

Handbook
for the
GRADUATE FIELD OF EDUCATION

Fall 2005

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Handbook for the Graduate Field of Education

INTRODUCTION

Welcome to the Field of Education at Cornell University! Your venture into graduate studies promises to be one that is exciting, fulfilling, and challenging. We hope that the challenges are academic in nature and lead to your addressing important questions about education as a field, and not the challenge of maneuvering through the administration of the program. To that end, this handbook was created to help you navigate the territory of Cornell graduate study in Education.

For anything else you might need that is not covered here (for example, parking, housing, transportation, eateries, weather, libraries, computing, student organizations, student services, counseling, advising, credential files, etc.) please go to <http://cuinfo.cornell.edu/>. This is the main “inside page” at Cornell. The very first thing you will need in order to get the Cornell world at your fingertips is a “NetID” which is your network identification number. This will get you on your way to Bear Access (the internal organizing computing framework at Cornell). Get started by going to <http://www.cit.cornell.edu/computer/connect/online.html>.

This handbook is designed to help you through the many components of a graduate program at Cornell. It is not a comprehensive document of all of your work here, but provides necessary and critical information for the design and execution of your graduate program. Many of the topics here contain information taken verbatim from the Graduate School Code of Legislation or the Graduate Student Handbook, but are sometimes modified as to the particular requirements of the Field of Education.

Details governing all Graduate Fields are provided by the Graduate School in their Code of Legislation and other publications; however there are particulars for each Field. Each Field is a self-governing entity comprised of faculty with related specific interests. Keep in mind that each Field of Study is different though similar, with the Field creating the requirements for your specific program. For all students, there are similar requirements, such as registration, time limits, forms, procedures, student conduct and the like. The similarities across Fields are found on the Graduate School’s Web Page <http://www.gradschool.cornell.edu>. As mentioned above, some of those will be repeated in this handbook, but this handbook is a resource of the Field of Education. You are responsible to inform yourself of, and abide by, the rules and regulations of the Graduate School, and the requirements of your Special Committee.

The “Department” versus the “Field” of Education: What’s the difference?

Many people have an initial confusion about what the study of Education is at Cornell and where it is located. That is because Education is both a Department and a Field. It is

a Department in the College of Agriculture and Life Sciences, one of the “contract” or state-assisted colleges of Cornell. It is also a Field within the Graduate School at Cornell.

The Organizing Unit of Graduate Study at Cornell: The Field

Graduate programs at Cornell are organized into Fields of Study. A Field transcends the departments; most Fields are comprised primarily of faculty from the primary Department of a Field, but are joined by other faculty members. For example, all tenured and tenure-track faculty within the Education Department are Field members, and some faculty from other departments such as Africana Studies, Psychology, Human Development, etc. are members of the Field of Education as well. The list of Field faculty is relatively stable, but new Field members are added from time to time. Please refer to the list of Field faculty on the Department of Education website for the current membership (<http://education.cornell.edu>).

Cornell is divided into two types of units: a private, or Endowed, unit that consists of schools of Law, Medicine, Management (the Johnson School), and the College of Arts & Sciences; and the public, or Contract Colleges that consist of the colleges of Agriculture & Life Sciences, Industrial & Labor Relations, and Human Ecology. Faculty are all part of Cornell University, but currently there is a tuition difference for students whose advisor is located in one of the Endowed colleges. If this is the case, students pay higher tuition for an advisor in those units. The bursar is the best source for determining what tuition you must pay based upon your own circumstances. There is some movement toward equalized tuition, so be sure to contact the bursar a year ahead of time to plan for your financial future.

The Field of Education is a graduate Field, and therefore is located in the Graduate School and is governed by the Dean of the Graduate School. However, most of the Field faculty are governed by the Colleges in which they are located (in other words, who pays their salary and benefits) and to whom they are responsible in terms of mission and service. Therefore, most Field faculty are also responsible to the Dean of the College of Agriculture and Life Sciences and the Chair of the Department of Education because of their appointments to the Department of Education. However, not all Field faculty are Department of Education faculty, but at this time all tenured and tenure track Department of Education faculty are Field of Education faculty.

Director of Graduate Studies (DGS)

The Director of Graduate Studies coordinates between the Graduate School, the Department of Education, and the Faculty members within the Field of Education. This position rotates among Field faculty who are located in the Department of Education. A tenured Field faculty member takes a turn for a three year appointment in this role. Assisting the Director is the Graduate Field Assistant (GFA).

The GFA is knowledgeable about policies, deadlines and procedures, and is the person to whom all forms and petitions should be presented, including forms for the DGS to sign.

The student obtains signatures for all forms from their Special Committee Members. The GFA obtains signatures from the DGS, copies forms for our files, and forwards information to students from the DGS and from the Graduate School.

The Director of Graduate Studies (DGS) responsibilities include:

Administrative Leadership for the Field: The DGS provides leadership for the Field of Education. The DGS calls and leads Field meetings and works with faculty to identify issues, and to make, change, and/or enforce policy in the Field. The DGS coordinates, in consultation with the Field faculty, policies and issues such as program development, field membership, degree-related criteria and coordinates the development and implementation of policies.

Liaison to Graduate School: The DGS is the liaison between graduate students and the Graduate School for interpretation and application of policy for the Field and the Graduate School. Along with Field Faculty, the DGS recommends students to the Graduate School for academic scholarships, applications for travel or research support, and other matters requiring approval of the Graduate Field.

As Liaison to the Graduate School, the Director of Graduate Studies and the Graduate Field Assistant are responsible for:

Admissions: The GFA and DGS respond to student inquiries regarding admissions, registration, and programs, directing communications to other appropriate Field faculty. The DGS reviews recommendations of admission by faculty in each program area of the Field, and assigns temporary advisors to incoming students.

Communication with the Field and the Graduate School: Along with the GFA, the DGS channels communication between and among students and the Graduate School, the Field, and the Cornell Education Society (CES). The GFA communicates with students about orientation, course enrollment, deadlines, and the like, and forwards important notices from the Graduate School and the DGS to students and Field faculty.

Examinations: The DGS approves committee composition by ensuring the Committee structure complies with Graduate School Policy. The DGS and the GFA coordinate scheduling and publicity for A and B examinations, and file reports with the graduate school on the completion of examinations.

Resource: The GFA and the DGS are resources to students gathering information about the Field, and may be of assistance in helping students locate funding opportunities.

Advisor to Cornell Education Society: The DGS is the University-recognized faculty advisor to the student organization, Cornell Education Society (CES), which is funded in part, as a student organization in the University.

THE DEPARTMENT OF EDUCATION

Student Life and Services

Now that you know you are in both the Department of Education and the Field of Education, you should know that for most students, most of your graduate student life here will be in the Department of Education. Here are some of the things that the Department of Education will provide for you:

- A home base. The Department of Education is the place where your academic community is primarily located. That is, most Field faculty reside there, most meetings and exams are held in the offices and conference rooms of Kennedy Hall. Math students whose chair is in the Math Department also have a home base in Math.
- Mailboxes. All Field of Education students and Department of Education faculty have mailboxes on the fourth floor of Kennedy. Field faculty residing outside the department have mailboxes in their home departments.
- Student Desk Space. Each PhD student, Teaching Assistant, and Research Assistant may apply for desk space. Sometimes this space is shared; sometimes one person is assigned to the space. See the GFA for an application for desk space. Since it is limited, preference is given to those in the writing phase of the dissertation, and to TA's and RA's directly working with faculty courses and research projects.
- A break room. The kitchen on the fourth floor is a congregating area for faculty, staff and students, particularly midmorning, lunch and mid-afternoon. Feel free to use the space at any time.
- A "Community of Scholars." This community is comprised of people and opportunities for social and academic engagement. The Cornell Education Society (CES) is a graduate student organization that works in conjunction with the Director of Graduate Studies (described later) as their advisor, and with other faculty and students to create, maintain and develop the academic and social culture of the Department and Field. The Department has committees in place on which students may serve as non-voting members, such as Curriculum, Teaching, Colloquium, etc. There are also social and other academic events that students may participate in throughout the year.
- Telephones. Telephones are located at the South end of the department in the TA/RA graduate student area, and can be used by all students. Dial 9 for an outside line. Local calls only.

-Computers and Printers. Computers and printers are currently available throughout the campus. In Kennedy Hall the computers are on the first floor overlooking the Trillium.

-Copying. Photocopying is limited to TA/RA use for instruction. If you need your own materials printed, use the NetPrint option available at various libraries throughout the campus.

-Audio-Visual. The Department of Education has a limited amount of equipment available for research and instructional needs. Please contact the GFA who can make arrangements for you to borrow the equipment for approved purposes.

-Lounge. There are several areas for students to relax and read and meet other Education colleagues. The fourth floor of Kennedy hall contains a few chairs in the reception area and a kitchen. Room 402 has a couple of tables and chairs for seminar space and can be reserved. All students are welcome to join faculty, staff and fellow students for lunch in the kitchen on the fourth floor. Please respect the fact that many people will be working around you. The Big Red Barn is located near Kennedy and is an ideal place to meet people for conversation. Other locations on campus are also available for meeting people and having meals or snacks. See the Cornell web page for many options.

Academics and the Outreach/Extension Programs

Most Department of Education faculty members have a 50-50 academic appointment for teaching and research. This means that half of their time is devoted to teaching, half to research. The strength of connection between teaching and research for individual faculty, however, is up to the faculty member. Some have a strong connection between the two, while others teach courses that may be related to their research but not directly about their research. The same is true with extension. Extension at Cornell has many faces. There is extension with a capital “E” which means that the outreach work is funded by agencies that specifically target Extension work. The other extension work, with a “small e” is the work that is part of research grants or teaching opportunities and obligations that are not funded in and of themselves, but involve the faculty with various educational institutions and communities. Outreach/extension is a way that faculty can bridge the theory-practice gap, or provide services to the schools and communities and citizens of New York state. As such, both forms of extension are important in Education, since education is a practical field. As a student, you are encouraged to participate with faculty in their extension or Extension work. This can be done as part of your course work, as an internship, an independent study, or as part of research or Extension projects currently active in the Department or the Field. You should speak with your Special Committee Chair about getting academic credit for your outreach and extension efforts, and also about trying to make connections between your research, coursework and service.

What Graduate School is Like

(with acknowledgement to Dr. Michael B. Brown for his web page for this section)

Graduate school is more difficult than undergraduate school. The average grade in graduate school is a "B". You must do an outstanding job to get an A, and a C, while acceptable, indicates barely passing work. Assessment of knowledge in graduate school will focus more on your ability to synthesize ideas and theories, apply them to real life examples and demonstrate your understanding of the material through your work products. Sheer rote memory is not enough to do well in graduate school. Graduate school will require good time management and study skills. If you have deficiencies with either set of skills, you should immediately seek to remediate this!

Graduate school is much more of an apprenticeship model. You will learn much from getting to know the faculty, and seeking and utilizing their feedback. Take advantage of their knowledge and experience. When you are developing your thesis, pick a faculty member with whom you can work comfortably, and keep them informed of your progress.

Graduate school is much more enriching when you develop a fellowship with your other class members. Be friends with your colleagues, and learn to support one another. You can learn a lot from advanced students. If they don't approach you, take the initiative to meet them. Ask them about how things went for them, and what advice they have based on their experience. The Cornell Education Society is an excellent means for getting to know other students and faculty in both academic and social contexts. See how you can become involved as a member or an officer.

Sometimes disagreements or rumors circulate in higher education settings. If you are having a problem or concern with someone, work directly with that person to solve it. It does not help to just complain or criticize to your friends. Do something positive to solve the issue. If you are having a problem, talk with a member of the faculty as soon as possible. The faculty wants you to do well, and will do what we can to help you or to steer you in the right direction.

Remember, in graduate school *you* are the person who is responsible for your academic success. Faculty will expect you to be self-directed, responsible, and seek out any assistance that you need.

THE FIELD OF EDUCATION

The next portions of this handbook refer to the Graduate Field. It takes you from the process of admissions through graduation. What you should know here is that graduate education at Cornell is a transformative process. It is not based on time requirements, course requirements or meeting specific competencies, though all of those are part of the program. Graduate education at Cornell seeks students who are serious scholars and researchers who are interested in investigating important issues in education and all its contexts. Students who focus on minimum requirements and competencies and who seek to spend the shortest time possible here with the fewest numbers of courses will not be successful here. Our goal is to develop thoughtful, reflective, well-educated scholars

who will be leaders in their chosen field, contribute to the body of knowledge in their chosen area, and develop strong collegial and academic skills. From admission to final examinations, you can ensure this happens by being active, pro-active, engaged, and committed. Most importantly, work closely with your Special Committee and other faculty on research, teaching and outreach related to your interests, as well as those of the faculty.

Admissions

If you are reading this handbook, you have most likely been accepted by the Graduate Field of Education. Your acceptance is to the specific concentration or program within the Field, such as Adult and Extension Education, Learning Teaching and Social Policy or Cornell Teacher Education (there is a separate handbook for CTE, so please refer to that handbook as well). You are bound by that concentration or program (we tend to use these words interchangeably). Should you elect to change concentrations in the Field, you must apply for an internal “change of concentration.” See the Education GFA (graduate field assistant) for a form. Admission is for one degree program only: MAT, MPS, MS, or PhD. The Field of Education is no longer accepting MS/PhD combined students. Any student without a Masters degree must enroll in the MS program, unless otherwise admitted. It is possible for a MS student to continue on at Cornell in a PhD program by completing a “Change of Status” form. This change of status from MS to PhD is equivalent to a reapplication. Successful completion of a MS thesis and degree program is required, along with the recommendation of the Special Committee and the approval of the Field faculty for admission.

When students are admitted they are assigned a Special Committee Chairperson. This person is a Field member who has agreed to work with the student throughout their program as their Chair. Should the student and/or faculty member elect to change that status, a Change of Committee Form must be filed with the Graduate School. As with all forms, contact the GFA for the form.

Time limits for Degrees

The Graduate School has clear deadlines for each degree. The Field faculty has the final word about student progress and standards for completion. All students will be evaluated by their committee on an annual basis to determine their progress toward their degree. Students must make satisfactory progress to remain in the degree programs.

M.S. Degree. No more than four years are to intervene between first registration in a MS degree program and completion of all requirements. Students enrolled in the Employee Degree Program are exempt from this requirement. Part-time matriculates are to complete degree requirements no later than six years from the date of first registration in a program. MAT students follow this same time restriction.

MPS Degree. No more than four years are to intervene between first registration and the completion of all requirements. The MPS requires two residence units, one of which must

consist of 12 credit hours. There is a final project due at the end of the program. This program is not a research degree, but focuses on practical and applied issues.

Ph.D. Degree. A student in a Ph.D. program is to complete all degree requirements no more than seven years from the first registration in that particular degree program, except for those enrolled in the Employee Degree Program.

If any student takes a leave of absence for an extended period of time, it is up to the Special Committee to determine whether or not the coursework taken or other work achieved (such as the thesis or dissertation proposal, or the A-exam) remains acceptable and current.

Concentrations in the Field of Education

There are three concentrations (often referred to as programs) in the Field of Education:

Adult and Extension Education (AEE)

Prof. Arthur Wilson, Coordinator. MS, MPS, and PhD degrees.

Learning, Teaching and Social Policy (LTSP)

Prof. Dawn Schrader, Coordinator. MS, MPS, and PhD degrees.
For requirements and program guide see **Appendix**

Cornell Teacher Education (CTE)

Prof. Deborah Trumbull, Coordinator. MAT degree and teaching certification in secondary Science, Mathematics, or Agricultural Science Education.

In addition, the Department of Education offers an undergraduate minor in education, and an agricultural science education major leading to a B.S. coordinated by Prof. William Camp. The College of Agriculture and Life Sciences offers an MPS in agriculture that is advised through Education.

Additionally, Field and Department members advise General Studies undergraduate majors in the College of Agriculture and Life Sciences. Students are admitted to one of these areas. If a student wishes to change the program area, they must apply to that program area. A form to request a change of concentration is available from the GFA. If not accepted for transfer, the student may continue in the concentration to which they were admitted--provided they can retain a Special Committee, or they may withdraw from the Field.

The Special Committee (described later) is comprised of a Chair within the Field of Education, and one or two minor members (MS and PhD degrees, respectively) who may be from any field of study. For the PhD, one minor member must represent a concentration outside the Field of Education. The list of Field Faculty eligible to Chair MS and PhD committees is found at <http://education.cornell.edu> under Resident faculty and Field faculty. All Resident Faculty are Field members.

PROGRAM EMPHASES AND REQUIREMENTS

Adult and Extension Education

- Contact Professor Arthur Wilson, Coordinator, and Department Website

Cornell Teacher Education

- Contact Professor Deborah Trumbull, Coordinator
- CTE has a Handbook, which can be obtained from Ms. Leah Hershey

Learning Teaching and Social Policy

- Contact Professor Dawn Schrader, Coordinator

The LTSP program prepares students for:

- University faculty positions, or other post-secondary positions directly related to learning, teaching and social policy
- Working with early adolescent through adult learners, as researchers, evaluators, leaders and practitioners who implement educational programs involving learning and teaching
- Informal educators in science education and youth programs

LTSP Course Requirements (as of Fall 2005)

Core Curriculum

- LTSP faculty identified some core areas that are sufficiently broad to address important educational issues in which all students in education should have some expertise
- Students can find courses anywhere on campus to meet the core areas. Students may receive “credit” (can opt out of) courses previously taken at other universities, at the advisor/committee’s discretion

Core I: Research Methodology

All students will have expertise in research methodology:

- All Students are recommended to take an introductory/overview course
- Must have qualitative and quantitative literacy, with an expertise in one of the two
- Design, methodology; philosophy about research approaches
- Interpretation of research /applications
- Evaluation

Minimum suggested number of courses:

MS 2 courses

MPS 1 course

PhD 4 courses

MAT must have expertise in tests and measurement, included in 404/405; 601/602

For the following two Cores, students will select one of the two cores to be the major focus, and take at least the minimum suggested number of courses:

Core II: Learning and Teaching

All students will have expertise in disciplines, contexts, and curricula associated with learning and teaching:

- Disciplinary bases, including psychology, sociology, biology, cognition, etc.
- Social contexts
- Curriculum (theory, development, application, evaluation)

Minimum suggested number of courses for the FOCUS:

MS 2 courses

MPS 2 course

PhD 4 courses

Minimum suggested number of courses if NOT the FOCUS:

MS 1 courses

MPS 1 course

PhD 2 courses

Core III: Social Policy

All students will have expertise in some aspect of social policy:

- Disciplinary bases of policy development
- Implementation and use of policy
- Research on social policy outcomes
- Organizations—formal and informal contexts

Minimum suggested number of courses for the FOCUS:

MS 2 courses

MPS 2 course
PhD 4 courses

Minimum suggested number of courses if NOT the FOCUS:

MS 1 courses
MPS 1 course
PhD 2 courses

Additional Requirements

In addition to the core, all students Ph.D. students will have experience and expertise in:

- An age group
- A context (schools, communities, organizations)
- International or cultural/ethnic subcultures

Other Expectations for the Ph.D.

Teaching Expectations. All students should complete their programs with some experience in college teaching. This may be done through at T.A. appointment, or through teaching for credit. Sign up for Educ 703 for up to 6 credits. Credit is awarded based on the formula of one hour of credit is generated for every three hours of work per week for a 15 week semester. You may not obtain credit and get paid at the same time.

Research Expectations. All students are expected to conduct original research and have experience working with faculty on research projects. Ideally, this should not be limited to the dissertation. Sign up for Educ 700 directed readings, or 701 Empirical Research or 704 Research Assistantship depending on the type of work you will be doing. Credit and payment restrictions are as above.

Experience. All students should arrange for internships or fieldwork to obtain practical experience in their field of study. You may sign up for Educ 702 Practicum or Educ 705 Extension Assistantship. Discuss this with your advisor. Credit and payment restrictions are as above.

Community engagement. All students are expected to participate as members of the academic community at Cornell and in the Field of Education by attending public discussions and seminars. Ideally, students will also make connections to the larger community.

Thesis or Dissertation. All MS and PhD students must complete a thesis or dissertation, working closely with their Special Committee at all phases of the process. See the

Graduate School guidelines for format. Final draft of the completed thesis needs to be submitted to the Special Committee by April 1 for Spring Graduation, November 1 for Fall Graduation, and July 15 for Summer Graduation. Most faculty members are not required to work on theses and dissertations in the summer months.

Note: LTSP is a program in process. These requirements may be refined as program development takes place.

Cross-Program Affiliations

Faculty members in the Field of Education have relationships with other Fields in the Graduate School. Thus, each Field Member may be able to represent one or more Fields of study. For example, you may select a member of the Department of Education to represent Education as your major field, and another Education Field member to represent your minors in, for example, Cognitive Studies, or Feminist, Gender and Sexuality Studies, or Biology, etc. That is, a Field member may wear “two (or more) hats” but will work to represent the area of study that you choose that person to represent.

Students are encouraged to get to know the variety of Fields and Programs offered throughout Cornell. They are too numerous to list here, but a good starting point is the CU INFO web site on Bear Access (see Computing At Cornell through www.uportal.cornell.edu).

ACADEMIC LIFE FOR THE FIELD OF EDUCATION

The Special Committee is the main cornerstone of the Cornell graduate experience. Courses, research, and other experiences are decided upon through the Committee structure. As such, each student’s program is individually designed to meet the particular student-faculty interests, reflecting the Special Committee composition and the norms and expectations of the faculty in each program area. These norms are shared agreements amongst the faculty as to what constitutes acceptable work and working relationships. There are guidelines for the academic requirements for each program, and there are procedures to follow for developing a research (thesis or dissertation) proposal, approval of the proposal, public presentation of the proposal, defense and presentation of the thesis or dissertation. Some of these are outlined in the latter part of this handbook.

The sections below describe the essential components, or milestones, of the graduate program, and provide some suggestions for working with your Special Committee to develop a comprehensive, fulfilling program for all involved. Students in the CTE program are not required to write a thesis, and should refer to the CTE handbook for requirements for their specific degree. MPS students do a project and not a thesis, and that should be discussed with the Special Committee Chair.

Milestones for the MS degree:

- Study Plan--for your courses for two years
- Annual Review—with your Special Committee Chair at the end of Spring semester
- Masters Thesis proposal usually written by end of Spring semester first year
- Thesis proposal approved by Special Committee
- Writing the thesis
- Submit thesis to Special Committee. You must submit your thesis or dissertation to your committee by April 1 for graduation in May, and by November 1 for graduation in December.
- Thesis oral exam/defense
- Submit finished thesis to the Graduate School with copies to Committee members. Be sure to check formatting with the Thesis Advisor at the Graduate School

Requirements for the M.P.S. Degree

- **Satisfactory completion of a minimum of 30 credit hours** related to the candidate's professional interest, as agreed upon with the Special Committee.
- Twenty credit hours must be taken within the College of Agriculture and Life Sciences, and at least 24 credits must be in courses numbered 400 or higher, except with the approval of the college M.P.S. Committee. A maximum of 6 of the required 30 credit hours may be earned through the student's problem-solving project.
- A maximum of 6 credit hours earned outside the program, at Cornell University or elsewhere, may be counted toward these requirements at the discretion of the student's Special Committee. These credits must be appropriate to the subject of study and completed not more than five years before admission.
- **Completion of a minimum of 2 registration units.** One unit must be earned by carrying a minimum of 12 credit hours in a single semester. A second unit of residence credit may be earned by accumulating the remaining credit hours through part-time study in the School of Continuing Education and Summer Sessions at Cornell University or through transfer of credit (see item c above).
- **Satisfactory completion of a problem-solving project** under the supervision of the Special Committee. A formal project report must be submitted to and approved by the candidate's Special Committee. A copy is presented to the college M.P.S. Committee and will be placed in Mann Library.
- **A minimum grade point average of 2.5** (minimum of 18 credit hours with letter grades at Cornell).
- **Completion of the degree within four years of admission.** Because some fields of study have special requirements, students should check with the field's Director of Graduate Studies for specific details.

Milestones for the MAT degree:

MAT Students should refer to the MAT student handbook.

Milestones for the PhD degree:

- Study Plan--for your courses, internships, etc.
- Annual Review—with your Special Committee Chair at the end of Spring semester
- A-Exam (Admission to Doctoral Candidacy exam, usually after 2 years of coursework and in the third year of study)
- Dissertation proposal approved by Committee, usually post-A exam
- Public Discussion of dissertation proposal
- Memorandum of Understanding of proposal changes
- Writing the thesis or dissertation
- Submit Dissertation to Committee. You must submit your thesis or dissertation to your committee by April 1 for graduation in May, and by November 1 for graduation in December.
- B exam
- Public presentation of dissertation
- Submit finished dissertation to the Graduate School with copies to Committee members. Be sure to check formatting with the Thesis Advisor at the Graduate School

You may find it helpful to keep track of your progress via a checklist. The GFA will also note when you accomplish each task in your student file, but the GFA nor your committee is responsible for ensuring you keep to your time lines. That is your responsibility.

FORMS

There are many forms you will need to use as you progress through your program in the Field of Education. The paperwork can seem daunting, but it is very manageable if you work with the Graduate Field Assistant (GFA). The GFA will take care that your forms are signed by relevant faculty members, she will keep a copy of your forms for your central file, and will forward your forms to the Graduate School. Not only does this ensure that you have filed the proper forms, but that we have a record in case there is a mix-up at the Graduate School. You, however, are responsible for determining what forms you need to file and when. You will not receive reminders about this. We cannot keep copies of all the forms (there are lots of them!) but essential forms are in the appendix, or will be available from the GFA.

All Graduate School forms are available in electronic format at:

http://www.gradschool.cornell.edu/pubs_and_forms/forms/forms.html

Summary of essential forms to file:

- Plan of Study Form*
- Special Committee Selection Form
- Registration forms (each semester)
- Form to Schedule an A or B exam
- Approval of Proposal/Public Discussion/Memorandum of Understanding Form*
- Results of A exam/B exam/Special Masters Form
- Approval of thesis and/or dissertation

Special forms you may file:

- Change of Committee Form
- Change of Status*
- Change of Concentration within the Field of Education
- Leave of Absence
- In Absentia
- General Petition
- Request for Desk Space*

*Field of Education forms not available at the Graduate School, but available through the GFA.

ESSENTIALS OF GRADUATE STUDY

The Special Committee

Purpose

The student's graduate program is supervised by a Special Committee composed of Graduate Faculty members chosen by the student. This system enables students to work with those faculty members who can best direct their program of study, regardless of college, department, or field affiliation. Considerable responsibility is placed on the student to determine, with his or her Special Committee, appropriate courses and an appropriate program of study to fulfill the requirements for the degree.

Selection

Each student chooses Special Committee members to represent his or her major and minor subjects. Students may ask any member of the Graduate Faculty in their field to serve as chairperson and to represent the major subject. The chairperson usually supervises the thesis or dissertation research. In most fields, a full Committee should be established by the beginning of the second term in residence. A full permanent Committee must be established by the end of the second semester of study for master's degree programs and the end of the third semester for doctoral programs. Students are encouraged to change the membership of their Special Committee if their academic interests change.

Each Ph.D. Special Committee will include at least three members of the Graduate Faculty: (1) the Chair who is a member of the Education Field faculty and will serve as the committee chair; (2) two committee members, one of whom must be outside the Field of Education.

When choosing the chair and committee members, three major criteria should be taken into consideration: (1) the expertise of the faculty in the content area of the dissertation; (2) the ability of the faculty in the research methodology to be used in the dissertation; and (3) the ability of the student to work with each of the committee members individually and collectively.

In building the Special Committee, the student will first identify the Chair. The Chair will then work with the student in identifying the remaining members of the committee. All committee members are involved in the preparation of the research proposal and all phases of the research, including the student's proposal hearing and dissertation defense.

Request forms for the appointment of the committee may be obtained from the departmental office or the Graduate School.

Composition

For doctoral degree candidates, the Special Committee is composed of a chairperson, who represents the major subject, and two or more faculty members, who represent minor subjects. Most fields require two minor subjects for doctoral programs, but a few require only one. Some fields also appoint a member to the committee to represent the field. For M.A. and M.S. degree candidates, the Special Committee is composed of a chairperson, representing the major subject, and one faculty member, representing a minor subject.

A student selects the members of the special committee, with their consent, from the current graduate faculty. Any member of the graduate faculty may serve on a special committee, subject to the limitations imposed on different categories of that faculty.

Number of Committee Members

A masters student must have at least two members of the graduate faculty on the special committee—one in the major subject (the chair) and one in the minor subject. A doctoral student must have at least three members of the graduate faculty on the special committee—one in the major subject (the Chair) and two in the minor subjects. At least two members of the committee must be general members of the Graduate Faculty.

Students who are unable to constitute a committee with the required number of members cannot continue in the Graduate School.

Who can serve on a Special Committee?

Your committee may consist of members of the Graduate faculty or other members as described below, but your Chair must be a member of the Field of Education. Note that if the Chair you select is a member of the Field, but on an Endowed (the private side of Cornell such as Math, Africana Studies or some Biology faculty) rather than Statutory (the contract college side of Cornell, such as Agriculture and Life Sciences or Human Ecology) then the student pays tuition associated with the location of the Chair's contract.

Minor members who are not Graduate Faculty members or Cornell Faculty

The Dean of the Graduate School may approve an individual as a minor subject member on a special committee even if they are not a member of the Graduate Faculty. The following individuals may be considered for such ad hoc appointments: Senior research associates, Senior lecturers, Senior extension associates, tenured and tenure-track professors without the highest degree for the field, other staff members of Cornell University, the Federal Nutrition Laboratory, or Boyce Thompson Institute, and other qualified individuals, whether or not associated with Cornell University. However, it has been the experience of Education Field faculty that any professors, regardless of the highest qualification who are not members of the Cornell community, are not accepted as the primary minor members of student committees. In other words, they may be the third

member on an MS committee or a fourth member on a PhD committee, but not one of the required minor members, or the chair.

Co-Chairs

In some cases, students may wish to have a co-chair, meaning that students have the equivalent of two Chairs of their Special Committee.

Deadlines

The Field of Education requires that a student's full Special Committee be established by the beginning of the second semester of registration in that degree program. The graduate school requires that all students have a full Special Committee no later than the end of the second semester for master's degree programs and no later than the end of the third semester for doctoral programs or students will not be permitted to register for the following semester until the committee is fully formed. Students may make changes to their committees (see Graduate School Code of Legislation for rules if this happens late in the student's program), but they should inform any members whom they are removing from the committee as soon as possible. The form to change the Special Committee is available from the GFA.

Resignation of Committee Members or Chair

Any member may resign at any time from a Special Committee. This must be done in writing, with a letter to the student and the DGS explaining the reasons. These reasons may be personal or academic. If academic, the nature of the academic conflict must be detailed. A copy of this letter is filed with the Graduate School. When a chair resigns, the Field may allow a student to be registered without a Chair for no more than one semester beyond the semester of the resignation in order for the student to have the opportunity to reconstitute his or her committee. Failure to reconstitute a Committee precludes a student's further registration in the Graduate School. Financial support while the student is without a special committee chair is not guaranteed. Students who are unable to constitute a Committee with the required number of members cannot continue in the Graduate School.

Changing your Special Committee

A student may change the membership of the Special Committee with the approval of all the members of the newly constituted committee. Obtain a form from the Graduate Field Assistant who will help you collect signatures, will copy the form for your files, and submit it to the Graduate School.

For master's students, no change may be made during the three months prior to the Final Examination, except with the approval of the Dean of the Graduate School.

For doctoral students, no change may be made after passing the A Exam, except with the Dean's approval. In addition, no doctoral student may schedule a B Exam within three months of a change of committee, except with the Dean's approval. A petition to change the chair of a Special Committee after the A Exam will be approved only after the DGS confers, at a minimum, with the student, the Chair (or other member supervising the candidate's dissertation), and the prospective new Chair. The DGS must report any conflict to the Dean of the Graduate School. When new Committee members do not accept a prior vote passing the student on an A Exam, a new exam must be held.

Working With Your Special Committee

The Special Committee and the student constitute an independent working unit. The members of the Special Committee direct the student's program and decide whether satisfactory progress is being made toward the degree. They set specific degree requirements, conduct and report on oral examinations, and approve the thesis or dissertation. Students are recommended for a degree when the Special Committee members agree that an appropriate level of scholarly achievement has been reached in the area of study and that the Graduate Faculty regulations regarding general examinations, registration units, and thesis or dissertation preparation have been satisfied.

Since Cornell graduate study is premised on the idea of independent construction of your graduate program with the Committee, the student needs to take primary responsibility for ensuring that all requirements are met. It is important that students take the initiative to select and work with their Special Committee. How does this happen? Students should meet as many faculty members as they can during the first semester of their study here, either by taking courses, teaching, conducting research, attending seminars or simply stopping by to meet the Field faculty. The more you know about the areas of study of Education faculty, the better informed your decision about your Committee. Also, you may wish to talk with other students about faculty, keeping in mind that all students have different perspectives, learning styles and preferences for their programs. The field faculty has been working hard over the recent past to develop consistent standards of requirements and performance levels required of students, so one student's experience and yours may be different as the culture to a more rigorous research-based field develops.

You should meet with your Special Committee as a whole at least once each semester during your program. You should set up these meetings by contacting all committee members and establishing a time, date, and location of mutual convenience. One of those meetings should be early fall, and the other in mid-spring. In the fall, you should meet with your Chair and your committee (once established) to design your Plan of Study. Your Plan of Study may be revised each fall and resubmitted for your file. In your meeting at the end of spring semester you will meet with your Chair, and possibly your committee as a whole, to review your progress for the year. At that meeting, you and

your Chair will discuss your progress, strengths and weaknesses, and the next steps in your graduate career. At each year, your Committee may suggest what courses and experiences (eg. research, teaching, internships, etc.) you will need, or may recommend withdrawal from the program due to unsatisfactory progress (see Code of Legislation and Guide to Graduate Study).

ACADEMIC PROGRAM EXPECTATIONS

Coursework

All students are expected to successfully complete coursework as outlined by their program area. Some residence units may transfer from the master's program, if a PhD student, if your Special Committee allows. Students are responsible for being sure that all requirements are met for their majors and minors.

Thesis or Dissertation

All students expected to write a thesis or dissertation for their programs are to be aware that they are expected to be registered, in residence, students for their entire program. Occasionally, a Leave of absence is requested, and that should be discussed with the Special Committee Chair. In absentia status is also often acceptable for data collection, and if the student meets the requirements of the Graduate School for in absentia. These two forms of leave count toward the seven (PhD) or five year (MS) limit for graduate study. These are not acceptable forms of registration, however, to avoid paying tuition while using the resources at Cornell to complete the research programs. Students in the last phases of writing must enroll for credit for supervision of the thesis or dissertation. The ending phases of your work take significant faculty resources, and this should be reflected by your in-residence status.

Exams and Public Discussions

All students are expected to defend their written work to their Committees and to the University Faculty who wish to observe. Doctoral students must additionally participate in public discussions of their dissertation proposal and dissertation results. See the sections below on A exams and B exams.

THE THESIS OR DISSERTATION

All candidates for the Ph.D. degree are required to submit a dissertation. For the M.S. degree, candidates are required to submit a thesis. Professional degree programs (MPS, MAT) require an oral exam and/or project. Consult with the Coordinator of the CTE program for MAT student requirements, and the Special Committee Chair for MPS project requirements.

According to the Code of Legislation of the Graduate School, the Special Committees may impose additional educationally sound requirements over and above the requirements of the Graduate School. One such requirement of the Field of Education is the Public Discussion of the thesis or dissertation proposal, and the subsequent Memorandum of Understanding outlining changes to the proposal as a result of the public discussion. Another requirement is that all PhD students publicly present their dissertation results to the Cornell University community in close proximity to the completion of their dissertations.

In the Field of Education, You must submit your thesis or dissertation to your committee by April 1 for graduation in May, and by November 1 for graduation in December.

Advice for thesis and dissertation planning

Investigate the research interests of the faculty. You will likely derive the most benefit from working with a faculty member on the research conducted by the faculty member. An “idea journal” is another recommendation. Every time you think of something that interests you, write it down. Over time you will come to see patterns of ideas that will sustain and intrigue you. This will become a resource for your current and future work.

Your committee:

Once you explore your own and the faculty interests, choose your committee carefully. You have been assigned an advisor and Chair that the DGS and admissions committee determined is the best “fit” between the faculty and your interests. You may change this assignment, if desired. An advisor should be selected based on their area of research interest and their style of working, as well as the compatibility you see amongst the Committee members. It is best to have your committee in place no later than the end of your first semester for Master’s students; the end of the first year for Ph.D. students.

Timelines:

You are responsible for working on your thesis and developing your own time lines, although you will receive guidance from your thesis advisor and committee as you request it. Your advisor should not track you down; you should make an appointment with enough advance notice, and preferably give your advisor an outline or agenda of what you would like to discuss in your meeting. Do not expect your advisor to read material while you sit and wait. Give some time for thoughtful comments and reflection.

When you submit work to your professors, be prepared to revise and submit several drafts. Many students tend to take feedback personally, but remember that the goal is to teach and have you learn, and to produce quality research that would be acceptable for professional presentation and publication.

Many MS students find it helpful to complete a preliminary proposal no later than the end of Spring Semester during the first year of their program. This allows time for UCHS review (see below) and for data collection over the summer months or beginning in the fall. This would leave the entire Spring semester for completion of the writing and approval processes (the final exam).

Ph.D. students usually begin writing their preliminary proposals for their dissertations at about the time they take their A-Exams. A-exams are usually taken after the student has completed four residence units of full-time study toward their doctorate, and typically in the beginning of their third year of doctoral study. Working closely with the Committee is important, as the A-exam may have some content implications based on your dissertation topic (see A-exams section).

Dissertation Standards

As Ph.D. students approach the dissertation, the faculty have clear expectations and standards for their research. In particular, our faculty believes these expectations should be achieved:

- Does the problem statement clearly identify critical issues influencing the field?
- Are influential role groups identified that would be interested in the study?
- Are the limitations of the study clearly stated? Are appropriate precautions taken to minimize these limitations?
- Are there clear connections between the literature reviewed, problem statement, purpose, and research questions?
- Do the methodology, research design, and research methods address the research questions? Can the student explain what he/she did and why?
- Are the data analysis strategies appropriate for the investigation and do they answer the research questions?
- Are the findings clearly presented as drawn from the data analysis?
- Do the conclusions emerge from the study's findings?
- Are the findings and conclusions compared and contrasted with appropriate literature?
- Are implications for future research and practice clearly stated and do they flow from the findings and conclusions of the investigation?

Dissertation Proposal Review

Dissertation proposals should be developed by the student in cooperation with the Special Committee Chair and committee members. When the student and the Special Committee Chair feel that the proposal is complete, the student may schedule the dissertation proposal defense. Generally the proposal will include all sections that typically appear in the final dissertation. The material included in these chapters is essential for the student to understand the identified research problem, the related research, the research design for the study, the method of analysis, and potential implications for the work.

If the dissertation proposal is well developed, then the execution of the actual data collection and analysis will be a straightforward process. If the proposal is poorly conceived, then the student will likely encounter major problems in the execution of the study.

The proposal defense must be schedule with at least three weeks prior notice and a copy of the completed proposal must be given to each committee member at least two weeks prior to the hearing date. The proposal hearing will be open to any interested Field of Education faculty members and students. If other faculty or students wish to attend the hearing, they should contact the Chair and student prior to the session.

The general format for the proposal defense will begin with a presentation (20-30 minutes) on the proposed study by the student. This will be followed by questions and discussion among the committee members and the student. It is then open to questions from the audience. Normally a dissertation proposal defense will last about one and a half hours. After the defense, the committee will then make a decision on the acceptability of the proposal and any necessary changes.

The committee may decide to approve the proposal without changes, to approve it with specific changes, or to disapprove the proposal altogether. If the proposal is approved with changes, the specific changes will be communicated to the student by the Chair and/or committee members. If the proposal is disapproved, the members of the committee must explicitly identify in writing the additional work that needs to be completed by the candidate prior to a second review and defense. The student will write a Memorandum of Understanding detailing the comments of the committee and submit that to the committee.

Once the Memorandum of Understanding (MOU) is completed and any recommended changes have been made, a student must submit two copies of the proposal that has been approved to the Graduate Field Assistant. Students are cautioned not to undertake data collection procedures until the proposal has been accepted by the UCHS (University Committee on Human Subjects) when the methodology involves human subjects.

Dissertation Defense (B-Exam)

When the research advisor and the student believe the dissertation is ready for defense, the following steps must be taken:

1. In conjunction with the special committee, the doctoral candidate must arrange for the data, time, and place of the defense. The defense must occur at least five weeks (35 calendar days) before the intended graduation date.
2. At least three weeks (21 calendar days) before the scheduled defense, the student must notify the Graduate School of the date, time, and place of the defense.
3. At least three weeks (21 calendar days) before the defense, the doctoral candidate must provide a completed copy of his/her dissertation to each member of the

committee. The copies submitted must be in the form specified by the Graduate School.

4. The Graduate Field Assistant will publicize the defense.

The dissertation defense is open to all faculty. Interested faculty should contact the Advisor and/or candidate before the hearing. All decisions on the acceptability of the dissertation are made by the student's Special Committee.

The general format for the dissertation defense begins with the student making a 20 minute presentation of the study. This is followed by questions and discussions among the committee members and the student. After the committee has completed their questions, the Chair opens the hearing to questions from others who are in attendance. When the committee is ready to make a decision the Chair excuses the student and the gallery. Normally a dissertation defense will last about two hours.

After the oral defense of the dissertation, the committee makes its decision on the acceptability of the dissertation and any necessary changes. The committee may decide to approve the dissertation as written, or request the candidate to make specific minor or major changes. The student is then invited to rejoin the committee and is to be informed by the advisor and/or committee members of the committee's decision.

If approved with minor changes, (e.g., spelling, typographical errors, syntactic errors), the candidate makes these changes, he/she resubmits a corrected copy(ies), to either the chair and/or the entire committee, depending on the wishes of his/her committee. If all changes have been judged adequate, then the form will be sent to the Graduate School. It is expected that the candidate will be able to make these minor changes within a three to five day time period.

If major changes are needed, a second reading of the dissertation is scheduled, at which time the committee members review and act on the revisions. The changes required must be specifically outlined and include the amount of time that will be allowed for the revisions to be made. If the second edits is not satisfactory, a judgment of fail will be made and the student's program will be terminated.

University Committee on Human Subjects (UCHS):

Allow plenty of time for the University Committee on Human Subjects (UCHS) approval of your project. **You will need to take an on-line test prior to conducting research.** Plan to do that early. You must get UCHS approval from every institution from which you will collect data, so plan ample time for their processes and procedures—if any. Your Chair is officially the Principal Investigator (PI) of your study.

Publications from your work:

Agree on authorship of the subsequent publications based on your thesis or dissertation work. Plan to co-author an article about your thesis or dissertation, especially if your work builds upon your professor's research. Your advisor puts in many hours and principle ideas for your thesis or dissertation. The practice in most sciences is to acknowledge the advisor's work and participation in the research and development of ideas by co-authoring an article with them. Due to the collaborative process of research, the ideas are jointly constructed, and thus should be represented and acknowledged appropriately.

Do not wait for summers to do your thesis. Summers are a very difficult time to finish a thesis and get a thesis defense meeting since most faculty are on 9-month appointments. Plan ahead and get done in the Spring Semester. You must submit your thesis or dissertation to your committee by April 1 for graduation in May, and by November 1 for graduation in December.

It is unacceptable practice to take a "leave of absence" after your coursework is complete to avoid paying tuition for the semesters in which you are writing your dissertation. Dissertations take a significant amount of faculty time and investment, and you are also best served by remaining in residence and getting credit hours for your writing.

Ph.D. Students' A-Exam, Proposal, and B-Exam:

The Special Committee for the Ph.D. consists of 3 faculty members, the Chair who is a member of the Field of education, and at least 1 member from outside the Field. This Committee oversees your progress, and a large part of their responsibility is supervising you through the major milestones of your program. For PhD students, these are: courses, the dissertation proposal, A exam, public defense of proposal, the dissertation, the B exam, and the public presentation of the dissertation. For Master's students, the committee is comprised of 2 faculty members. There is a final "defense" of the master's thesis, also often referred to as the "B-Exam."

The A-Exam (Admission to Doctoral Candidacy)

- The "A Exam" takes place at or near the end of the coursework and determines admission to candidacy. The A exam typically takes 4-6 weeks to 2 months of library work and writing. This is a diagnostic examination, and courses may be required post-A exam. The committee consults with the student, and decides whether or not the student is ready to take the A-exam. If so, the exam is scheduled. This occurs typically in the third year of the doctoral program.
- The student and each committee member (and preferably the committee as a whole) negotiates the questions to be researched and the student writes the paper to fill that requirement. The actual exam is oral and is typically scheduled for a couple of hours. The purpose of the oral exam is to elaborate on/justify/explain

- the written responses. At the end of that oral exam it is typical to have a brief pre-proposal discussion of the planned dissertation.
- The A-exam questions will consist roughly of a macro-perspective of the context in which the student's research is set, a literature review, research and methods in their field of study, applications.
 - Occasionally a student may receive a "Special Masters." This is often a "terminal masters" for those in the PhD program who take their A Exams, pass them, and yet are not admitted to doctoral candidacy and their program is terminated, or, with Committee approval, for those whose qualify for a terminal masters without a thesis. See the Graduate School Code of Legislation for this category.

Proposal Defense and Memorandum of Understanding (MOU)

- The Proposal Defense is scheduled after the A Exam. It is a public defense. The committee has reviewed the written proposal and tentatively signed off on it before the exam is scheduled, and the date is set by agreement of the Committee. The candidate schedules the Defense and invites all comers to attend. A copy of the written proposal is available through the GFA. During the defense presentation, the committee members ask questions or make comments until they are satisfied. At that point, the others in attendance may ask questions or make suggestions. At the conclusion, if approved, the committee signs on a **Memorandum of Understanding**, written by the student and submitted to the Committee, outlining the changes that came out of the defense. That, combined with the original proposal, becomes the agreement of what comprises the dissertation.

The B-Exam (Defense of dissertation)

- The "B Exam" is the final defense of dissertation and is open to committee members only, and members of the University Faculty—as per the Graduate School.
- The Dissertation Seminar is a public presentation of the results and occurs after the B exam and after any changes are made in the dissertation. The thesis must be approved by all committee members prior to the public dissertation seminar.

SUMMERS: COURSEWORK, INDEPENDENT STUDY, AND INDEPENDENT RESEARCH

Summer courses are available through the Summer School. Some financial assistance may be available to assist with tuition and/or stipend for taking summer courses, but currently the department allocates these funds to those at the end of their degree programs, and typically there is a preference for summer support rather than tuition or

travel funds. In the past, no students have been fully funded using these limited fellowships.

Be sure to note whether or not your faculty advisor is on a 9 or 12 month position if you plan to do independent study or research. Most faculty in the Department of Education are not required to meet with students during the summer months, nor work with them on theses or dissertations. This could have major implications if you plan to complete an August degree, as the deadlines for that are in the summer, and the final phases of writing and revising theses and dissertations require significant faculty consultation.

Collaboration with Ithaca College

Students may take courses at Ithaca College to contribute to their program. Contact the DGS for details.

Ethical Standards and Conduct

As Educational researchers, we are bound by ethical conduct and practices. The American Educational Research Association (AERA) is one of the largest professional organizations in our field. Their code of conduct is found at <http://www.aera.net/about/policy/ethics.htm> and the forward is excerpted below:

Educational researchers come from many disciplines, embrace several competing theoretical frameworks, and use a variety of research methodologies. AERA recognizes that its members are already guided by codes in the various disciplines and, also, by organizations such as Institutional Review Boards (IRBs)—[Cornell's UCHS—University Committee on Human Subjects]. AERA's code of ethics incorporates a set of standards designed specifically to guide the work of researchers in education. Education, by its very nature, is aimed at the improvement of individual lives and societies. Further, research in education is often directed at children and other vulnerable populations. A main objective of this code is to remind us, as educational researchers, that we should strive to protect these populations, and to maintain the integrity of our research, of our research community, and of all those with whom we have professional relations. We should pledge ourselves to do this by maintaining our own competence and that of people we induct into the field, by continually evaluating our research for its ethical and scientific adequacy, and by conducting our internal and external relations according to the highest ethical standards.

The standards that follow remind us that we are involved not only in research but in education. It is, therefore, essential that we continually reflect on our research to be sure that it is not only sound scientifically but that it makes a positive contribution to the educational enterprise.

In addition, as members of the Cornell community, we are guided by the Code of Academic Integrity. See the full text at <http://cuinfo.cornell.edu/Academic/AIC.html>

Cornell's Principle of Academic Integrity

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.

GUIDELINES FOR STUDENTS: General Responsibilities

1. A student shall in no way misrepresent his or her work.
2. A student shall in no way fraudulently or unfairly advance his or her academic position.
3. A student shall refuse to be a party to another student's failure to maintain academic integrity.
4. A student shall not in any other manner violate the principle of academic integrity.

The web site goes on to give examples of violations and the procedures to file grievances and the process to defend accusations. Students may not submit the same work for credit in two classes. Details of this, as well as other violations of academic integrity, are detailed at: <http://cuinfo.cornell.edu/Academic/AIC.html>.

FELLOWSHIPS, GRADUATE TEACHING ASSISTANTSHIPS, GRADUATE RESEARCH ASSISTANTSHIPS AND OTHER FINANCIAL AID

Teaching Assistantships

Some courses in the Department of Education have Graduate Teaching Assistants (GTA's) associated with them. Attaining a position is very competitive, and they are assigned on a year-to-year basis, though many students who are appointed as a GTA for a course get reappointed. These assistantships and reappointments are not guaranteed, and are regulated by the Graduate School, the professor, and paid for through College or Department funds. The process for GTA assignment varies by the Department offering the GTA appointment. The following is the process for appointments through the Department of Education.

Application and Selection Process. Each spring semester, around April 1, the DGS will send an email to all current students and compile the names of all admitted students requesting consideration for financial aid and/or GTA or GRA appointments. The application letters are compiled by the DGS. The DGS consults with the Department of Education Chair for confirmation of the number and type of assistantships available for the next academic year. Professors for those course/research projects are given their GTA/GRA allocation. Those professors look at the entire list of applicants for the positions. A meeting of those professors and the DGS is held, and the professors discuss the placement and offerings to the students. Students are consulted and asked whether or not they would be interested in that particular position, if offered. If the student(s) prefers a different appointment, a meeting is again held to make placements. All students will be formally notified by the Department Chair when, and if, the GTA/GRA is awarded and the terms of that award.

Remuneration. Usually a GTA has a tuition waiver a stipend, but the final terms of the appointments are made to each student in the award letter signed by the Chair of the Department of Education (or relevant funding Chair and Unit).

What a GTA does: GTA's work closely with the faculty member of a course. They perform duties as assigned by a professor for 15-20 hours per week throughout the assigned period (which is usually longer than the semester) of appointment—usually an academic year or a semester. The exact hourly requirement may vary by position, and will be spelled out in the letter of appointment. Hours may be varied throughout the semester, but will average no more than 20 hours per week. It is best thought of as an apprenticeship, and not an hourly job. Duties may range from photocopying to library work, to teaching, to researching topics...or whatever will “assist” the professor in conducting their teaching duties. The best student experiences are those where students consider themselves to be professionals in a professional role and not an hourly employee. This means deporting oneself accordingly in all manner of professional responsibilities. GRA's work similarly, but with research instead of a course.

Fellowships

State University of New York (SUNY) Fellowships are available to Master's and Ph.D. students in those fields connected with the statutory colleges of Agriculture & Life Sciences.

These nine-month fellowships are awarded for one academic year for students in master's degree programs or up to two academic years for students in doctoral programs, with the second year of funding for Ph.D. students contingent upon satisfactory academic progress, as defined by the graduate field. For Ph.D. students, summer support for two summers may also be provided. See the Graduate School for details.

Graduate School Fellowships are available in other fields. These fellowships may be for one academic year (in the Physical, Biological, and Social Sciences) or for two years plus summer support (in the Humanities and selected Social Science fields). Currently, there is no subsequent support available from the Field of Education.

All awards are competitive and are made on the basis of field recommendations. For more information, applicants should contact the Office of the Associate Dean for Academic Affairs at the Graduate School (telephone: (607) 255-5235 or e-mail: kle6@cornell.edu).

Several national organizations (Ford, NPSC, and the Lucent Foundation, for example) sponsor fellowships for underrepresented minority graduate students. A listing of such fellowships (including eligibility requirements, application materials, and deadlines) can be found in the Fellowship Database of the Graduate School.

If you present at a professional conference, you may apply to the Graduate School for a Travel Grant. Usually this is no more than \$300. You must apply at least three months prior to your conference.

Financial Aid

Generally, no student is admitted to the Field of Education with a guarantee of funding from the Department or the Field. If a GTA or GRA appointment is awarded, it is for that academic appointment (semester or two semesters) only. Renewal is based upon funding and/or the professor's willingness to reappoint the student for another semester or academic year.

Students are encouraged to look into loans, grants, and other department for assistantships. Also, opportunities for housing, board and stipends are available to students who wish to live and work in Residence Life. See the Graduate School web pages for specific information for grants, fellowships, and other opportunities.

COLLABORATIVE WORK AND PUBLICATIONS

It is advantageous to both students and faculty to work together to present and publish research. Faculty invest significant time and effort in supervising student theses, dissertations, and papers, and most often the ideas are co-constructed through dialogue and social interaction around a research project. Discuss how credit will reflect actual intellectual contributions to the product that result.

The Graduate School may have funds available to students who present papers at professional conferences or who attend workshops that are necessary for dissertation work. See the GFA or the Graduate School for forms. The request for funding to present at a conference must be completed at least one month prior to the conference, and the forms must be signed by the Chair of your Committee and the DGS.

Writing for courses, the thesis/dissertation, and publication

Good writing skills are important in graduate school. If you don't write well, you must learn to do so as quickly as possible, possibly getting assistance from the Center for Learning and Teaching, or from the University. Most course papers are to be written in APA style. If you are not familiar with this, check online APA.org or purchase the style manual. Many courses here request that you write a paper proposal early in the semester. Start your papers early so that you can have plenty of time to do drafts and revisions. If you have an idea what your thesis topic will be, you can write any required papers on a similar topic. This allows you to do much of the library research for your thesis while you are accomplishing your other class goals. Try to work with faculty on their research interests—for course papers and for your thesis or dissertation. You will be more productive, and more likely to be published, present at conferences, and be introduced to members of the profession.

Components of the Research Proposal and Dissertation

Source: Adapted from <http://gradschool.gallaudet.edu/dissertation/disspart.html>

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The dissertation document should follow in sequence the steps of the research process. In general, dissertations at Cornell Field of Education should comply with the guidelines for writing style described in the latest edition of the *Publication Manual of the American Psychological Association*, henceforth referred to in this handbook as the APA Manual. Doctoral candidates should become familiar with the APA Manual and use it as a constant reference in matters of style. There may be individual situations in which, based on the content of the dissertation, the committee will recommend that another style guide be used. In these instances, the committee chair should consult with the graduate dean prior to recommending the alternate style guide.

It should be noted that the model described below and in the APA Manual is most appropriate for studies involving data collection and quantitative analysis designed to answer questions formulated prior to the data collection. In some cases, students may have reason to pursue models of research which lend themselves to a different organization of the dissertation document. For example, ethnographic or other qualitative designs which allow the emergence of new questions in response to incoming data may not be entirely accommodated by the format outlined below. The specific format selected should fit the overall nature of the study. Students should discuss with their dissertation chair which model is most appropriate for the study they intend to pursue.

Parts of a Formal Research Proposal

After the dissertation committee chair approves the research concept, work on the formal research proposal can begin. This proposal, in which the author's project is typically described in the future tense, includes information that will form the basis of the first three chapters of the dissertation. The proposal should be similar to the dissertation in style and format, except that the proposal is written in the style of a "copy" manuscript as opposed to the "final" manuscript style of a dissertation. (See the APA Manual, p. 331, for an explanation of this distinction.) The dissertation and the proposal differ in that, for example, the proposal should be double-spaced throughout (final manuscripts can include occasional single-spacing, when appropriate) and underlines should be used instead of italics. In the proposal, manuscript page headers will appear on the title page and all text pages, in accordance with APA copy style, but these will not appear in the final manuscript.

A description of methods to be used will of necessity employ future tense, because the work at this stage has not yet been done. Similarly, the purpose of the study should be explained in the present tense in the proposal and in the past tense at the study's completion. In the final dissertation, much of this prose can be revised through appropriate tense changes to reflect that the work is now completed.

Title. The title of the proposal and, later, of the dissertation should be a succinct summary of the topic and generally should not exceed 15 words. Unnecessary words,

such as "A Study of ...," should always be avoided. The title should include key terms that readily identify the scope and nature of the study and should be typed using all capital letters. A manuscript page header and a short title may appear in the proposal title page (following APA "copy" manuscript style) but not in the final dissertation.

Abstract. The abstract is a brief summary of the dissertation project's area of investigation and expected course. It should reflect familiarity with current issues in the field and raise research questions or hypotheses suggested by findings in the current literature. In the abstract, the investigator should briefly describe proposed methods and expected conclusions.

Table of Contents. Essentially, the table of contents for the proposal lists all of the elements of the proposal, with accompanying page numbers. These elements generally include the following items: title page, abstract, table of contents, statement of the problem, review of literature, methodology, appendices, and reference list. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced.

Chapter I. Introduction, or Statement of the Problem. The introduction presents (at greater length than in the abstract) the problem to be addressed by the dissertation research. The introduction should describe the nature and purpose of the study, present the guiding research questions, and explain the significance of and justification for conducting the study. Terms likely to be used throughout the proposal should be defined in this chapter.

Chapter II. Review of the Literature and Research Questions. A review of literature concerning the topic places the dissertation in the context of previous research. As stated in the APA Manual, a "scholarly review of earlier work provides an appropriate history and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works is part of the author's scientific and scholarly responsibility" (p. 11). The review should focus only on literature and conclusions directly pertinent to the subject and the problem addressed in the dissertation. Any pilot work done should be described in this chapter. This chapter should also present the specific hypotheses or research questions to be addressed by the dissertation study, clearly relating these to lines of investigation and conjecture detailed in current literature.

Chapter III. Methodology. The methodology section describes in detail how the study will be conducted. This chapter is typically divided into labeled subsections. Often a subsection describing participants or subjects is followed by subsections describing testing or other measurement procedures to be undertaken with the participants and a subsection describing how the resulting measurements will be analyzed to help resolve the problems stated in the introduction.

References. The reference list at the end of the proposal should include all works cited in the proposal; conversely, all items listed as references must have been cited in the text of the proposal. The APA Manual can provide guidance for accurately compiling a reference list.

Appendices. Appendices of the proposal should include data-collection tools, such as Human Subjects Review materials, consent forms, letters of introduction to subjects, questionnaires, survey forms, and the like. The appendices section should begin with its own cover page, followed by its own table of contents page. Each appendix may have its own cover page. The word "appendix" should appear in all capital letters.

Parts of the Dissertation

The following paragraphs present a broad outline of the dissertation content expectations set forth in the APA Manual. In many dissertations, some of the following headings may be used as the title of a separate section or chapter. For more detailed explanations on how to develop a doctoral dissertation document, see the APA Manual (especially pages 332-334 and 12-20) or any of the books available on the topic.

In general, the dissertation proposal is used as the basis for the first chapters of the dissertation, with modifications and additions as appropriate. For example, the proposal's literature review is likely to need updating. On the other hand, research questions and hypotheses should not be modified or "retrofitted" to match later findings. Care should be taken to ensure that the proper grammatical tenses are used in the final document. In the literature review, for example, discussions of reported research activities are generally described in the past tense (e.g., "When the same test was administered three months later, 7 of the 10 subjects received significantly higher scores..."), but authors' general conclusions, as stated in research reports, are typically described in the present tense (e.g., "Smith and Jones conclude that the test is a reliable indicator of visual acuity and spatial perception..."). As was stated earlier, prose from the proposal that described in the future tense methods to be used in the research will need to be changed in the dissertation to past tense, as appropriate, when describing work that has been completed.

Title. The title of the dissertation, like the title of the proposal, should summarize the project, should not generally exceed 15 words, and should not include unnecessary words such as "A Study of..." It may be appropriate for the title to change from the proposal to the dissertation draft to account for major changes that occurred prior to the completion of the research or for other reasons suggested by the committee. A title change requires the consent of the committee. The title should include key terms that readily identify the scope and nature of the study.

Copyright. Copyrighting the dissertation, although highly desirable, is optional. Candidates who wish to may apply for a copyright for their dissertations, through University Microfilms Incorporated (UMI) or other avenues. Copyright information is available through the Graduate School office.

Acknowledgments. Acknowledgments give credit for external support received throughout the dissertation process and recognize generally the contributions of committee members and others who made important contributions. Acknowledgments also express gratitude for the use of copyrighted or otherwise restricted materials, as

appropriate. A doctoral candidate may choose to dedicate the dissertation to a person or persons who have had significant impact on the author's work. This dedication, when included, should be brief and is best placed at the end of the acknowledgments section.

Abstract. The abstract, which must not exceed 350 words (or 2450 characters) for the final dissertation, is a brief, comprehensive summary of the contents of the dissertation. Generally written after the dissertation is complete but building on the framework set forth in the proposal abstract, the dissertation abstract provides a summary of the dissertation's research question, methods, results, and conclusions. The abstract should be readable, coherent, well-organized, concise, and self-contained because the abstract is often printed separately.

Table of Contents. The table of contents should list in order of appearance all components of the dissertation, including all headings and subheadings, with the correct corresponding page numbers. The table of contents should be double-spaced between entries; entries longer than one line should be single-spaced.

The page numbers for materials preceding Chapter I (Introduction) should be in lower-case roman numerals, while all subsequent materials should be listed with standard arabic numerals.

List of Tables and List of Illustrations. Separate lists should be created for tables and illustrations that appear in the text of the document. Illustrations appropriate for use in dissertations include figures, maps, diagrams, photos, and plates. These lists should include the number and full name of each table or illustration, listed in order of appearance in the text, followed by the number of the page on which the table or illustration appears. Tables and illustrations are usually numbered sequentially in arabic numerals, the first digit representing the chapter, followed by a decimal and the table or illustration's number within that chapter, e.g. 4.12 (the twelfth table or illustration in chapter 4). The list of tables and the list of illustrations should be double-spaced between entries; entries longer than one line should be single-spaced.

Chapter I. Introduction, or Statement of the Problem. As in the proposal, the dissertation introduction presents the problem addressed by the research. The subject of the dissertation is described in such a way that readers will know the current status of research conclusions on the topic, the theoretical implications associated with the results of previous research on the subject, and the statement of a hypothetical resolution of the issues to be tested by the research described. As in the proposal, the introduction should describe the nature and purpose of the study, present the guiding research questions, and explain the significance of and justification for conducting the study. Terms likely to be used throughout the dissertation should be defined in this chapter. As an option, a brief summary of the introduction may appear at the end of the chapter. Summaries may also optionally be used to conclude the subsequent chapters.

Chapter II. Review of the Literature and Research Questions. The review of the literature in the dissertation places the present study in the context of previous research. The review should be similar to the review of literature in the proposal but should reflect

any change of focus or direction that resulted from the research process. Again, this chapter should present the hypothesis or research questions and the relationship of these to previous findings.

Chapter III. Methodology. The methodology section of the dissertation should build on the description of methods outlined in the proposal. Labeled subsections similar to those in the proposal should be included. These may include a section describing participants or subjects, a section describing testing or other measurement procedures undertaken with the participants, and a section discussing limitations of the methodology. (The descriptions of the analyses which appeared in the proposal are usually incorporated in the results section of the final dissertation.)

Chapter IV. Results. The results section summarizes the data collected and details the statistical treatment of that data. After a brief statement of the main results or findings of the study, the data are reported in sufficient detail to justify the conclusions. Tables and illustrations (e.g., figures et al.) may be used to report data when these methods are seen to present the data more clearly and economically. All tables and illustrations used should be mentioned in the text, with appropriate titles or captions and enough explanation to make them readily identifiable.

Chapter V. Discussion. In the discussion section, the results are summarized, evaluated, and interpreted with respect to the original research questions and hypotheses. In this section, the investigator is free to examine, interpret, and qualify the results, as well as to draw inferences from them. Theoretical and practical consequences of the results and the validity of conclusions may appropriately be discussed in this section. The limitations of the study and suggestions for future work may also be included.

References. The reference list at the end of the dissertation should list all works cited in the dissertation, and all items listed as references must have been cited in the dissertation text. Special attention should be given to ensure appropriate citations of less common sources, such as unpublished manuscripts. Again, the APA Manual can provide guidance for ensuring accuracy in these details.

Appendices. Materials that document important components of the dissertation research process that would be too lengthy, awkward, or distracting to include within the text should be included as appendices in the final document. These materials may include pertinent raw data, and as in the proposal Human Subjects Review materials, consent forms, letters of introduction to subjects, questionnaires, survey forms, and the like. The appendix section should begin with its own cover page. Each appendix may have its own cover page. The word "APPENDIX" should appear in all capital letters.

****NOTE: Names of chapters and the exact contents** are matters under the discretion of the candidate and the committee. The chapter names used in this outline are illustrative of a typical format.

****Although the APA Manual uses the spelling "Appendixes" for the plural of**

Appendix, the preferred spelling is "Appendices."

Guidelines for Paper Presentations at Conferences

(The section below comes primarily from: <http://www.psichi.org/conventions/tips.asp>)

The following guidelines for delivering presentations were prepared by the Western Psychological Association to help first-time presenters get ready for the big day of presentation. These recommendations are based on the experience of colleagues, both those pleased by the privilege of listening to well-delivered presentations and those distressed by having heard too many poor ones. These guidelines do not address the quality of the idea being presented, but instead focus on what can be done in the preparation and delivery stages of a talk to enhance its audience appeal by making it more comprehensible, interesting, and memorable.

Paper Presentations

The oral presentation of a paper is usually limited to a 12-minute presentation of your research. Speakers should rely on handouts for all supplemental materials; however, either a 35-mm slide projector or an overhead projector for transparencies may be available during the presentation. [NOTE: A video projector for PowerPoint presentations also may be available. Check with the chair of your session for information regarding A/V equipment.]

Recognize the constraints imposed on your presentation:

1. The short time of only 12 minutes (with an additional 3 minutes for questions) [NOTE: The actual time varies somewhat depending on the conference, e.g., 10 minutes for presentation, 5 minutes for questions.]
2. The limits on attention and comprehension of your audience members who are listening to (not reading) many presentations each day, some of which are outside their area of expertise
3. The context of the session in which people may enter and leave at any time causing distractions and a less than-ideal listening/learning situation

Therefore, it is recommended that in preparing your talk you:

1. Decide on a limited number of the significant ideas you want your audience to code, comprehend, and remember.
2. Minimize details (of procedure, data analysis, and literature review) when highlighting the main ideas you want to transmit.
3. State clearly in simple, jargon-free terms what the point of the research is, what you discovered, and what you think it means--its conceptual, methodological, or practical value.

4. Employ some redundancy in repeating important ideas to enhance comprehension and recall.
5. Write out your presentation as a mini-lecture (with a listening audience in mind), starting with an outline that you expand into a narrative.
6. Practice delivering it aloud in order to learn it well, to make its length fit in the time allocated, and to hear how it sounds.
7. Get feedback both from tape-recorded replay of your delivery and from critical colleagues who listen to it.
8. Do not read your paper. Speak your ideas directly to your audience, referring--if necessary only--to an outline of key points and transitions.
9. Try to speak loud enough, clear enough, and with sufficient enthusiasm to hold the attention of your audience despite distractions (internal and external).
10. State your final conclusions and end on time.

You should have available for distribution, copies of a printed version of your paper with the details of the research (about 25 or more) and/or a sign-up sheet on which interested people can request the paper. Be sure to indicate on the paper your identification, the conference source reference, and whether or not it may be quoted.

It is an honor to have the opportunity of being in the spotlight with an audience of peers giving you their time and attention. You have an obligation to them (and to your profession) to use that occasion wisely and well.

Poster Presentations

Poster presentations provide the opportunity for the presenter and the audience to talk with one another. A physical arrangement similar to an exhibit area is used for this interaction. Each presenter is provided with a freestanding bulletin board, usually around 3.5 feet high by 3 feet wide, on which to display the poster. [NOTE: The most common size for posters is 3.5 - 4 feet high by 5.5 - 6 feet wide. Check to make sure your poster adheres to the requirements of the conference at which you will be presenting.] A relatively large number of posters will be displayed during each poster session. During the designated period, the audience moves through the poster displays, stopping to interact with those who are presenting research that is of special interest to them. Thus, the interaction between the presenters and the audience is likely to be more meaningful than is typically the case in paper sessions. Therefore, when constructing your poster, remember to utilize the opportunities provided by this method of presentation.

Poster presentation recommendations:

1. Construct the poster to include the title, the author(s), affiliation(s), and a description of the research, highlighting the major elements that are covered in the abstract.
2. Minimize detail and try to use simple, jargon-free statements.
3. Remember that pictures, tables, and figures are amenable to poster display

4. If you can, use color in your visuals.
5. Make sure your lettering is neatly done and is large enough to be read from a distance, i.e., do not simply pin up a set of typed pages--reserve these for your handout.
6. Consider using a flow chart or some other method of providing the viewer with a guide to inspecting your display.
7. Don't overwhelm the viewer with excessive amounts of information; rather, construct a poster display that enhances conversation.
8. Be ready to pin up and take down your poster at specified times.
9. Be sure to bring thumbtacks with you.

Prepare for distribution, copies of a printed version of your paper (about 25) with the details of the research and/or a sign-up sheet on which interested people can request the paper. Be sure to indicate on the paper your identification, the conference source reference, and whether or not it may be quoted.

It is an honor to have the opportunity to present at a research conference. You have an obligation to prepare a neat, well-organized display and to be present at your display for the entire poster session period. With a little thought and creativity, you can make your presentation a very pleasing one for both you and your audience.

Oral Presentations

(Adapted from: <http://www.cs.wisc.edu/~markhill/conference-talk.html#interview>)

1. Oral Communication is different from written communication

Listeners have one chance to hear your talk and can't "re-read" when they get confused. In many situations, they have or will hear several talks on the same day. Being clear is particularly important if the audience can't ask questions during the talk. There are two well-known ways to communicate your points effectively. The first is to keep it simple. Focus on getting one to three key points across. Think about how much you remember from a talk last week. Second, repeat key insights: tell them what you're going to tell them (Forecast), tell them, and tell them what you told them (Summary).

2. Think about your audience

Most audiences should be addressed in layers: some are experts in your sub-area, some are experts in the general area, and others know little or nothing. Who is most important to you? Can you still leave others with something? For example, pitch the body to experts, but make the forecast and summary accessible to all.

3. **Think about your rhetorical goals**

For conference talks, for example, I recommend two rhetorical goals: leave your audience with a clear picture of the gist of your contribution, and make them want to read your paper. Your presentation should not replace your paper, but rather whet the audience appetite for it. Thus, it is commonly useful to allude to information in the paper that can't be covered adequately in the presentation. Below I consider goals for academic interview talks and class presentations.

4. **Practice in public**

It is hard distilling work down to 20 or 30 minutes.

5. **Prepare**

A Generic Conference Talk Outline

This conference talk outline is a starting point, not a rigid template. Most good speakers average two minutes per slide (not counting title and outline slides), and thus use about a dozen slides for a twenty minute presentation.

- **Title/author/affiliation** (1 slide)
- **Forecast** (1 slide)
Give gist of problem attacked and insight found (What is the one idea you want people to leave with? This is the "abstract" of an oral presentation.)
- **Outline** (1 slide)
Give talk structure. Some speakers prefer to put this at the bottom of their title slide. (Audiences like predictability.)
- **Background**
 - **Motivation and Problem Statement** (1-2 slides)
(Why should anyone care? Most researchers overestimate how much the audience knows about the problem they are attacking.)
 - **Related Work** (0-1 slides)
Cover superficially or omit; refer people to your paper.
 - **Methods** (1 slide)
Cover quickly in short talks; refer people to your paper.
- **Results** (4-6 slides)
Present key results and key insights. This is main body of the talk. Its internal structure varies greatly as a function of the researcher's contribution. (Do not superficially cover all results; cover key result well. Do not just present numbers; interpret them to give insights. Do not put up large tables of numbers.)
- **Summary** (1 slide)
- **Future Work** (0-1 slides)
Optionally give problems this research opens up.
- **Backup Slides** (0-3 slides)
Optionally have a few slides ready (not counted in your talk total) to answer expected questions. (Likely question areas: ideas glossed over, shortcomings of methods or results, and future work.)

Academic Interview Talks

The rhetorical goal for any interview talk is very different than a conference talk. The goal of a conference talk is to get people interested in your paper and your work. The goal of an interview talk is to get a job, for which interest in your work is one part.

There are two key audiences for an academic interview talk, and you have to reach both. One is the people in your sub-area, who you must impress with the depth of your contribution. The other is the rest of the department, who you must get to understand your problem, why it is important, and a hand-wave at what you did. Both audiences will evaluate how well you speak as an approximation of how well you can teach. Most importantly, though, is how you answer questions.

An algorithm:

- Take a 20-minute conference talk.
- Add 10 minutes of deeper stuff from your thesis (to show your depth).
- Do the summary and future work from the conference talk in a manner accessible to all.
- Add 10 ten minutes to survey all the other stuff you have done (to show your breadth).
- Save 5 minutes for questions (to show that you are organized).

How to Give a Bad Talk

(by David A. Patterson, Computer Science Division
University of California-Berkeley.)

Ten Commandments (with annotations gleaned from Patterson's talk by Mark D. Hill):

I. Thou shalt not be neat

Why waste research time preparing slides? Ignore spelling, grammar and legibility. Who cares what 50 people think?

II. Thou shalt not waste space

Transparencies are expensive. If you can save five slides in each of four talks per year, you save \$7.00/year!

III. Thou shalt not covet brevity

Do you want to continue the stereotype that engineers can't write? Always use complete sentences, never just key words. If possible, use whole paragraphs and read every word.

IV. Thou shalt cover thy naked slides

You need the suspense! Overlays are too flashy.

V. Thou shalt not write large

Be humble -- use a small font. Important people sit in front. Who cares about the riff-raff?

VI. Thou shalt not use color

Flagrant use of color indicates uncareful research. It's also unfair to emphasize some words over others.

VII. Thou shalt not illustrate

Confucius says ``*A picture = 10K words,*" but Dijkstra says ``*Pictures are for weak minds.*" Who are you going to believe? Wisdom from the ages, or the person who first counted goto's?

VIII. Thou shalt not make eye contact

You should avert eyes to show respect. Blocking screen can also add mystery.

IX. Thou shalt not skip slides in a long talk

You prepared the slides; people came for your whole talk; so just talk faster. Skip your summary and conclusions if necessary.

X. Thou shalt not practice

Why waste research time practicing a talk? It could take several hours out of your two years of research. How can you appear spontaneous if you practice? If you do practice, argue with any suggestions you get and make sure your talk is longer than the time you have to present it.

Commandment X is most important. *Even if you break the other nine, this one can save you.*

[Acknowledgment: The current on-line version of the above section appears at <http://www.cs.wisc.edu/~markhill/conference-talk.html> in its original form]

WEB RESOURCES FOR DETAILS OF POLICIES

For a description of academic programs, go to the Graduate School Web page:

http://www.gradschool.cornell.edu/academics_research/academics_research.html

For the graduate school catalog, forms and publications, information about writing and submitting theses and dissertations, and the codes of conduct:

http://www.gradschool.cornell.edu/pubs_and_forms/pubs_and_forms.html

For information on Fellowships and Financial Aid:

http://www.gradschool.cornell.edu/f_and_fa/f_and_fa.html

For information on student services, including registration, enrollment status, and career services:

http://www.gradschool.cornell.edu/student_services/student_services.html

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