

# 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







































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.***

