

**C.W. POST CAMPUS
LONG ISLAND UNIVERSITY**

**Doctor of Education (Ed.D.) in
Interdisciplinary Educational Studies**



BULLETIN 2011-2012

COLLEGE OF EDUCATION AND INFORMATION SCIENCES

The College of Education and Information Sciences at the C.W. Post Campus of Long Island University is located in, and serves the educational needs of, the largest metropolitan area in the nation. Thus, the College of Education and Information Sciences reflects the dynamic character of urban and suburban life.

Through programs of professional study, the College of Education and Information Sciences prepares teachers, specialists and administrators to help young people to achieve dignity, preserve individuality, develop democratic values and find self-fulfillment.

The College of Education and Information Sciences is committed to providing professional experiences that are important aspects of programs of study for professional educators. These experiences bring the prospective teacher, specialist or administrator face-to-face with the realities of the classroom, the school and the community, and provide opportunities for participation in the study, research and analysis of contemporary educational issues. In fulfilling this commitment to theory, practice and educational improvement, the resources of the College of Education and Information Sciences are available not only to its students but also to the professionals and school districts of the metropolitan region.

As contemporary society is altered by such factors as knowledge explosion, technological advances and demographic shifts, the purposes and processes of education have also changed. The College of Education and Information Sciences addresses complex educational and social issues by providing leadership in curriculum innovation, experimentation and dissemination of information.

To further address the changing purposes and processes of educational systems, the Doctor of Education in Interdisciplinary Educational Studies examines educational issues through an inter-disciplinary lens. Foci of the program include preparing individuals to conduct research and transform educational settings through innovation, experimentation and dissemination of information. New students begin only in the fall semester, and a maximum of 30 students are admitted, with 15 in each of the two concentrations, "Teaching and Learning" and "Educational Leadership."

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FACULTY

Faculty members teaching in the doctoral program come from various departments and areas of expertise within Long Island University. This approach exemplifies the interdisciplinary nature of the doctoral program.

ACADEMIC CALENDAR

FALL 2011

September 7 – Classes Begin
September 7-20 – Add/Drop and Late Registration
(Instructor permission required to add Lab Science
courses as of 9/14)
September 18 – Award of September Degrees
October 10 – Columbus Day - Administrative Offices
Open - **No Classes**
October 14 – Last Day to File for January 2012 Degree
October 17 – Registration Begins for Spring 2012
(tentative date)
November 8 – Classes Meet/Administrative Offices Open
November 18 – Last Day to Opt P/F or Withdraw
November 23-27 – Thanksgiving Recess - **No Classes**
December 12 – Last Day of Regular Classes
December 13-14 – Study/Snow Days/Alternative
Class Days
December 15-21 – Final Examination/Final Class
Meetings
December 21 – Term Ends

SPRING 2012

January 17 – Classes Begin
January 17-30 – Add/Drop and Late Registration
January 20 – Award of January Degrees
February 11 – Last Day to File for May 2012 Degree
February 18-20 – President's Day Weekend - **No Classes**
February 21 – **Monday Classes Meet, Tuesday Classes
Suspended**
March 12-18 – Spring Recess - **No Classes**
March 19 – Registration Begins for Summer and Fall 2012
(tentative)
April 6 – Last Day to Opt P/F or Withdraw
April 24 – Last Day of Classes
April 27-May 3 – Final Examinations/Final Class
Meetings
May 4 – Commencement
May 13 – Conferral of May Degrees

SUMMER 2012

The dates for summer session courses will be determined
with cohort members.
Please check the C.W. Post Website for future changes.

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

GENERAL INFORMATION

STRATEGIC VISION OF THE COLLEGE OF EDUCATION AND INFORMATION SCIENCES

Much of education over the past 20 years has focused on student performance relative to the perceived economic needs of the nation and requirements of an information-based economy. At the same time, there has been a de-emphasis on the social and cultural factors that affect the needs and interests of growing children and their achievement in school. The College of Education and Information Sciences is responsive to social and cultural issues as they play out in children's daily lives as well as the pedagogical issues relating to the healthy growth of children as a foundation for academic achievement.

PROGRAM MISSION

The mission of the Ed.D. program is to engage professionals in critical issues in education from a variety of broad, interdisciplinary perspectives. Through this, doctoral candidates will develop an understanding of the complex issues involved in affecting meaningful change in educational policies and practice. The program's vision, as well as the course curriculum, will be informed by a number of successful school reform models. Examples of such models include Levin's Accelerated Schools, Sizer's Coalition of Essential Schools, Hirsch's Core Knowledge, Comer's School Development Program, and Slavin & Madden's Success for All/Roots & Wings. These and other reform models will be critically analyzed by the doctoral candidates under the direction of the doctoral faculty.

The Doctoral Program in Interdisciplinary Educational Studies serves qualified practicing educators who wish to enhance their research, pedagogical and leadership skills, while engaging in a process of school change affecting public schools, independent Pre-K – 16 schools, and other organizations involved in Pre-K – 16 education.

The program is built on the premise that research should be conducted in the "laboratory of every day" – in classrooms, schools and communities. Graduates of the program will produce research that addresses identified needs in a particular community of learners.

INTERDISCIPLINARY FOCUS

The Doctor of Education in Interdisciplinary Educational Studies concentrates on bringing interdisciplinary perspectives to broad topics in education. Examples of the types of interdisciplinary topics that will be woven through the doctoral curriculum include: viewing child-centered education through the lenses of developmental psychology, adolescent psychology, educational psychology, special education, reading, gifted children, etc.; viewing reform and transformation in education through the lenses of change theory, educational philosophy, educational policy, organizational theory and development, educational technology, etc.; viewing the cultures of Pre-K – 16 education through the lenses of cultural pluralism, organizational values and traditions, gender, etc.; viewing pedagogical innovations through the lenses of curriculum development, alternative assessment, educational technology, learning theory, distance education, etc.; viewing educational leadership in Pre-K – 16 or higher education systems through the lenses of organization theory and behavior, systems theory, leadership, and educational administration; and viewing educational policy studies through the lenses of the "standards" movement, educational finance, special education, accreditation and regulation, access to education, etc.

With this focus on interdisciplinary perspectives, we expect our graduates to think across paradigms and apply multi-method and interdisciplinary approaches to critical questions in education. The approach provides a rich environment in which theory and its practical applications are rigorously studied, scrutinized and analyzed through an understanding of the interactions between and among multiple fields and paradigms.

ADMISSIONS CRITERIA AND APPLICATION INSTRUCTIONS

Applicants must hold at least a master's degree in education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership or equivalent experience in educational practice. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus and potential for completing a rigorous program. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two committee members: one who represents the Ed.D. core faculty and one who represents the doctoral faculty in the candidate's proposed concentration.

1. Application

Complete the Ed.D. Program application by March 16 for Fall admittance. The application is available online at liu.edu/cwpost/educationalstudies or by calling the C.W. Post Graduate Admissions Office at (516) 299-2900 or by calling the College of Education and Information Sciences at (516) 299-2210.

2. Application Fee

Attach a non-refundable check or money order for \$30 to the front of the application form. Make the check payable to Long Island University.

3. Transcripts

Request two official copies of your undergraduate and/or graduate transcript(s) from any college(s) you have attended. You may have them sent directly to the Graduate Admissions Office at C.W. Post, or you may wish to have them sent to you. In that case, you should submit the transcripts in the original sealed envelope as part of your application packet. Photocopies or student copies are not considered official.

4. Letters of Recommendation

Three letters of recommendation are required. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant to succeed in doctoral work. Applicants to the Ed.D. Program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal or superintendent must write one other recommendation. At least one letter or more should be from an individual holding an earned doctoral degree.

5. Statement of Purpose

Write a statement of purpose describing your educational and professional goals and discuss what you hope to gain from doctoral study at Long Island University. The statement should be one to three pages in length.

6. Statement of Research/Inquiry

Write a statement describing your primary areas of research or inquiry interest. The statement should be one to three pages in length.

7. Writing Sample

Submit a copy of a publication or a sample of other scholarly writing.

8. Curriculum Vitae/Résumé

Submit a curriculum vitae or résumé, indicating at least three years of successful teaching, leadership or equivalent experience in educational practice.

9. Graduate Admissions Tests

Applicants are encouraged, but not required, to submit scores for the general test (verbal, quantitative and analytic) of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). It is the applicant's responsibility to request that the Educational Testing Service (ETS) forward official copies of GRE scores directly to the Graduate Admissions Office (address below).

- Write to ETS at: Box 955 for GRE, Princeton, NJ 08540. C.W. Post's Educational Testing Service Code is 2070.
- Miller Analogies Test (MAT) results should be ordered from Psychological Corporation, 304 East 4th Street, New York, NY 10017.

10. International Students – Degree Requirements

International applicants must complete the Ed.D. Program in Interdisciplinary Educational Studies Application as well as the International Admissions Application available online at liu.edu/cwpost/onlineapp. Applicants who do not have a master's degree from a U.S. institution must also submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable score for admission to doctoral study is 600. The TOEFL exam requirement may be waived if the applicant has received a degree from a college or university where English is the primary language of instruction.

APPLICATION DEADLINE

Application deadline for Fall admittance is March 16. The program admits Fall cohorts only.

Send all supporting documentation to:

Office of Graduate Admissions
C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, NY 11548-1300

PLEASE NOTE: THIS PROGRAM DOES NOT LEAD TO CERTIFICATION

REQUIRED ADMISSION EXAMINATIONS

Either before or immediately after admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students electing a particular specialization without sufficient undergraduate or master's preparation. A formal plan of study will be developed by each student with his/her advisor, with the concurrence of two faculty members, one representing the core and one representing the area of specialization.

Notice to Students: Long Island University reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, or any other phase of school activity without notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to have a knowledge of the information presented in the bulletin and other official publications of the various faculties and campuses pertaining to his/her course of study. For further information or specific degree requirements, prospective students should call the Admissions Office and enrolled students should speak with their advisers.

CURRICULUM

The Ed.D. program requires a minimum of 51 credits of coursework beyond a master's degree. All students complete a core of 24 credits. After completing the core, students choose one of two concentrations: "teaching and learning" or "educational leadership." Students complete at least 18 credits in one of the two concentration areas. Students also complete a minimum of nine credits at the dissertation stage. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

1. Required doctoral level core courses (24 credits)
2. Required doctoral level concentration courses (18 credits)
3. Development and presentation of a working portfolio
4. Comprehensive examination
5. Oral comprehensive in a specialized track
6. Dissertation proposal preparation
7. Dissertation proposal defense
8. Dissertation research
9. Dissertation defense
10. Graduation

STUDENT COHORT GROUPS

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will travel together as an interdisciplinary group for the first 24 credits, or the first one-and-a-half academic years. After completion of all core course requirements, students will separate from their cohort in order to pursue their particular area of interest in either the teaching and learning concentration or the educational leadership concentration.

PROGRAM COURSE SEQUENCE

Core Courses (24 Credits)

1. EDD 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies (3 credits)
2. EDD 1001: Multiple Perspectives on Educational Policy Analysis and the History of Education (3 credits)
3. EDD 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations (3 credits)
4. EDD 1003: Psychological, Sociological and Cultural Aspects of Human Development (3 credits)
5. EDD 1004: School and Community: Policy and Practices (3 credits)
6. EDD 1005: Educational Research Methods I (3 credits)
7. EDD 1006: Educational Research Methods II (3 credits)
8. EDD 1007: Applied Research Design in Educational Studies (3 credits)

Concentration Courses (18 credits)

Concentration in Teaching and Learning

1. EDD 1101: Collaborative Team Models in Education (3 credits)
2. EDD 1102: Facilitating Transitions Throughout the Educational Process (3 credits)
3. EDD 1103: Sociopolitical Contexts of Multicultural Education (3 credits)
4. EDD 1104: Bilingual and Second Language Acquisition (3 credits)
5. EDD 1105: Contemporary Issues in Assessment and Evaluation (3 credits)
6. EDD 1106: Technology-Enhanced Teaching and Learning (3 credits)

Concentration in Educational Leadership

1. EDD 1201: Educational Reform: An Interdisciplinary Theoretical Perspective (3 credits)
2. EDD 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment (3 credits)
3. EDD 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform (3 credits)

4. EDD 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform (3 credits)
5. EDD 1205: Critical Issues and Trends in Pre-K – 16 Education (3 credits)
6. EDD 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings (3 credits)

Dissertation Courses (9 credits)

1. EDD 1008: Dissertation Seminar (3 credits)
2. EDD 1009: Doctoral Candidate Colloquium Workshop (3 credits)
3. EDD 1010: Dissertation Advisement (3 credits, repeated every semester while dissertation research is in progress)

TENTATIVE CORE COURSE DESCRIPTIONS

EDD 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies

This foundational seminar must be taken in the first year of the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem-solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts and norms that strongly influence how they perceive and structure their educational experience. Using the School Development model created by Dr. James P. Comer and his colleagues at Yale as an exemplar of interdisciplinary approaches to the study and practice of education, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education.

EDD 1001: Multiple Perspectives of Educational Policy Analysis and the History of Education

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.

EDD 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations

This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles and to improve school effectiveness.

EDD 1003: Psychological, Sociological and Cultural Aspects of Human Development

The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the ways in which psychological, social and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.

EDD 1004: School and Community: Policy and Practices

This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and how they influence the goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication in order to explore emerging issues and trends that potentially influence the school community.

EDD 1005: Educational Research Methods I

Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion, participants will be able to demonstrate the ability to plan, carry out and analyze a qualitative research project.

EDD 1006: Educational Research Methods II

Building upon the perspectives and skills developed in Educational Research Methods I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects. Prerequisite: *EDD 1005, and a recent graduate course in basic statistics or permission of the instructor*

EDD 1007: Applied Research Design in Educational Studies

This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues. Prerequisite: *EDD 1006 or permission by the instructor.*

TENTATIVE TEACHING AND LEARNING CONCENTRATION COURSE DESCRIPTIONS

EDD 1101: Collaborative Team Models in Education

Drawing on multiple disciplines and an interdisciplinary perspective, this course presents effective collaborative team models that facilitate the inclusion of diverse learners into general education at the elementary, middle and secondary school levels. Specific populations targeted include students with special needs as well as those from varied cultural backgrounds. Roles of key players from differing disciplines are examined in relation to a trans-disciplinary team model. Case studies are utilized to illustrate the positive effects that collaboration can have on students, educators, families, and communities with diverse needs and backgrounds.

EDD 1102: Facilitating Transitions Throughout the Educational Process

This course will examine, from an interdisciplinary perspective, effective ways that educators can facilitate the critical transitions that students experience throughout the educational process. Specific attention will be given to the following: cognitive changes, such as those in developmental stage and conceptual level; social functioning, such as transitions from family to instructional learning, community membership, culture; and preparing students for post-secondary experiences, such as vocational (career) and college.

EDD 1103: Sociopolitical Contexts of Multicultural Education

This course will explore the constant and complex interplay and interactions among personal, social, political and educational factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students' achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, community experiences of successful students from various backgrounds, and come to understand how these factors influenced school achievement.

EDD 1104: Bilingual and Second Language Acquisition

The purpose of this course is to establish a theoretical framework for understanding the process of acquiring a second language. Students will become familiar with and will evaluate research designs, issues, and theories in second language acquisition, and will consider their possible application to working with English-language learners in settings ranging from early childhood to secondary schools. Students will also explore alternative approaches by conducting original research that reflects the interdisciplinary nature of second language acquisition.

EDD 1105: Contemporary Issues in Assessment and Evaluation

This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and state curricula, standards and testing programs.

EDD 1106: Technology-Enhanced Teaching and Learning

This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.

TENTATIVE EDUCATIONAL LEADERSHIP CONCENTRATION COURSE DESCRIPTIONS

EDD 1201: Educational Reform: An Interdisciplinary Theoretical Perspective

This course provides an analysis of reform and school leadership against the backdrop of educational administration theories. Emphasis will be placed on using different theoretical and interdisciplinary perspectives to analyze the causes of problems in schools. Students will come to understand how different theoretical frameworks lead policy analysts to look at problems differently, and will focus on a variety of types and sources of information concerning their possible causes.

EDD 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment

This course provides a historical perspective of restructuring and empowerment. Emphasis will be placed on the key dimensions of empowering leadership. As a result, students will have the opportunity to examine, from an interdisciplinary perspective, various responses to the challenges of empowerment and restructuring. The course will examine the leadership behaviors of principals in schools that are successfully experimenting with multi-grade, multi-age classrooms and other innovations that are part of restructuring and empowerment programs. Students will discuss strategies for changing the roles, culture, and norms within school organizations, and will evaluate results where empowering and restructuring programs have been implemented.

EDD 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform

This seminar explores the fiscal, legal and human resource issues that confront change agents and school reformers in a school setting. Students will study and analyze current reform and school renewal movements in the public school environment. They will examine these movements in light of prevailing fiscal, legal and human resource trends. Seminar topics include: charter schools, tuition vouchers, school funding proposals, court decisions affecting educational personnel and financing decisions, restructuring of school curriculum and instruction in light of state efforts to raise standards and increase quality of public schools, social-political trends in finance, and course decisions influencing labor supply and demand in the public sector. The course aims at answering these questions: What are some of the educational outcomes the public expects from schools? What is the public interest in schools? What will schools look like in future decades? What national, state and local policies will help shape schools? What role do the local and state branches of government play in shaping and designing school renewal efforts? Students will be expected to be familiar with federal, state and local statutes and regulations that impact on school reform.

EDD 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform

This course introduces doctoral students to such topics as building positive school-community relations; building credibility and accountability within the community; developing a communications plan; creating positive relations with the media; examination of communications in schools with the school or community that may be in crisis and turmoil; and use of electronic media, including the school's Website and the Internet, to create positive communication with the school community. In a media-conscious world, the modern school leader will need to be equipped with strong public relations skills, using many of the techniques already successfully being practiced by leaders in the corporate world.

EDD 1205: Critical Issues and Trends in Pre-K – 16 Education

This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and policies, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice and the interplay between federal, state and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning.

EDD 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in the Pre-K – 16 context. It will include a study of the tasks, functions and roles of the principal, assistant principal, department head, building coordinator and other related leadership positions influencing change in schools and other educational organizations. Students will expand their knowledge of research, theory, current practice and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. They will also explore the

educational, political, economic and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students and community in an era of rapid change.

TENTATIVE DISSERTATION COURSE DESCRIPTIONS

EDD 1008: Dissertation Seminar

This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their interest areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review and develop a pre-proposal.

EDD 1009: Doctoral Candidate Colloquium Workshop

The doctoral colloquium provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which the colloquium is taken or in the semester immediately following enrollment in the colloquium. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.

EDD 1010: Dissertation Advisement

Students are required to continually enroll in three (3) credit hours of EDD 1010 each semester after completing the Doctoral Candidate Colloquium until they have completed and successfully defended their dissertations. In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals. Approval of all members of the dissertation committee is necessary for students to earn their Doctor of Education (Ed.D.).

RESIDENCY AND REGISTRATION REQUIREMENTS

All work for the doctoral degree must be completed within 10 (ten) years from the date of the start of the program. Due to the cohort format of the program and in consideration of the University resources available both for classroom study and research, students are required to maintain registration in every semester until and including the term in which the dissertation is approved by the doctoral program faculty and dean of the College of Education and Information Sciences.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters and for two consecutive summer sessions. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

ACADEMIC POLICIES

The academic policies that govern doctoral students are outlined in a handbook that is given to each student after he or she has been admitted to the program.

CANDIDACY FOR THE DEGREE

All students must be eligible for candidacy. To be eligible, students must successfully complete the following: the portfolio, the comprehensive exam, and the oral comprehensive exam in their specialized track.

Digital Portfolios. The Ed.D. Digital Portfolio will provide evidence of the doctoral student's intellectual development and achievement during the coursework phase of the doctoral program. It is intended to be a showcase of the student's growth in the knowledge base addressed in the Ed.D. program and of the student's personal intellectual development.

Each doctoral student will assemble a Digital Portfolio that includes: (a) a cover page and an index with hyperlinks to all materials in the Portfolio; (b) one paper or project from each doctoral course completed in the first two years (36 credits) of the program, and (c) a written personal reflection (of about eight to ten pages) in APA style on the role and nature of Interdisciplinary Studies in Education with a special emphasis on the student's primary area of interest. All materials in the Portfolio must be in an Internet-accessible digital format and should include such resources as Adobe PDF or Microsoft Word documents, websites, images, videos, or other digital media.

The Portfolio should be developed with the guidance of the student's dissertation committee chair who will also have the authority to approve the Digital Portfolio. Although the primary purpose of the Digital Portfolio is to provide evidence of a student's intellectual growth and achievement during the first two years of doctoral coursework, the Digital Portfolio can also serve as an electronic resume and may be useful for other professional purposes.

Written and Oral Comprehensive Exams – Blue Books Are Out

In considering the format of the Comprehensive Exams for the Ed.D. Program, the Doctoral Program Executive Committee wanted to develop an approach that would fulfill the evaluative and assessment objectives of the Comprehensive Exams and also maximize their value as an integral component of the learning experience for our students. We also wanted the format of the comprehensives to avoid any unnecessary or redundant retesting of our students' mastery of course content knowledge that would already have been assessed by individual course instructors. We also wanted to design a format for the comprehensives that would advance our students' progress toward their dissertation research. With those objectives in mind, the Comprehensive Exams have been combined into a single, take-home exam in the form of a research précis that demonstrates the research methods, skills, and perspectives developed by our doctoral students during their core (covering research skills and methods) courses and reflects the field knowledge they developed in their track courses in the Teaching & Learning or Educational Leadership specialties.

The written portion of the Comprehensive Exams will be a research précis comprising three components.

The first component will be a preliminary literature review related to the student's proposed area of dissertation research and should reflect both an understanding of research and of the student's specialized field of expertise (e.g., Teaching & Learning or Educational Leadership) [about 10 double-spaced pages plus References]. The second component will present a discussion of a proposed research methodology (including philosophical perspectives, analytic methods, sample, instruments and measures) and its strengths and limitations [about five to seven pages plus References]. The third component will be a statement describing the interdisciplinary nature of the proposed research and of the benefits that will be achieved by the research [about three pages].

The research précis format of the combined Comprehensive Exams will provide an opportunity for the students to demonstrate their mastery of the broad learning objectives of the Ed.D. Program and will jump-start their progress toward the development of their dissertation proposals.

The written portion of the Comprehensive Exams will be graded by the dissertation committee chair and one other member of the dissertation committee. In the event of a split judgment, the third member of the committee

would be asked to break the tie. If two members of the committee find the exam not ready for approval, the committee will offer corrective advice to the student and ask that the research précis be revised and resubmitted.

The oral portion of the Comprehensive Exams will be achieved by having the student make an oral presentation of the research précis to her or his three-person dissertation committee. The members of the committee will use that presentation as an opportunity to explore the student's mastery of the content knowledge and understanding of theory and research in her or his field specialization, especially as it relates to the student's planned dissertation topic.

So, blue books are out and our doctoral students can look forward to a Comprehensive Exams experience that reflects the type of authentic learning, scholarly growth, and assessment that we believe is appropriate for adult professionals engaged in doctoral studies.

DISSERTATION CHAIRS AND COMMITTEES

One of the most important decisions a doctoral student will make is to select a faculty member to serve as the chair of his or her dissertation committee. Students will select chairs and work with their chairs to form dissertation committees in the spring semester of their second year of doctoral studies. From that point forward, the dissertation chair will serve as the student's primary mentor, advisor, and advocate throughout the rest of the program.

The dissertation chair should be a full-time member of the College of Education and Information Sciences faculty with expertise related to the student's intended area of dissertation research or with special expertise in the research methods relevant to the intended topic. The initial dissertation committee will also include two other faculty members in addition to the chair. At least one of those members should be a full-time faculty member from any campus, department, or program at Long Island University. The third member may either be any other Long Island University faculty member or may be an external committee member who holds an accredited doctoral degree in a relevant discipline and has special expertise in the student's intended area of research. The ability to have committee members from outside the College of Education and Information Sciences and to add an external member from outside the University reinforces the Interdisciplinary nature of the doctoral program.

The initial, three-person dissertation committee will work with the doctoral student in selecting a dissertation topic, developing a dissertation proposal, obtaining Institutional Review Board (IRB) approval, conducting the dissertation research, and preparing the dissertation. The three-person committee will also be responsible for conducting a public defense of the dissertation proposal and for approving the student's proposal. After the dissertation research has been completed and the dissertation has been written, the initial dissertation committee will be expanded to include two additional members who will serve as "readers" and who will participate as equal members of the committee in conducting the final public dissertation defense and approving the dissertation. At least one of the readers must be a Long Island University faculty member with expertise related to the dissertation topic. The other reader may be another LIU faculty member or may be an external reader who holds a doctorate from an accredited institution and has special expertise or experience related to the dissertation research.

The readers will be provided a copy of the approved dissertation proposal and will evaluate the acceptability of the dissertation based on the previously approved research plan reflected in the proposal.

DISSERTATION COURSES

Following the successful completion of their coursework, all doctoral students will be required to enroll in the Dissertation Seminar (three credits) during the spring semester.

During the following fall semester (the fourth year of the program), students will enroll in the Doctoral Colloquium (three credits) to work on their thesis and/or works in progress. In the following spring semester, students will

participate in Dissertation Advisement (three credits). Students must continually register for Dissertation Advisement (minimum of three credits) for the semester(s) during which they are working on their dissertation.

The dissertation must reflect original, theoretically-based, multi-method, interdisciplinary research that has the potential to contribute knowledge about one of the broad organizing strands of the program. The research must include a focus on integrating the core dimensions of the program and the candidate's area of specialization. Students must successfully defend their dissertation to the doctoral dissertation committee they have selected. Upon completing their dissertation, students will be encouraged to submit all or part of their dissertation work for publication.

FACILITIES

LIBRARY

The B. Davis Schwartz Memorial Library has a large and diverse collection with more than two million volumes, access to more than 60,000 online periodicals and newspaper subscriptions, and almost 300 online databases. Current database subscriptions include: the Ebscohost's Education Research Complete, Academic and Business Search Premier, Gale Group's Academic OneFile and Gale Virtual Reference Library, ProQuest Research Library, WilsonWeb Education Full-Text, JSTOR, the Scholarly Journal Archive, Education: A Full-Text SAGE Collection, and ebrary.

The library is open 86 hours a week, including nights and weekends, with special extended hours during final examination periods. Materials not found in the LIU Library system are available through the Library's Interlibrary Loan service.

An extensive instruction program is available to graduate students through class lectures, demonstrations, orientations, and individualized research by appointments. LIU users can avail themselves of the online live chat service or request research help via e-mail.

The library is equipped with more than 70 computers for student use, a quiet study area for students, a copy center and the Bookmark Café. Additional computers are also found in the Information Technology area located in the library.

The library's Website found at: liu.edu/cwpost/library and the Library's online catalog, LIUCAT, serve as the portal for a whole range of valuable resources for the LIU community.

INFORMATION TECHNOLOGY

The Information Technology Office offers student, faculty and staff support of computer facilities through a wide range of services, including hardware repairs, software problem resolution, and training for teaching, learning and research. Campus IT Labs are open every day, 86 hours a week, with extended hours during examination periods. The IT Office supports 26 campus-wide labs for student use, with more than 525 computers linked to the LIUNET. These labs offer free LaserJet printing services and a wide range of software, from graphical to statistical packages.

Every member of the campus community has an account on the University-wide integrated e-mail system, which includes easy-to-use e-mail addressing, a self-administering directory, and a Web interface. Students' individual e-mail and WebCT account information can be retrieved using the MyLIU student information system. MyLIU is a Web interface designed to help students access information concerning grades, registration, financial aid, account status, class schedules and job bank listings.

FINANCIAL AID

Ed.D. students may be eligible for loans through the William D. Ford Federal Direct Loan Program. Loans from private sources may also be available. For more information contact the C.W. Post Financial Assistance Office at (516) 299-2338.

STUDENT ASSOCIATIONS

Student participation in professional associations is encouraged. For instance, all students are encouraged to join the American Educational Research Association (AERA).

Additionally, students enrolled in the teaching and learning concentration may participate in organizations such as the American Psychological Association (APA). Students interested in technology's role in teaching and learning are encouraged to join organizations such as the Association for Educational Communications and Technology (AECT), the Association for the Advancement of Computers in Education (AACE), and/or the International Society for Technology in Education (ISTE). All students may consider joining the organization that governs teaching and learning in their specialized content area (e.g., the International Reading Association (IRA), the National Council for Teachers of English (NCTE), etc.

Students enrolled in the educational leadership concentration are encouraged to join the American Association for School Administrators; Association for Supervision and Curriculum Development; National Association of Elementary School Principals; National Association of Secondary School Principals; and Phi Delta Kappa.

DIRECTIONS AND MAP

LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers more than 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through program offerings in Australia, Taiwan, Thailand and Turkey.

Long Island University's more than 600 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 182,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism and Tilles Center for the Performing Arts provide enrichment for students and the community.

*This number includes high school students enrolled in one or more degree-credit courses.

The C.W. Post Campus is distinguished by...

programs of excellence with small classes in business, education, computer science, public service, health professions and nursing, information studies, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM. C.W. Post offers the Ph.D. in Information Studies, the Psy.D. in Clinical Psychology and the Ed.D. in Interdisciplinary Educational Studies. The Campus also provides an array of health and fitness resources, including the ultra-modern Pratt Recreation Center.

OFFICERS OF THE UNIVERSITY

David J. Steinberg
B.A., M.A., Ph.D.,
Litt.D., LL.D. D.H.L.
President

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B.A., M.B.A.
*Vice President for Finance
and Treasurer*

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*Vice President for Planning;
Vice President for Human Resources*

Mary M. Lai '42, H'86
B.S., M.S., D.H.L., D.B.
Senior Adviser and Treasurer Emerita

C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, New York 11548-1300
liu.edu/cwpost/directions

By Car:

From New York City — Take Queens-Midtown Tunnel to Long Island Expressway (I-495). Take Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

From Bronx, Westchester and Points North —

Take Throgs Neck Bridge to Clearview Expressway (I-295) south. Exit to eastbound Long Island Expressway (I-495); proceed to Exit 39 and continue as indicated above.

From New England — Take the New York State Thruway (I-87) south to Exit 13S (Palisades Parkway) toward New Jersey. Merge onto Palisades Interstate Parkway South. Take Hudson Terrace Exit toward George Washington Bridge. Merge onto I-95N via the exit on the left toward George Washington Bridge. Merge onto I-295S via Exit 12 toward Throgs Neck Bridge. Cross Throgs Neck Bridge and follow directions given from Bronx, Westchester and Points North.

From Southern New Jersey and Points South — Take the New Jersey Turnpike to Exit 13. Cross the Goethals Bridge to I-278 east (Staten Island Expressway). Cross the Verrazano Narrows Bridge to the Belt Parkway east. Follow the Belt Parkway to the Cross Island Parkway north (toward the Whitestone Bridge). Follow the Cross Island Parkway to Exit 30 - Long Island Expressway (I-495) east. Take the Long Island Expressway to Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

From Northern New Jersey — Take the George Washington Bridge east to the Cross Bronx Expressway. Cross the Throgs Neck Bridge then follow directions given from Bronx, Westchester and Points North.

From Eastern Long Island — Take Long Island Expressway (I-495) to Exit 41N (Route 107). Turn right (north) onto 107 north. Proceed to Northern Boulevard (Route 25A). Turn left (west) at Northern Boulevard. C.W. Post is on the left.

From South Shore of Long Island — In Nassau County, take Wantagh State Parkway or Meadowbrook Parkway north to Northern State Parkway west to Exit 31 (Glen Cove Road North). At light, turn left (north) on Glen Cove Road. Proceed for 3 miles to Northern Boulevard (Route

25A), turn right (east). C.W. Post is 2 miles on the right. In Suffolk County, take most convenient north-south road to the Long Island Expressway (I-495) and follow directions given from Eastern Long Island.

By Train:

From Pennsylvania Station — Take either the Long Island Rail Road's Port Jefferson train line to the Hicksville station, or the Port Washington-Manhasset line to the Great Neck or Manhasset station, or Oyster Bay line to the Greenvale station. All of these stations, except Greenvale, have bus service to the C.W. Post Campus. See bus information. Call the LIRR at (516) 822-5477 or on the Web at mta.nyc.ny.us for more information regarding train and bus schedules. Taxi service is available from all three train stations by calling All Island Taxi at (516) 486-6666.

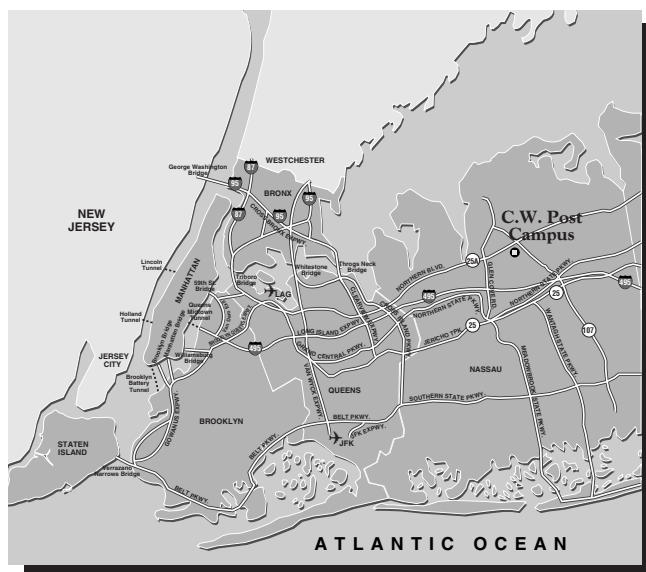
Amtrak — The C.W. Post Campus is accessible through Amtrak, which goes directly into Pennsylvania Station in New York City. From Pennsylvania Station see directions above. Contact Amtrak at 800-USA-RAIL or on the Web at amtrak.com.

By Bus:

C.W. Post is serviced by the Metropolitan Transit Authority, Long Island Bus N20. Contact the MTA at (516) 228-4000 or on the Web at mta.nyc.ny.us.

By Plane:

Nearest airports to C.W. Post are John F. Kennedy International, (40 minutes from C.W. Post); LaGuardia (35 minutes) and Islip/MacArthur (50 minutes).



C.W. Post Campus • Long Island University

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| 1 Administration/
Winnick House/Great
Hall | 23 Interfaith Center,
Chapel | 45 Radio Station WCWP
(Abrams Communication
Center) |
| 2 Admissions (Mullarkey
Hall) | 24 Intramural Fields | 46 Riggs Park |
| 3 Baseball Field | 25 Kahn Discovery Center | 47 Riggs Residence Hall |
| 4 Basketball Courts
(Outdoors) | 26 Kings Residence Hall | 48 Roth Hall |
| 5 Bookstore | 27 Klar Intercultural
Center | 49 Sculpture Studios |
| 6 Brookville Residence
Hall | 28 Kumble Hall
(Student Services
Building) | 50 Sewage Treatment Plant |
| 7 Central Heating Plant | 29 Labyrinth | 51 Soccer Field (Men's) |
| 8 Chipmunk Trail | 30 Ladge Speech &
Hearing Center | 52 Soccer Field (Women's) |
| 9 Crafts Center | 31 Library (B. Davis
Schwartz Memorial) | 53 Softball Field |
| 10 Dollhouse | 32 Life Science/Pell Hall | 54 South Residence Halls
(Red, Green) |
| 11 Facilities Services | 33 Little Theatre | 55 South Residence Halls
(Yellow, Blue) |
| 12 Field House | 34 Lodge A Residence Hall | 56 Stables/Equestrian
Center |
| 13 Fine Arts Center | 35 Lodge B Residence Hall | 57 Stecklow Gardens |
| 14 Gold Coast Room | 36 Lorber Hall/
School of Accountancy | 58 Suffolk Residence Hall |
| 15 Graduate Admissions | 37 McGrath House | 59 Tennis Courts |
| 16 Greenhouse (Miracle-
Gro) | 38 Music Rehearsal Building | 60 Theatre, Film and
Dance Building |
| 17 Greenhouse Terrace | 39 Nassau Residence Hall | 61 Tilles Center |
| 18 Hickox Field/Football,
Track, Lacrosse, Field
Hockey | 40 Post Residence Hall | 62 Winnick Student Center |
| 19 Hillwood Commons | 41 Pratt Recreation Center | |
| 20 Hoxie Hall | 42 Printmaking Studio | B Long Island Bus |
| 21 Humanities Hall | 43 Public Safety | P Parking Areas |
| 22 Information Guard
Booths | 44 Queens Residence Hall | |



NOTES

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College of Education and Information Sciences
C.W. Post Campus
Long Island University
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Brookville, NY 11548

Dean's Office (516) 299-2210
liu.edu/cwpost/educationalstudies

C.W. POST CAMPUS

