

International Education PhD Program Doctoral Student Handbook 2018-2019

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DEPARTMENT OF APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES (ASH)

The International Education Program is housed within the Department of Applied Statistics, Social Science, and Humanities (ASH) in NYU's Steinhardt School of Culture, Education, and Human Development. ASH includes disciplinary modes of inquiry that provide strong intellectual and cultural foundations for the study of urgent social trends and questions. The department's dual academic purpose is to prepare students within ASH for positions leading to research and teaching in colleges and universities, in government, and in other service organizations, both nationally and internationally, while also providing disciplinary and research coursework for students in other parts of the school and university.

ASH Staff

James Fraser: jwf3@nyu.edu

Department Chair and Professor of Education History – Responsible for leading the faculty in the department, coordinating all management and departmental business with the deans of Steinhardt, and supporting faculty goals in keeping with the mission of the department, school, and university. Supervises the Department Administrator. Specializes in history of education, the challenges facing future Social Studies and History teachers, and the place of religion in public schools.

Letizia La Rosa: letizia.larosa@nyu.edu

Department Administrator (DA) – Supervises all staff in the department—that is, student advisors, and administrative support staff. Oversees procedures related to faculty appointments, course scheduling, grant management for funds that pass through the department, summer salaries, physical space, phone, and IT-related issues. Reports to department chair.

Randall Tilson: randall.tilson@nyu.edu

Operations Administrator – Provides administrative support to staff and faculty in the department. Manages adjunct and student payroll appointments and assists Department Administrator with course scheduling, budgets, and grant administration. Reports to DA.

Jamie Baldwin: jamie.baldwin@nyu.edu

Senior Student Advisor – Supports faculty and staff in writing program revisions, advises MA students on coursework and careers, advises students on logistics related to academic and progress issues, lifts PhD students' advising holds, and offers support with policies/procedures. Reports to DA.

Maria Williamson Ramirez: maw660@nyu.edu

Student Adviser – Advises MA students in programs across the department on coursework and careers, helps with student academic and progress issues, and manages social media. Reports to DA.

Jamie Remmers: jamie.remmers@nyu.edu

Undergraduate Student Adviser – Creates programming for students, advises, meets with prospective students, coordinates orientation, prospective student information sessions, and handles social media. Reports to DA.

Danielle DiRienzo: dd113@nyu.edu

Department Administrative Assistant – Assists with scheduling, planning events, miscellaneous administrative work. Reports to DA.

ASH Academic Programs

Applied Statistics for Social Science Research (MS)

Jennifer Hill and Marc Scott, Co-Directors

Education and Jewish Studies (MA and PhD)

Robert Chazan, Director

Education and Social Policy (MA)

Leanna Stiefel, Director

Education Studies (BA)

Carol Anne Spreen, Director

Global and Urban Education Studies (undergraduate minor)

Carol Anne Spreen, Director

History of Education (MA and PhD)

James Fraser, Interim Director

Interdepartmental Research Studies (offers coursework in research methods; not a degree program)

Marc Scott, Director of Quantitative Courses

Lisa Stulberg, Director of Qualitative Courses

International Education (MA and PhD)

Dana Burde, Director

Peace and Conflict Studies (undergraduate minor)

Elisabeth King, Director

Sociology of Education (MA and PhD)

Lisa Stulberg, Director

INTERNATIONAL EDUCATION PROGRAM MISSION

The International Education Program is designed to prepare professionals who understand the international implications of their responsibilities and have the ability to use their knowledge and skills across international and cultural boundaries. With its strong focus on research methods, the International Education Program trains outstanding researchers in the educational sciences who are committed to linking theory and practice.

INTERNATIONAL EDUCATION PROGRAM LEARNING OBJECTIVES

The International Education Program aims to prepare graduates for a faculty position in Comparative and International Education or similar multidisciplinary fields, or for a career as a researcher on questions related to education writ large in foundations, nongovernmental organizations, or government agencies. This multidisciplinary doctoral program equips students with critical theoretical foundations of education and social change. In conjunction with their advisor, doctoral students develop a course of study– with options to study abroad – that includes taking courses in **international and comparative education**

theories and practice, quantitative and qualitative **research methods**, and social science or humanities **disciplines**.

In addition, ASH has articulated a shared mission “to create an environment in which all qualified students can succeed in the fullest way, becoming responsible stewards of their fields, academic citizens, and contributors to the larger society – by means of four overall goals”:

- Students will gain an understanding of the larger social and cultural contexts that shape educational institutions and human learning
- Students will acquire habits of critical thinking, systematic investigation and effective written and oral communication in one or more disciplines.
- Students will ask questions and formulate problems using a broad range of theoretical and methodological tools.
- Students will develop professional and academic excellence by attaining analytical independence, critical abilities, and conceptual sophistication.

INTERNATIONAL EDUCATION CORE PROGRAM FACULTY

Students are exposed to a multidisciplinary faculty, consisting of political scientists, sociologists, and anthropologists who specialize in questions concerning conflict, peace, immigration, human rights, public diplomacy, and privatization as they relate to education. Faculty also apply the theoretical, conceptual and methodological advances in the social sciences and the humanities to the analysis of international educational policies and institutions.

Dana Burde: dana.burde@nyu.edu

Director, International Education Program

Associate Professor, International Education and Politics

- Specialization in effects of conflict on education and how to mitigate these effects; education, political violence, and peacebuilding; youth, NGOs, and humanitarian action; impact evaluations and research methods.

Hua-Yu Sebastian Cherng: cherng@nyu.edu

Assistant Professor, International Educational and Sociology

Co-Director, Multinational Institute of American Studies

- Specialization in comparative perspectives on race/ethnicity (with a focus on China and the US), immigration adaptation, and social capital within the school and educational context.

Philip M. Hosay: pmh2@nyu.edu

Professor Emeritus, International Education

Director, Multinational Institute of American Studies

- Specialization in public diplomacy, international educational and cultural exchange, and study of the United States in other countries.

Elisabeth King: e.king@nyu.edu

Associate Professor, International Educational and Politics

- Specialization in education, peace, and conflict; conflict and peacebuilding (ethnic); community-driven development; youth in conflict-affected-states; memory; museums; impact evaluation and qualitative and mixed methods.

Carol Anne Spreen: cs4281@nyu.edu

Associate Professor, International Education and Sociology

- Specialization in education policy, human rights, global influences on teaching, measuring teacher quality, and using participatory action research.

STEINHARDT OFFICE OF DOCTORAL STUDIES

The Steinhardt Office of Doctoral Studies plans events and holds numerous meetings during the course of the academic year to support doctoral students and provide opportunities to network with other doctoral students across the Steinhardt academic departments and programs.

The Office of Doctoral Studies website contains useful information on policies, funding, required forms, and opportunities related to doctoral studies in Steinhardt: <http://steinhardt.nyu.edu/doctoral/>. Doctoral students should become familiar with the information on the website and are encouraged to take advantage of opportunities to engage in the larger Steinhardt doctoral community by attending events.

Nancy Hall: nancy.hall@nyu.edu

Coordinator of Doctoral Studies – Nancy is extraordinarily supportive of doctoral students and a wealth of information. Doctoral students should free to reach out to her.

PHD STUDENT FUNDING PLAN

Steinhardt Fellowship and PhD funding plans underwent important changes in 2016-2017 that affect updates to the 2018-2019 IE Doctoral Handbook. We note this here in the event that there are questions arising from previous policies.

All full-time PhD students admitted to the International Education Program are funded for four (4) academic years either as *Fellows* (most common) or as *Research Assistants* (occasional). Fellows are funded by the Steinhardt School of Culture, Education, and Human Development and are assigned a faculty advisor upon arrival in the Fall of Year 1. The faculty advisor is usually the student's dissertation chair. The funding for Research Assistants is provided by specific faculty grants. Research Assistants are required to work with faculty on the grant throughout the course of the Research Assistantship. Fellows are also closely mentored by faculty and are encouraged to participate in their research whenever possible. These two funding streams are described below.

Steinhardt Fellows

Effective Fall 2017, incoming fully funded Steinhardt Fellows receive a **minimum four-year funding package** that covers all tuition for degree requirements (54 credits for the International Education Program), health insurance, the doctoral advisement fee, and an annual stipend of \$25,000. Note that

doctoral students will only receive funding up to the minimum number of units required for their degree. Exceptions may be made under extenuating circumstances, but 54 units is the maximum the fellowship will cover.

Fellows may supplement their income by serving as teaching assistants or graders in the Department of Applied Statistics, Social Science, and Humanities (ASH) and will be paid at an hourly rate determined by the department. Teaching assistants, research assistants, graduate and course assistants, and some other positions are covered by the GSOC-UAW Local 2110 union contract. For more information and to read the union contract, visit <https://makingabetternyu.org/>.

Research Assistants

The funding for Research Assistants is provided by specific faculty grants and is designed to be comparable with the Fellowship funding package. Incoming fully funded Research Assistants receive a minimum four-year funding package that covers all tuition for degree requirements (54 credits), health insurance, fees, and an annual stipend payable in nine monthly payments. Note that doctoral students will only receive funding up to the minimum number of units required for their degree. Exceptions may be made under extenuating circumstances, but 54 units is the maximum the fellowship will cover.

Research Assistants are required to work with faculty on the grant throughout the course of their program. Research Assistants agree to work 20 hours per week on an ongoing research project, typically with a team of faculty and other students. For the duration of the assistantship, Research Assistants receive funding that includes tuition remission for required coursework, student health insurance, and a stipend. Research Assistants generally may not accept other part-time employment through NYU.

BENEFITS AND ADDITIONAL FUNDING OPPORTUNITIES

Health Care Benefits

Students are eligible for the university [Graduate Student Health Insurance Plan \(GSHIP\)](#). The cost of the plan is covered by the Steinhardt Fellowship and Research Assistant funding schemes and continues through the student's eighth year, provided that the student is receiving some form of payment from the university. After eight years, the cost of GSHIP will no longer be covered for students who are still working toward completing the PhD; however, students may purchase a student health insurance plan from NYU at their own expense. Benefits for GSHIP policyholders are described [here](#).

Mental Health, Wellness, and Psychotherapy

Living in New York City and pursuing a PhD can be stressful. It is very students in New York City to seek counseling, and PhD students especially should make their mental health a priority. The Wellness Exchange at the NYU Student Health Center is PhD students' entry point to accessing the extensive health and mental health resources available to them. The [Wellness Exchange](#) is available by phone at (212) 443-9999 seven days per week, 24 hours per day, and offers individual and group counseling services, psychiatry services, workshops, and referrals for students facing both day-to-day challenges and other health-related concerns.

Visit the NYU Student Health Center website for more information on the mental health and wellness services available: <https://www.nyu.edu/students/health-and-wellness/student-health-center.html>.

IES-PIRT Fellows

NYU's Institute of Human Development and Social Change (IHDSC) in association with faculty from six academic units was awarded a five-year grant to train incoming and advanced doctoral students from diverse backgrounds to become outstanding researchers in the education sciences through 14 four-year awards and 13 two-year grants. Students who are part of this Institute of Education Sciences-funded Predoctoral Interdisciplinary Research Training program (IES-PIRT) for a *4-year fellowship* will receive:

- Tuition remission
- Health benefits
- Conference travel support (\$2,000 per year of award), and
- \$30,000 stipend during each academic year of award.

Some IE students who enter with a Steinhardt fellowship may be eligible to apply for a 2-year IES-PIRT fellowship for Years 3 and 4. To do so, they need (a) excellent quantitative skills, and (b) to remain in residence in New York City.

Note: The IES-PIRT depends on renewed government funding. For more information visit: <https://steinhardt.nyu.edu/ihdsc/iespirit>. As of June 2018, the IES-PIRT program is no longer accepting new applications. PhD students entering in Fall 2018 should monitor the IES-PIRT website during Year 2 in the event that government funding of the program returns, and the application becomes available again.

External Funding Sources

Steinhardt Fellows may receive externally funded grants, fellowships, or scholarships (e.g., Ford Diversity Fellowship, AERA Minority Fellowship, Spencer Dissertation Fellowship). External funding generally replaces the stipend students receive as part of the Steinhardt Fellowship according to the terms and to the extent permitted by the funding agency, the NYU Office of Financial Aid, and ASH. If the amount of the external funding is less than the \$25,000 stipend from Steinhardt, you will receive the difference from NYU. (In other words, the Steinhardt Fellowship will “top off” the external funding to provide you with a \$25,000, total, stipend.) If you are externally funded, you must have written confirmation from the funding agency clearly stating that funding will be reinstated upon your return. This confirmation must be submitted to your department chairperson and to the Office of Doctoral Studies. The funding from the Steinhardt Fellowship that is displaced by a PhD student's external funding is generally diverted to a common departmental fund, and the department can make this money available on a competitive basis, such as through a fifth-year dissertation writing grant or travel grants for presenters or attendees of professional conferences.

ASH maintains a webpage that includes information about external fellowships and grants here: <http://steinhardt.nyu.edu/humsocsci/international/phd/grants>.

Students are encouraged to review the Steinhardt Office of Research and Doctoral Studies page for additional funding opportunities through Steinhardt, including the Steinhardt Doctoral Research Grant, the Mitchell Leaska Dissertation Research Awards, and the Phi Delta Kappa Doctoral Dissertation Award. <http://steinhardt.nyu.edu/research/student/funding/>

GSOC-UAW Local 2110 and NYU negotiated a childcare subsidy program in 2017 for eligible GSOC-UAW graduate employees. The childcare subsidy program grows from \$60,000 in 2016 to \$100,000 in 2020, and is apportioned based upon number of eligible applicants. The subsidy is available to those

GSOC employees who meet all of the following eligibility criteria: Must have held a GSOC-UAW Local 2110 bargaining unit position in calendar year 2017; must be a parent or guardian of one or more children under the age of six years old; must have expenses associated with the child care of one or more children under the age of six years old. The application for the childcare subsidy is available from the GSOC-UAW Local 2110 website:

http://www.2110uaw.org/NYU_GSOC_UAW_Local_2110_Childcare_Application_2017.pdf

The combined payments to fully-funded Ph.D. candidates who are assigned to teaching consists of stipend payments and adjunct faculty compensation. Such combined payments shall, in toto, be increased by at least 2.25% for the 2018-19 academic term and 2.5% for the 2019-2020 academic term. Note that these are minimum increases in combined payments and may be exceeded by announced increases in stipends and/or increases in adjunct faculty compensation. You may read more about NYU's agreement with GSOC UAW Local 2210 here: http://www.2110uaw.org/cbas/NYU_CBA_2015_2020.pdf

IMPORTANT NOTE on requirements for applying to external grants: Steinhardt defines any source of funding provided outside of departmental funds to be “external funds.” This includes grants through Steinhardt or NYU. If you would like to apply for external funding you are required to notify the Steinhardt Office of Research and Doctoral Studies (steinhardt.research@nyu.edu) about your intent to apply by providing the following information no later than 30 days before the deadline. Please CC your faculty advisor or dissertation chair on this email.

- Your name
- Funder and due date
- Project title and brief description
- Faculty Advisor or Dissertation Chair
- Academic Department and Program

This step is required due to the university rules regarding the use of external funds. In some cases, the terms, conditions, and rules of your grant will affect your internal funding package and departmental responsibilities. The department will work with you to ensure that you reap the best possible benefits from external awards.

A grant manager will get back to you (typically within 2 business days) to help you with your proposal. Assistance provided by the Office of Research typically includes:

- Developing and formatting budgets
- Determining if payment is to be made directly to the student or to the university
- Coordinating proper university clearances and approvals (when required)
- Alerting PI to special requirements and issues
- Preparing and uploading Cayuse SP proposal (when required)
- Preparing COI certification (when required)

More information about this process can be found here:

<http://steinhardt.nyu.edu/research/student/proposal/>

Graduate Student Organization Travel Grants

The Graduate Student Organization (GSO) offers grants on a competitive basis to graduate students within Steinhardt to help defray the cost of various professional activities related to doctoral studies, such

as attending professional conferences, research projects, art exhibits, musical performances, speaking engagements, and so forth. These grants are awarded as reimbursements for expenses related to professional development activities.

Grants are generally awarded twice a year, once in the fall semester and once in the spring semester, for activities completed prior to the application deadline. In previous years, the maximum amount of each award was \$250. Funds can be used to cover conference fees, travel and accommodation expenses, and presentation supplies. No personal expenses, food, or beverages are covered. Please note that because these grants are competitive, there is no guarantee that funds will be awarded. More information is available here: http://steinhardt.nyu.edu/gso/prof_dev/

NYU Humanities Initiative

The university-wide Humanities Initiative holds an annual competition for Graduate Student Research Fellowships. The deadline is typically in early November. More information is available here: <http://nyuhumanities.org/fellowships/graduate-fellowship/>

Shearwater Grants for International Education doctoral students

The Shearwater Grants are provided through the generous support of a family foundation to partially defray costs associated with travel for students, researchers, journalists and others in the areas of international education and cooperation. These grants recognize the importance of global exchange and person-to-person contact across borders to further the ideals of global citizenship, peace, and understanding.

Funds may be used to support travel for data collection or to present at conferences. Eligible expenses include direct travel expenses (flight, train, gas and tolls, hotel and meals) as well as conference registration fees. Awards amounts will range from a few hundred dollars to \$1,000 each and winners will be announced in late February.

Email jamie.baldwin@nyu.edu, for more information on applying to the grant.

INTERNATIONAL EDUCATION PHD COURSE COMPONENTS

The PhD in International Education degree requires the completion of required coursework totaling **54 credits, minimum**, an oral and written comprehensive examination, and a dissertation. The curriculum includes international education doctoral seminars, core courses in international education, departmental doctoral seminars, research methods, areas studies, and coursework in your chosen area(s) of concentration. Students who have earned an MA in International Education may be eligible for advanced standing upon the recommendation of the student's faculty advisor and the program director.

- Program code: INTE

I. Required Core Courses (23 credits, required)

Students must complete the following required core coursework. Students in the International Education PhD who previously completed the MA in International Education at NYU may have the core courses in international education (B. requirements) waived upon the discretion of the program director and the student's faculty advisor, provided that the student completes the required and recommended readings.

A. International Education Doctoral Seminars

Minimum 12 credits, required. 15 credits required if proposal is not defended until late spring of Year 3 or Fall of Year 4)

******NOTE: In Fall 2018, the INTE-GE Content Seminar in International Education will be offered for zero credits. It will meet every other Tuesday from 1.45-3.15 ET, beginning September 18, 2018. All eligible IE doctoral students will register for Spring INTE-GE 3098 which will also meet every two weeks. Each fall seminar listed below is tentative at the time of this writing; this handbook will be updated accordingly.***

- Year 1 Fall: INTE-GE 3097 Content Seminar in International Education I (3 credits) or INTE-GE 3081 Research in International Education I (3 credits)
- Year 1 Spring: INTE-GE 3098 Content Seminar in International Education II (3 credits) or INTE-GE 3082 Research in International Education II (3 credits)
- Year 2 Fall: INTE-GE 3097 Content Seminar in International Education I (3 credits) or INTE-GE 3081 Research in International Education I (3 credits)
- Year 2 Spring: INTE-GE 3098 Content Seminar in International Education II (3 credits) or INTE-GE 3082 Research in International Education II (3 credits)
- Year 3 Fall: INTE-GE 3097 Content Seminar in International Education I (0-3 credits) or INTE-GE 3081 Research in International Education I (0-3 credits) *[Register for credit if proposal will not be defended prior to April of Year 3]*
- Year 3 Spring: INTE-GE 3098 Content Seminar in International Education II (3 credits) or INTE-GE 3082 Research in International Education II (0-3 credits) *[Register for credit if proposal will not be defended prior to April of Year 3]*

Regular participation in these seminars is expected beyond completion of the proposal defense. Students in Years 3, 4, and 5 can register for variable credit (0-6 credits), depending on their credit needs.

Students are required to register for this sequence of courses until successful defense of the dissertation proposal.

Regular participation (without enrollment) in these seminars is expected beyond completion of the proposal defense.

B. Core Courses International Education

8 credits, required. These courses must be taken within the first 24 credits of doctoral study and are the same as the introductory courses for the MA in International Education.

- Year 1 Fall: INTE-GE 2803 Foundations of International Education (4 credits)
- Year 1 Fall: INTE-GE 2025 Political Issues in International Education (4 credits)

PhD students must complete all recommended or suggested readings, in addition to those that are required, as well as attend extra meetings once per month with the faculty member outside of class and complete additional assignments for PhD students, as suggested by the faculty member. PhD students are required to take these courses within the first 24 credits of the program.

C. ASH Departmental Doctoral Seminar (3 credits, required)

First-year doctoral students are required to take this one semester seminar that explores current research on core topics related to education. It is recommended that students enroll in this course in the first semester.

- Year 1 Fall: HMSS-GE 3011 Department Seminar I (3 credits)

II. Elective Courses (31 credits, required)

Students must complete a minimum of 31 credits in elective coursework. At least 12 credits of elective coursework must be taken in research methods. Students, in consultation with their faculty advisor, should select elective courses that will prepare them to conduct research or work within a particular academic discipline, professional field, and/or geographic area.

D. Specialized Research Methods (12-18 credits, required)

In addition to becoming effective readers and evaluators of research employing a broad range of methodological approaches, students should develop competence in several research methods, as well as the specific research methods that they will use in their dissertation research. Faculty play a large role in directing individual mentees toward specific research courses. Both qualitative and quantitative methods sequences are housed in ASH. It is recommended that students prioritizing quantitative methods take four courses in related methods, including for example, intermediate/advanced statistics, causal inference, survey design, etc. and at least one course in qualitative methods. Those prioritizing qualitative methods should take a minimum of one quantitative methods/statistics course, and four qualitative methods courses.

Sample course sequence for students prioritizing quantitative methods:

- Year 1 Fall: APSTA-GE 2003 Intermediate Quantitative Methods: The General Linear Model (3 credits)*
- Year 1 Spring: APSTA-GE 2004 Topics in Multivariate Analysis (2 credits; first 7 weeks of semester)
- Year 2 Fall: APSTA-GE 2012 Causal Inference (3 credits)**
- Year 2 Spring: APSTA-GE 2013 Missing Data (2 credits; last 7 weeks of semester)***
- Years 2 or 3 Fall: RESCH-GE 2140 Approaches to Qualitative Inquiry (3 credits)

*Students who enter the PhD program with a solid background in statistics may place out of APSTA-GE 2003. It is recommended, however, that students who register for this course have completed at least one semester of statistics.

**Requires two semesters of quantitative methods beyond the introductory level (for instance, APSTA-GE 2003 and 2004).

*** Requires three semesters of quantitative methods beyond the introductory level (for instance, APSTA-GE 2003 and 2004 and an additional course).

Sample course sequence for students prioritizing qualitative methods:

- Year 1 Fall: RESCH-GE 2140 Approaches to Qualitative Inquiry (3 credits)

- Year 1 Spring: RESCH-GE 2141 Case Study and Ethnographic Inquiry (3 credits)*
- Year 2 Fall: RESCH-GE 2142 Interview and Observation (3 credits)
- Year 2 Spring: RESCH-GE 2143 Participatory Action Research (3 credits)
- Years 2 or 3 Fall: APSTA-GE 2003 Intermediate Quantitative Methods: The General Linear Model (3 credits)

*RESCH-GE 2140 required

E. Specialization in International Education (6-12 credits, optional)

Each student may specialize in one of the following areas of concentration. The specialization is intended to help students organize their coursework and frame their work for others. Specializations appear on the transcript, but not on the diploma. Students, in consultation with their faculty advisor, should select elective courses that will prepare them to conduct research or work within a particular academic discipline, professional field, and/or geographic area.

- **Cross-Cultural Exchange and Training:** Prepares you to conduct research, teach, and work in educational and cultural organizations that facilitate international exchanges and cross-cultural training.
- **Global Education:** Prepares you to conduct research; teach; and work in colleges, universities, schools, publishing houses, and educational agencies that design, develop, and implement global education programs.
- **International Development Education/Peace and Conflict Studies:** Prepares you to conduct research, teach, and work in government agencies, private voluntary organizations, and foundations that provide educational assistance to underdeveloped or conflicted-affected countries to achieve sustainable economic growth and to analyze global conflicts in order to understand and contribute to efforts to build peace.

F. Area Studies and Disciplinary Studies (6-12 credits, optional)

Students may choose to develop a regional and/or disciplinary concentration. Most area studies courses are offered in the Graduate School of Arts and Sciences. Area studies coursework is typically tailored to the student based on research interests.

These may include courses in, for example, Political Science, Sociology, Philosophy, Economics, etc. as well as regional studies.

Students, in consultation with their faculty advisor, should select elective courses that will prepare them to conduct research or work within a particular academic discipline, professional field, and/or geographic area.

Students are advised that PhD funding only covers courses applicable toward their degree requirements. No undergraduate coursework may be applied to PhD course requirements. However, if deemed appropriate by their faculty advisor, PhD students may enroll in an undergraduate-level area studies course or language course upon approval by the Vice Dean for Academic Affairs. An undergraduate course may be covered by the PhD funding package only when, upon faculty advisement and approval from the Vice Dean for Academic Affairs, the PhD curriculum may be reduced by a course with the same number of credits as the undergraduate course. In this case, the student's credit requirement for the degree would be 51 credits.

G. Readings and Dissertation Proposal Seminars (0-12 credits, optional)

Students may elect to take an independent study or directed reading course in preparing for their comprehensive examinations, and writing the dissertation proposal or final dissertation. These courses are conducted as independent studies typically with the student's dissertation chair and are taken after students have completed most of their coursework. Courses can be taken for credit multiple times.

- INTE-GE 2300 Independent Study (1-3 credits)
- HMSS-GE 3002 Doctoral Seminar I (3-6 credits)
- HMSS-GE 3003 Doctoral Seminar II (3-6 credits)

Steinhardt also offers an interdepartmental dissertation proposal course for all Steinhardt doctoral students. This course focuses on the development of the doctoral dissertation proposal. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology.

- RESCH-GE 3001 Dissertation Proposal Seminar (3-6 credits)

H. Doctoral Advisement

Effective Spring 2018, students who have completed coursework *and* who are within the maximum allowable matriculation period (8 years for full-time students; 10 years for part-time students) may register for MAINT-GE 4747 Maintenance of Matriculation for 0 credits. The registration and service fees associated with MAINT-GE 4747 are \$489 for the Spring 2018 semester. All PhD students who are within the maximum allowable matriculation period must register each Fall and Spring semester for MAINT-GE 4747 to maintain matriculation after the completion of course requirements. Students may also chose to file for full-time equivalency.

MAINT-GE 4747 entitles students to use the libraries and other research facilities; participate in University activities; and use the Student Health Center and Coles/Palladium Sports Centers. Students may be given full-time equivalency if they are eligible. These credits will not count toward the student's total point requirement.

PhD students who are beyond the maximum allowable matriculation period are required to register each semester, exclusive of summers, for either HMSS-GE 3004 Dissertation Seminar III or DCADV-GE 3400 Doctoral Advisement (both 1 credit) in order to maintain matriculation. Students who are beyond the matriculation period must also file for an extension of matriculation with the Office of Doctoral Studies before the expiration of the matriculation period.

The registration and service fee for MAINT-GE 4747 is not covered by the Steinhardt Fellowship. Students are required to pay for this themselves unless they are an active member of the GSOC-UAW Local 2110 during the term in which they are also enrolled in HMSS-GE 3004 or DCADV-GE 3400. In that case, the tuition and registration and fees are waived. See the GSOC-UAW Local 2110 contract for more information, <https://makingabetternyu.org/>.

The registration and service fees associated with MAINT-GE 4747 are also waived for eligible Graduate Student Employee Local 2110 member, after the NYU Employment Office has confirmed their employment and notified the Bursar's Office. (Note that it is common for PhD students in our

department/program to avoid these fees through the channels noted above.)

Sample Student Schedule

This sample schedule is meant only as a guide for students to consider when planning their course schedule. The student's faculty advisor should be consulted before registering for classes each semester. The department advisor will complete any necessary logistical requirements before registration, such as lifting a block on student's ability to register. Other faculty and current students are also a good source of information when considering possible course options.

Steinhardt Fellowship students in the International Education Program receive full tuition benefits through Year 4, up to 54 credits. Students can enroll in up to 12 credits each semester. (An overload of credits may be taken with permission from the faculty advisor and the Office of Doctoral Studies.) If students take fewer than 12 credits during any semester in order to prepare independently for comprehensive exams or the dissertation proposal, conduct research, work on data analysis and writing of the final dissertation, they must file for equivalency. This requires submitting to Nancy Hall a simple form available from Nancy's office that the student's advisor signs (or a signatory designated by your advisor). Typically, you can send this form via email as an attachment to your advisor for her/him to sign, scan, and send back.

	Year 1		Year 2	
	Fall	Spring	Fall	Spring
Core Requirements	INTE-GE 2025 (4) INTE-GE 2803 (4) INTE-GE 3097 (3) HMSS-GE 3011 (3)	INTE-GE 3098 (3)	INTE-GE 3801 (3)	INTE-GE 3802 (3)
Research Methods	Elective to be decided with advisor as appropriate (3 credits)	2-3 credits	3 credits	2-3 credits (RESCH-GE 3001 optional)
Specialization & Area/Discipline		Elective to be decided with advisor as appropriate (3 credits)	3 credits	3 credits
Benchmark			<ul style="list-style-type: none"> ● Written Comp Exam (option 1) ● File Equivalency* 	<ul style="list-style-type: none"> ● Written Comp Exam (option 2) ● Oral Comp Exam (option 1) ● File Equivalency*
Total credits	14-17	8-9	9	8-9

During year 3 and beyond, students have more flexibility in their course schedule to take area or disciplinary studies and specialization courses, and methods courses needed to support the dissertation research. Students may also elect to enroll in independent study or reading and conference courses with their dissertation chair to support their dissertation research.

	Year 3		Year 4	
	Fall	Spring	Fall	Spring
Independent Study		3+ credits (optional) (working on dissertation with dissertation chair)	3+ credits (optional) (working on dissertation with dissertation chair)	3+ credits (optional) (working on dissertation with dissertation chair)
Research Methods	3 credits			

Specialization & Area/Discipline	3 credits			
Benchmark	<ul style="list-style-type: none"> • File Equivalency • Dissertation Proposal Defense • Data Collection/Field Research 	<ul style="list-style-type: none"> • File Equivalency • Data Collection/Field Research • IRB Approval 	<ul style="list-style-type: none"> • File Equivalency • Data Collection/Field Research • Data Analysis 	<ul style="list-style-type: none"> • File Equivalency • Complete Data Collection/Field Work • Data Analysis • Dissertation Writing
Total credits	6	3	3	3

In Year 5, PhD candidates finish their data analysis, write their dissertation, and prepare for the dissertation defense.

	Year 5	
	Fall	Spring
Independent Study		
Research Methods		
Specialization & Area/Discipline		
Benchmark	<ul style="list-style-type: none"> • File Equivalency • Complete Data Analysis • Dissertation Writing 	<ul style="list-style-type: none"> • File Equivalency • Dissertation Writing • Prepare to Defend Dissertation

ADVISEMENT AND GUIDANCE

Faculty Advisor Roles

Your faculty advisor will orient you to the program and oversee your progress through the doctoral program.

Faculty Advisors will:

- Assist with class selection and registration
- Help make academic connections
- Aid you in identifying areas of specialization
- Serve as the chair of your dissertation committee
- Provide advice/feedback regarding the forming of a dissertation committee
- Read and provide feedback and advice about written work (including grants and fellowships)
- Support your role as a teacher and participate in teaching observations
- Mentor you by facilitating your participation in her/his research as possible
- Explore co-authorship of papers, conference presentations and other academic publications
- Assist you in drafting a PhD trajectory, including assisting in identifying fellowship, external funding and postdoctoral opportunities

Doctoral Placement Officer Role

The faculty advisor and the faculty member leading the IE Doctoral Seminars will serve as Doctoral Placement Officers. The Doctoral Placement Officers assist students preparing to enter or already on the

job market. When you are planning to go on the market we encourage you to meet with them as well as your committee members to discuss the process. The Doctoral Placement Officer and your advisor will:

- Advise you on your job search, suggesting resources for both academic and nonacademic positions
- Discuss and review the necessary application materials
- Participate in mock job interviews and/or job talks

Staff Academic Advisor Role and Registration

Once you have met with your advisor to discuss courses, you must email one of the Academic Advisors for ASH (typically Maria Ramirez or Jamie Baldwin), and ask to have the registration hold removed in Albert. The advisors also assist with administrative aspects of advising, such as providing access codes to department classes and helping with general university policies about registration.

The class schedule will be available prior to the start of each semester's registration and can be found at: <http://www.nyu.edu/registrar/listings/>

Students can make changes to their schedule – add or drop courses – on Albert during the first two weeks of classes in the fall and spring, and in the first 3 days of the summer semester and receive a 100% tuition refund. After the add/drop period ends, students wishing to add a course must have the instructor's and advisor's permission and will need to complete a Class Withdrawal form in Albert.

Students are allowed to drop courses through the third week of the semester without a "W" appearing on their transcript. After the third week, students can still withdraw from a course through the 9th week of the semester with a "W" appearing on their transcript. A student may not withdraw from a course after the ninth week of the fall or spring term or the last week of any summer session. See the NYU Academic Calendar for dates: <https://www.nyu.edu/registrar/calendars/university-academic-calendar.html>.

Withdrawal and refund deadlines are not the same. The refund schedule may be found by here: <http://www.nyu.edu/bursar/refunds/schedule.html>.

Student Responsibility

As a student, you share the responsibility of advising: you are encouraged to be proactive, candid, and reflective, and are expected to bring a sense of collegiality and professionalism to your relationship with faculty. It is your responsibility to initiate meetings with your advisors several times each academic year. When planning for meetings, you should be sensitive to faculty schedules and be aware that faculty availability may be limited during winter, spring and summer breaks.

Students are expected to:

- Be prepared for advising meetings and use the time wisely; bring specific questions, necessary paperwork if signatures are needed, a list of options if advice about courses is requested, etc.
- Request letters of recommendation or feedback on writing (grant applications, etc.) in a timely manner in advance of deadlines.
- Be in active communication with advisors and committee members.

Student-Advisor Meetings

Students should meet with their faculty advisors frequently to develop the mentorship relationship. Students and their faculty advisor should also meet regularly throughout the academic year to discuss goals, plans for the completion of program requirements, to reflect on progress and make any necessary corrections. These meetings are also an opportunity to discuss expectations regarding communication between the student and advisor. Students should initiate the scheduling of these meetings.

Program Guidance and Annual Progress Report

Each year all International Education Doctoral Students will be asked to fill out a form that explains their progress toward program milestones and training goals, ways the program has/has not facilitated their goals, special opportunities that the faculty could help provide, the goals for next year, etc.

Set up an individual appointment with your faculty advisor to discuss your progress in the program and your needs. Faculty review student documents during an International Education faculty meeting, in which the full faculty discusses each student's materials and progress. A student's primary dissertation advisor and the program director generate an annual review letter, which highlights notable strengths and challenges and outlines areas for further growth. Each letter is approved by the student's advisors/chair.

This process is intended to aid students in meeting the goals of the program and to provide faculty with information that can help students work toward those goals in a timely fashion. When any student is behind the department benchmarks, which are by definition an ideal to be followed, the faculty will want to understand the reasons why.

EVALUATION, BENCHMARKS, AND MILESTONES

International Education doctoral students receive both formative and summative evaluation by program faculty. Students are evaluated in terms of their achievement of established academic and professional development milestones. These milestones include successful progress through course work; written and oral comprehensive examinations; the dissertation proposal and final dissertation; research, teaching and practice objectives; and evidence of professionally competent and ethical behavior. Students are notified of their academic standing through both formal and informal feedback and evaluation by the advisor and program faculty. *Funding is contingent upon satisfactory progress.* Students who do not meet the established benchmarks may forfeit their funding and may be terminated from the program.

General Timeline of Benchmarks and Milestones

	Activity
Year 1	Complete Core Coursework
Year 2	Written Comprehensive Exam (Fall) Oral Comprehensive Exam (Spring) Appoint dissertation chair and committee Conduct pilot/field research if possible Teaching experience encouraged
Year 3	Dissertation proposal defense (late Fall or early Spring)

	Apply for research grants IRB approval (Spring) Data collection/field research Conference presentations, publication, and teaching experience encouraged
Year 4	Complete data collection/field research Data analysis and writing Conference presentations, publication, and teaching experience encouraged
Year 5	Final Oral Defense Conference presentations, publication, and teaching experience encouraged Apply for jobs/post-doc

Comprehensive Examination

After completion of the core coursework, students should prepare for the comprehensive examination, which has two parts – a three-hour written exam and a 2-hour oral exam. The **written exam** focuses on the basic literature that grounds the field of international education and is largely based on the two core courses (Foundations of International Education and Political Issues in International Education). The International Education Program faculty work together to develop the complete list of texts to be covered in the exam and write the exam questions. Students are encouraged to study together as a cohort as well as use and build on the notes that their colleagues developed in previous years. The written exam is offered on one single date in the fall or spring, scheduled at the request of the students in consultation with faculty. Faculty determine the final date for the exam.

Each student prepares, under the guidance of his/her dissertation chair, an individual reading list to form the basis of the **oral examination**. If the dissertation committee is in place, members should be consulted in preparing the list to solicit their recommendations. As a general guideline, the list should comprise approximately 50 books or the equivalent in articles, above the written candidacy exam list. Moving from the breadth of the field of International Education in the written candidacy exam, the oral examination delves more in depth into the student's primary sub-field in International Education (such as Global Education, International Development Education, Conflict/Peace Education, or Cross Cultural Exchange and Training, etc.). During the oral, students should also demonstrate competence in an area studies concentration, an academic discipline (anthropology, economics, history, philosophy, politics, or sociology), and research methods most appropriate to his/her aspired dissertation focus. Students should use electives in their specialized field of international education, in their area studies concentration, and in their academic discipline (as appropriate), to build their knowledge to satisfy this requirement.

Three professors (including the dissertation chair) conduct the oral examination. The three faculty should represent expertise in, for example, the international education sub-field, area studies concentration, disciplinary concentration, and research methods. They should be selected by the dissertation chair in consultation with the student. They may comprise the dissertation committee, or may not. To draw on NYU's wide range of expertise, it is recommended that one examiner be external to the IE program and even the ASH department. The oral examination, to be scheduled by the student and his/her dissertation chair, lasts approximately 2 hours.

The Outcome of the Written Comprehensive Examination

The written comprehensive exam may result in a strong pass, pass, weak pass, deferred pass with conditions, or a fail. The Program Director reports results and feedback of the written examination to the student. The results are also reported to the Office of Doctoral Studies, which will, in turn, officially

notify the Office of the University Registrar by letter.

If the comprehensive examination results in a deferred pass with conditions, you will be notified by the Program Director of what is required in order to have the conditions removed. If the comprehensive examination results in a fail outcome, the student may request to retake the exam and program faculty will consider the merits of the request.

Please note that NYU Steinhardt policy does not allow any doctoral student to take the comprehensive examination more than twice. In the event that a student fails the comprehensive examination a second time, matriculation in the doctoral program is automatically terminated.

Dissertation Policies and Procedures

Students must complete a dissertation as part of the PhD in International Education degree requirement. In working with your dissertation chair and committee members we strongly recommend that you establish a timetable for feedback of the multiple iterations of the product that will inevitably be required well in advance of each due date. This is a time-consuming process. PLAN FOR IT!

Refer to the Steinhardt Office of Doctoral Studies policies on dissertation committee, proposal, and final defense, <http://steinhardt.nyu.edu/doctoral/dissertation/> for additional information and to access relevant forms.

Rationale and Goal

The dissertation represents the culmination of the student's doctoral training in the form of an independent piece of scholarship. It should represent a unique, valuable, and rigorous contribution to research in the field of international education. A breadth of methodologies may be used for fulfilling the dissertation requirement.

Dissertation Committee Selection

When a student has successfully completed the comprehensive examination and has chosen a topic for research, her/his dissertation chair will help her/him identify two additional faculty members to serve on the dissertation committee (for a total of three members) who will supervise the writing of the proposal and the dissertation. Although not required to be the same, these two members may be the same as the two selected for the oral comprehensive examination. The dissertation chair is usually the student's faculty advisor assigned at the time of admission. The dissertation chair must be a full time faculty member of the International Education program. At least one committee member must come from outside the International Education Program; they may come from the department, elsewhere in Steinhardt, NYU, or beyond. In most cases at least one of the members of the committee is a specialist in the country or region in which the student has conducted her/his research.

It is recommended that the Request for Appointment of Dissertation Committee form is submitted prior to the proposal defense. However, most International Education students choose to complete this at the time of their proposal defense. This form can be found on the Steinhardt Office of Graduate Studies website: http://steinhardt.nyu.edu/policies_doctoral/forms. Please note that all forms to request the appointment of dissertation committees require the approval signature of the Department Chairperson and are subject to the approval of the Vice Dean for Academic Affairs.

For additional information related to committee selection visit the Office of Doctoral Studies website,

<http://steinhardt.nyu.edu/doctorsal/dissertation/>.

Dissertation Proposal

The dissertation proposal should be completed and defended ideally before the spring semester of Year 3, and no later than April. We recommend this deadline since the proposal defense typically must be completed in order to apply for dissertation research grants and fellowships. The proposal review process requires the PhD student to work closely with her/his dissertation chair and the two other dissertation committee members to move the proposal to its final state. Once the chair and committee have agreed that the proposal is ready for defense, the student distributes the final version to the committee and to the two external readers. These readers are selected by the dissertation Chair in consultation with the student. Upon approval of the dissertation Chair, as well as the IE Program Director and Chair of ASH, one reader may come from outside the university.

Please note that the dissertation committee must be officially appointed and on file with the Office of Doctoral Studies prior to submission of the dissertation proposal. After filing the Request for Appointment of Dissertation Committee form with the Office of Doctoral Studies, you will receive a letter confirming that the dissertation committee has been officially approved.

Dissertation proposals to be submitted to the Office of Doctoral Studies must be accompanied by the Dissertation Proposal Cover Sheet obtainable in the Office of Doctoral Studies. The cover sheet must be signed by all members of the dissertation committee, indicating their approval of the proposal for submission. The committee chairperson's signature on this form also indicates approval of the 15-point research elective requirement and the 3-point specialized research methodology requirement which the student has completed (or will complete).

Two copies of the proposal are to be submitted to the Office of Doctoral Studies. Students should also submit one copy to their dissertation advisor to keep with their student file. All copies of the proposal must include a copy of the signed Dissertation Proposal Cover Sheet.

The faculty of NYU Steinhardt recommends that the proposal be no longer than forty double-spaced pages in length (exclusive of appendices and bibliography).

At the completion of a successful defense, the PhD student advances to candidacy ("ABD"). If Human Subjects (IRB) approval is required for the dissertation research, this paperwork should be submitted immediately after the proposal defense.

Dissertation Proposal: Procedures and Timing for Obtaining Approval

The following timeline is aggressive by design. Deviations from this timeline must be discussed with students' advisors.

1. Prior to starting the IE program, the advisor/chairperson of the dissertation committee should be selected from the core or active affiliate faculty in IE, under the advisement of the IE program director. In collaboration with the dissertation chair, two other committee members are selected for the three-person "working" committee. This three-person committee shall consist of at least one regular member of the IE faculty, who will serve as the Committee Chair, although exceptions will be considered. The overall constellation of this committee is subject to the approval of the IE Program Director.
2. Students may opt to register for a dissertation proposal seminar (RESCH-GE 3001) for 3 or 6

credits. They may attend the course or they may work separately with their dissertation chair on their proposals. In either case, an initial draft of the proposal (introduction, significance of the problem, relevant literature, method and proposed data analysis sections) should be drafted over the course of the second semester of year 2, in consultation with the dissertation chair. Alternatively, students may pursue additional coursework or register for MAINT-GE 4747, rather than taking the dissertation proposal seminar.

3. The first complete draft of the proposal will be submitted to the Chair of the student's committee and to the other members of the "working" committee in the Spring of Year 2, with ample time for review and feedback in advance of a final defense of the proposal ideally by the end of Fall of Year 3, but no later than April of Year 3. Completing the proposal draft by the beginning of spring break in year 2 should provide time for this feedback. However, a plan for submission and feedback should be developed in consultation with the student's dissertation chair, such that the student can defend the proposal before December in Year 3.
4. The Proposal Defense Meeting is formally scheduled by the student/candidate in consultation with the dissertation chair and committee members. It should be scheduled at a convenient time for the chair, the student, and two external readers (appointed by the dissertation chair in consultation with the student). Required forms are available from the Steinhardt Office of Doctoral Studies website. Please note that this meeting can only occur after the two committee members have granted approval for the proposal.
5. The Proposal Defense Meeting will take place. There are three possible outcomes of the proposal meeting.
 - a. **Pass:** Student may proceed without modification. In this case, the committee has signed on to the scope, methods, and procedures for the dissertation as initially proposed.
 - b. **Pass with revisions:** Student may proceed with agreed upon modifications to the proposal. This is the most frequent decision. The student does not need to resubmit the proposal; the student must report the modifications to the Chair for approval.
 - c. **Fail:** Committee fails/rejects proposal. In this case, the student would be required to begin anew with active and ongoing consultation and feedback from the committee. This is an unlikely outcome.

Advancement to Candidacy

While completing coursework, students are known as "PhD students." Upon successful completion of coursework, written and oral comprehensive exam, and proposal defense, they are known as "PhD candidates." This is an important milestone.

Students should file an application for the doctoral candidacy examination with the Office of Doctoral Studies three to four weeks prior to the examination date established by the department.

Prerequisites to Application for Admission to Degree Candidacy

NYU Steinhardt policy requires that students meet the following two eligibility requirements prior to taking the candidacy examination:

- You must be fully matriculated. This means that you have been accepted for matriculation and have registered for course work in the doctoral program.
- You must be in good academic standing with a minimum 3.0 cumulative doctoral grade point average, and have no more than 12 credits on your transcript that are incomplete (IP, IF, or N)

Please note that the above-mentioned requirements are in addition to any prerequisite requirements or eligibility requirements required by your department and/or program.

The University Committee on Activities Involving Human Subjects (UCAIHS)

Steinhardt students proposing to do research involving human subjects for an independent study, a graduate thesis, or a doctoral dissertation require approval from the University Committee on Activities Involving Human Subjects (UCAIHS). If your proposed research involves interviews, surveys, questionnaires, participant observation, ethnography, or other methods involving human subjects, UCAIHS approval is required. Approval from UCAIHS must be granted before work on the research or data collection has begun, including all pilot studies, trial runs, pretests, and preliminary sampling or surveys. The application process begins with Steinhardt pre-approval.

Process for the Submission of Applications to the UCAIHS

1. Prior to submission to UCAIHS, students must complete the online training program through the Collaborative Institutional Training Initiative (CITI). See more information, <http://www.nyu.edu/ucaihstutorial/>.
2. The student must work with a faculty advisor while preparing a UCAIHS application. This mentor is usually a dissertation chair.
3. Follow the instructions on the University Committee on Activities Involving Human Subjects (UCAIHS) website to submit your application.
4. The faculty advisor will be notified by UCAIHS that your application has been submitted and will pre-review it as part of the UCAIHS process.

Please note that applications received during all University breaks will be reviewed when school is back in session.

Helpful UCAIHS web pages:

General Information: <http://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research.html>

Trainings:

<http://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research/tutorial.html>

Consultations: <http://www.nyu.edu/research/resources-and-support-offices/getting-started-withyourresearch/human-subjects-research/drop-in-consultation-hours-.html>

Final Oral Defense

Timeline for Approval of Dissertation Proposal and Final Product

As you move into Year 4, you should talk with your dissertation chair about a tentative schedule for completion, defense, and graduation. International Education follows Steinhardt's dissertation defense procedures with some exceptions. The following are step-by-step guidelines. Forms and deadlines can be found on Steinhardt's Doctoral Studies website: <http://steinhardt.nyu.edu/doctoral/>.

Students who are still within the maximum allowable matriculation period (8 years for full time students; 10 years for part time students), should enroll in MAINT-GE 4747 Maintenance of Matriculation (0 credits). Students whose maximum allowable matriculation period has elapsed will need to register for HMSS-GE 3004 Dissertation Seminar III (1 credit). Please see additional general information about dissertation defense procedures on the Office of Doctoral Studies website, <http://steinhardt.nyu.edu/doctorsal/dissertation/#finaloral>.

Final Oral Defense

After submitting the dissertation each student will defend the document before an examining commission of five faculty, including the dissertation chair and two sponsoring professors (the student's committee members) and two outside readers. Upon approval of the dissertation Chair, as well as the Vice Dean for Academic Affairs, one reader may come from outside the University. The defense may include general areas of knowledge in the student's field of specialization as well as specific questions on the dissertation itself.

No later than four weeks before the Dissertation Defense date, you must submit the following to Nancy Hall at the Steinhardt Doctoral Studies Office:

- The date of the oral defense
- The names of the external readers
- A hard copy of your Dissertation submitted in a black snap binder (this is not the final copy; you will have one more chance to edit after the defense)

Graduation and Dissertation Filing

NYU offers three graduation periods and although you should defend when you're ready, it can be helpful to be aware of graduation deadlines, especially if you are approaching the end of funding. The three graduation periods are January, May, and September and graduation application and filing deadlines require some advance planning. You should apply for graduation through Albert and submit the following to your dissertation chair before Steinhardt's Dissertation Filing deadline:

- The Candidate Information Sheet
- The Approval Form for Final Oral Examination
- A signed copy of the copyright statement
- Two copies of the abstract (one copy signed by the committee chair)
- A dissertation filing fee of \$100

Instructions for applying for graduation are available on the Registrar's Office website (<http://www.nyu.edu/registrar/graduation/apply.html>).

Steinhardt Dissertation Filing deadlines are posted on the Office of Doctoral Studies website; these dates are typically:

- Early October for January graduation
- End of January for May graduation
- Mid-April for September graduation

PROFESSIONAL DEVELOPMENT

Entering graduate school represents the continuation of your academic and professional development, part of which will take you beyond the confines of New York University, your courses, and your research. We encourage you to consider each of the activities listed below as an integral part of your professional development. These activities will help you share your work and begin to establish important network ties. All of these can be critical to your future career goals.

Suggested Developmental Progression

Professional Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Attend a professional conference	▲	▲	▲	▲	▲
Attend events in your field at organization and other universities in NYC	▲	▲	▲	▲	▲
Submit a poster or paper to a regional or graduate student conferences		▲			
Submit a paper presentation proposal to a national conference		▲	▲	▲	▲
Begin work as junior author on a peer reviewed paper		▲			
Submit writing for publication in edited books, practitioner journals, and policy reports		▲	▲		
Submit writing for publication in peer reviewed journals			▲	▲	▲
Apply for small research grants (e.g., from professional associations or NYU Steinhardt)		▲	▲	▲	
Apply for a training or research fellowship (e.g., USIP, Spencer, NSF, SSRC)			▲	▲	▲

Selected Professional Organizations and Conferences	
Organization	Website
Comparative and International Education Society	http://www.cies.us/
American Educational Research Association	http://www.aera.net/
Other specialized associations may include: International Studies Association (political science); American Sociology Association; American Anthropological Association	http://www.isanet.org/ http://www.asanet.org/ http://www.americananthro.org/

Journal Titles	Website
Compare	http://www.tandfonline.com/toc/ccom20/current
Comparative Education	http://www.tandfonline.com/loi/cced20
Comparative Education Review	http://www.cies.us/?page=CERJournal
International Journal of Educational Development	http://www.sciencedirect.com/science/journal/07380593
Journal on Education in Emergencies	http://www.ineesite.org/en/journal

Prospects	http://www.ibe.unesco.org/en/resources/prospects-quarterly-review-comparative-education
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Poster Printing

As a service for doctoral students, Steinhardt will cover printing costs for conference posters if you use the NYU in-house [Copy Central](#).

In order to use this service, email copycentral.win@nyu.edu an attachment of your poster as a pdf or ppt file. Specify the dimensions (36" x 48" is standard) and your timeline for picking up the poster, and ask that they invoice David Wong at Steinhardt. CC Mr. Wong on the email (david.wong@nyu.edu). You can pick up your poster at NYU Mail Services & Copy Central, 547 LaGuardia Place, [212-998-1010](tel:212-998-1010). You will have to sign for the poster, but they will not charge you.

Business Cards

Undergraduate and graduate students enrolled in the Steinhardt School of Culture, Education, and Human Development may order business cards printed with the School logo. To access the online form and for additional information on requesting and purchasing your business card, visit <http://steinhardt.nyu.edu/scmsAdmin/uploads/002/505/Student%20Business%20Cards%20and%20Ordering%20Info.pdf>.

Teaching Experience: Goals and Expectations

- Faculty expect that students will acquire teaching experience during their career as an IE student because it is integral to professional growth and marketability.
- However, neither the department nor the International Education program have a formal teaching requirement.
- Teaching opportunities supplement the fellowships offered beyond Year 3.
- Students should contact the IE program faculty, administrative manager, and/or Director of Undergraduate Studies to obtain information on courses that are available to teach and to orchestrate teaching opportunities.

GSOC-UAW LOCAL 2110

GSOC-UAW Local 2110 is the union of graduate employees at New York University. Drawing from a membership of several thousand from across most of NYU's graduate schools, the union represents roughly 1,200 graduate workers in any given semester who are teaching assistants, adjunct instructors, social science research assistants, and graduate assistants. They are affiliated with the [United Auto Workers](#) and are the first recognized union of graduate employees at a private university in the United States. For more information, visit <https://makingabetternyu.org/at-a-glance/>.

DUE PROCESS

In any program, there may be times in which a student and a dissertation chair or other faculty have a disagreement. Should this arise, students should follow the procedures outlined below:

- As a first course of action, we encourage students to address issues directly with the faculty member, if he/she feels comfortable doing so.

- If a student feels unable or disinclined to discuss an issue directly with the faculty member in question or with the faculty advisor, the Program Director is the designated person to be a liaison between any student/faculty mentor pair. Students should feel free to discuss any issues with the Program Director.
- Note the following: If the Program Director is also the faculty member with whom the student is having difficulty, the Department Chair becomes the designated person for this student.
- Students may also feel free to contact the Department Chair to resolve these issues at any time.

ACADEMIC INTEGRITY

STATEMENT ON ACADEMIC INTEGRITY

"Your degree should represent genuine learning."

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect, and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam
- Submit the same work for two different courses without prior permission from your professors
- Receive help on a take-home examination that calls for independent work
- Plagiarize

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, **without proper attribution**, you do any of the following:

- Copy verbatim from a book, an article or other media
- Download documents from the Internet
- Purchase documents
- Report from other's oral work without attribution
- Paraphrase or restate someone else's facts, analysis and/or conclusions without attribution
- Copy directly from a classmate or allow a classmate to copy from you

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of

your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas. Giving credit in no way detracts from your ideas. In fact, it can only increase your standing as a respected professional.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Departmental Procedure [See International Education Program Policy on Academic Dishonesty]

- The professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the professor will inform the program director and department chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the department chair for his or her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Discipline Within the Steinhardt School as outlined in the Steinhardt School of Culture, Education, and Human Development Student's Guide.

Referral to the Steinhardt Committee on Student Discipline

In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

INTERNATIONAL EDUCATION PROGRAM POLICY **ON ACADEMIC INTEGRITY**

Please carefully review the Steinhardt Statement on Academic Integrity. This document can be found at this webpage: http://steinhardt.nyu.edu/policies/academic_integrity

Program Procedures and Sanctions: As per the departmental procedure outlined in the Steinhardt Statement on Academic Integrity, the course instructor will first meet individually with the student to discuss the particular instance(s) of academic dishonesty. The instructor will give the student an opportunity to refute the charges. If the violation is confirmed, the instructor will take the following actions:

1. The instructor will assign the student a grade of F for the course.
2. If the violation constitutes a second, separate instance of academic dishonesty (on a different assignment or in a different course), the instructor will recommend dismissal from the program.

It is key to document any violations of academic integrity. Once an instructor confirms a violation, they should notify the Senior Student Advisor and Program Director immediately. The Program Director will be in touch with the Department Chair and the Associate Dean for Student Affairs to record the matter in the student's academic file and to take the necessary next steps in accordance with Steinhardt's academic policies.

FORMS FOR STEINHARDT DOCTORAL STUDENTS

- [Doctoral Degree Check Sheet](#)
- [Application for Doctoral Candidacy](#)
- [Doctoral Candidacy Results Form \(DEPARTMENT USE ONLY\)](#)
- [Request for Appointment of Dissertation Committee](#)
- [Instructions for Filing Dissertation Proposals](#)
- [Dissertation Proposal Cover Sheet](#)
- [Proposal Review Outcome \(DEPARTMENT USE ONLY\)](#)
- [Instructions for Filing Approved Dissertations](#)
- [Approval Form for Final Oral Examination](#)
- [Dissertation Copyright Guarantee Statement](#)
- [Final Oral Examination Report Form \(DEPARTMENT USE ONLY\)](#)
- [Inter-University Doctoral Consortium](#)
- [Request for Extension of Doctoral Matriculation](#)
- [Request for Reinstatement of Lapsed Doctoral Matriculation](#)
- [Doctoral Student Travel Fund Application](#)
- [Doctoral Full- or Half-Time Equivalency Form](#)
- [Doctoral Leave of Absence/Exit Interview](#)