GUIDELINES FOR THESES AND DISSERTATIONS
- “How To Become Certified” Pamphlet
- Informal Program of Study
- Intent to Defend Notice
- NYS Certification Booklet
- Official Withdrawal/ Leave of Absence
- Petition to the Faculty
- Practicum Registration
- PRAXIS Testing Booklets
- Qualifying Examination Registration
- Request for Master Exam or Portfolio Presentation
- Request for Oral Examination
- Research Apprenticeship Registration Form

***Important Note: The Orange Book is a guide for matriculated School of Education students. If you are a non-matriculated student, you should review the steps for matriculating which may be found in the Graduate Admissions Catalog and Application. It is unwise to take courses without advisement if you intend "some day" to pursue a degree program.***

***The information concerning academic requirements, courses, and programs of study contained in this publication does not constitute an irrevocable contract between the student and the University. The University reserves the right to change, discontinue, or add academic requirements, courses, and programs of study without notice, although every effort will be made to inform students in a timely manner. It is the responsibility of the individual student to confirm that all appropriate degree requirements are met.***

