

INTERDISCIPLINARY EDUCATIONAL STUDIES DOCTOR OF EDUCATION

Phone: (516) 299-2210

Director

Paula E. Lester
Senior Professor of Education
Educational Leadership and Administration
B.A., M.A., Lehman College, CUNY
M.S., Pace University
Ph.D., New York University
paula.lester@liu.edu

Executive Committee

Kathleen M. Feeley
Associate Professor of Education
Special Education and Literacy
B.A., M.S., St. John's University
Ph.D., University of Minnesota
kathleen.feeley@liu.edu

Jan P. Hammond
Associate Professor of Education
Department of Educational Leadership and Administration
B.S./B.A. State University of New York, Cortland
M.S. Western Connecticut State University, Music Education
M.S. Southern Connecticut State University, Educational Administration
Ed.D. Columbia University, Teachers College
jan.hammond@liu.edu

David Jalajas
Associate Professor of Management
A.B., Occidental College;
M.S., San Jose State University;
Ph.D., Stanford University
david.jalalas@liu.edu

Paula E. Lester
Senior Professor of Education
Educational Leadership and Administration
B.A., M.A., Lehman College, CUNY

*M.S., Pace University
Ph.D., New York University
paula.lester@liu.edu*

*Joseph Piro
Associate Professor of Education
Curriculum and Instruction
B.A., St. Francis College
M.A., City University of New York, Queens College
M.S., Fordham University
M.A., Ph.D., Teachers College, Columbia University
joseph.piro@liu.edu*

*R. H. Red Owl
Professor of Education
Educational Leadership and Administration
A.B., Erskine College
M.P.A., Georgia State University
Ph.D., University of Georgia
redowl@liu.edu*

*June Ann Smith
Associate Professor of Education
Counseling and Development
B.A., Northern Caribbean University (formerly West Indies College)
M.A., Andrews University; M.S.W., Yeshiva University
Ph.D., Andrews University
jsmith@liu.edu*

All other faculty in the College of Education, Information, and Technology support the Ed.D. Program and its students.

Program Overview

The program brings broad perspectives to important issues in education and focuses on the study of theory, practice and issues affecting the Pre-K-16 continuum and other education related domains (e.g. professional development, etc.). Minimum requirements include satisfactory performance in all coursework within the 10 year time frame, completion of the residency requirement, and a doctoral dissertation. This program leads to the granting of the Doctor of Education (Ed.D.) degree.

Success in the program depends in large part on your own initiative. Students are strongly encouraged to read broadly, to actively consult, to interact with faculty and fellow students, and attend meetings related to your profession and areas of study.

At the completion of the program, graduates are expected to be better prepared to think across paradigms, broadening and deepening their perspectives regarding key issues. Applying different approaches to critical questions in education and related areas and contributing in a critical and meaningful way is the foundation for study in this program.

Program Philosophy

The Ed.D. Program is built on the belief that research needs to be conducted not only within the University, but also in the “laboratory of the everyday”—in classrooms, schools and communities, and other organizations and settings. In this program, the many complex factors that make up learning communities, as well as the responsibilities of leaders within those communities, will be examined. This is based on the conviction that educational research that fails to consider the context of schools and learning communities frequently misses the many variables inherent in cultures, communities, language, changes in state-level policies, advances in technology and more. Graduates of this program will produce research that addresses identified needs in particular communities of learners.

Admission Requirements

Applicants must hold 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. 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.

Applicants must submit the following material by May 1st if they wish to begin classes in the Fall Semester.

1. A completed application form (available online).
2. A statement of purpose that describes their educational and professional goals and discusses what they hope to gain from doctoral study at Long Island University. The Statement of Purpose should be computer-generated and double-spaced.

3. A statement of research/inquiry describing the applicant's primary areas of research/inquiry interest. The statement should be 1 to 3 pages in length.
4. Two official copies of all undergraduate and graduate transcripts (from each college or university where courses leading to a Bachelor's and/or Master's degree were taken. Transcripts of all other coursework deemed relevant to the program should also be submitted. Transcripts must be sent in sealed envelopes with the Registrar's signature across the seal.
5. Three letters of recommendation. These letters should be written by persons who can comment from personal knowledge on academic and/or professional qualifications of the applicant for graduate study. 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. Either an employer, former instructor, or professional colleague of status may write the third letter of recommendation.
6. A copy of a publication or a sample of other scholarly writing.

Residency and Registration Requirements

All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Due to the cohort format of the program and inconsideration 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.

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 all students after they have been admitted to the program.

Candidacy for the Degree

Upon admission to the program, students become "doctoral students" or doctorants and remain in that status until they have completed their digital portfolio, the comprehensive exams, and have successfully defended their dissertation proposal. At that time, they are advanced to the status of "doctoral candidate" and may use the initials ABD (all but dissertation) as an indication of their

advanced status in the doctoral program. That designation expires with any applicable statutes of limitation.

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. The following requirements provide the basis for doctoral candidacy.

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.

Each doctoral student will assemble a Digital Portfolio that includes: (a) a cover page and an index with hyper-links 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 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.

Written and Oral Comprehensive Exams

The Doctoral Program Executive Committee has developed an approach that fulfills the evaluative and assessment objectives of the Comprehensive Exams and also maximizes their value as an integral component of the learning experience for our students. The format of the comprehensives avoids unnecessary or redundant retesting of students' mastery of course content knowledge that would already have been assessed by individual course instructors. The design of the comprehensives is intended to advance students' progress toward their dissertation research. The Comprehensive Exams include a research précis that demonstrates the research methods, skills, and perspectives developed during the student's core (covering research skills and methods) courses and reflects the knowledge they developed in their field.

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

- The first component is 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 field of expertise [about 10 double-spaced pages plus References].
- The second component is a discussion of the 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 is a statement describing the interdisciplinary nature of the proposed research and of its benefits.

The written portion of the Comprehensive Exams will be assessed by the dissertation committee chair and one other member of the dissertation committee, as designated by the chair. 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.

Orals. The oral portion of the Comprehensive Exams will be achieved by having the student make an oral presentation of the research précis to the 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 the student's specialization, as it relates to the student's planned dissertation topic.

Dissertation Requirements

Under the guidance of a dissertation committee as described in the Ed.D. Student Handbook, the student must develop and successfully defend a dissertation proposal and subsequently, develop and defend a final dissertation of scholarly and professional value.

Curriculum

Students must complete a minimum of 51 credits beyond the master's degree, including eight core courses (24 credits), six field courses (18 credits), and a minimum of three courses of dissertation preparation (9 credits). In addition, students must successfully pass a written and oral 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 field courses (18 credits)
3. Development and presentation of a working portfolio
4. Written comprehensive examination
5. Oral comprehensive examination
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

Program Requirements Core (24 Credits)

EDD 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies (3 credits)

EDD 1001: Multiple Perspectives on Educational Policy Analysis and the History of Educational Reform (3 credits)

EDD 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations (3 credits)

EDD 1003: Psychological, Sociological, and Cultural Aspects of Human Development (3 credits)

EDD 1004: School and Community: Policy and Practices (3 credits)

EDD 1005: Educational Research Methods I (3 credits)

EDD 1006: Educational Research Methods II (3 credits)

EDD 1007: Applied Research Design in Educational Studies (3 credits)

Field Courses from the Following (18 credits)

EDD 1101: Collaborative Team Models in Education (3 credits)

EDD 1102: Facilitating Transitions Throughout the Educational Process (3 credits)

EDD 1103: Sociopolitical Contexts of Multicultural Education (3 credits)

EDD 1104: Bilingual and Second Language Acquisition (3 credits)

EDD 1105: Contemporary Issues in Assessment and Evaluation (3 credits)

EDD 1106: Technology-Enhanced Teaching and Learning (3 credits)

EDD 1201: Educational Reform: An Interdisciplinary Theoretical Perspective (3 credits)

EDD 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment (3 credits)

EDD 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform (3 credits)

EDD 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform (3 credits)

EDD 1205: Critical Issues and Trends in Pre-K – 16 Education (3 credits)

EDD 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings (3 credits)

Dissertation Courses (9 credits minimum)

EDD 1008: Dissertation Seminar I (3 credits)

EDD 1009: Dissertation Seminar II (3 credits)

EDD 1010: Dissertation Advisement (3 credits)

EDD 1011: Continuing Dissertation Advisement (1 credit), repeated every semester while dissertation research is in progress)

Interdisciplinary Education Studies Course Descriptions Core Courses

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 in 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. 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. 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 1102 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 those aspects' influence on 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 principle 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. *Prerequisite: EDU 1000 in-progress*

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. *Prerequisites: EDU 1000, EDU 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 research projects 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. *Prerequisites: EDU 1000, EDU 1005, and EDU 1006*

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 need 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 education 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.

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. In addition, students will discuss the need to change the roles, culture, and norms within school organizations. 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 Environments 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 reevaluate 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 Setting

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in 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. It will expand student knowledge of research, theory, current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will 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.

Dissertation Courses

EDD 1008 Dissertation Seminar I

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 Dissertation Seminar II

The second part of the dissertation seminar 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 second part of the dissertation seminar is taken. 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 enroll in three (3) credit hours of EDD 1010 after completing Dissertation Seminar II. 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 Doctorate in Education (Ed.D.).

EDD 1011 Continuing Dissertation Advisement

This is a one credit course given each semester (Fall and Spring semesters) for those students who have completed the required 51 hours of the Interdisciplinary Educational Studies Doctoral

Ed.D. Program, but have not yet successfully defended their dissertation. This course allows the doctoral students to continue in the program, allowing them to receive continued support of their dissertation committee members, and giving them access to other university services (e.g. technology and library services) until they successfully defend their dissertation. Students are required to enroll in one (1) credit hour of EDD 1011 after completing Dissertation Advisement until they have completed and successfully defended their dissertations.