

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

STUDENT HANDBOOK



liu.edu/post/edd

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QUICK REFERENCE TO CAMPUS PHONE NUMBERS

Dean	516-299-2210
Director	299-2191
Program Office	
Secretary	299-2210
Fax Number	299-4167

CAMPUS RESOURCES

Computer Center, Information Technology in the Library	299-2281
Student Financial Services, Kumble Hall	299-2338
Graduate Admissions	299-3952
Library Circulation	299-2303
Registrar's Office, Kumble Hall	299-2756
Registration	299-2455
Student Records	299-2756
Transcripts	299-2901
Security	299-2222
Student Health Services: Infirmary	299-2345

Academic Calendar is available on the LIU Post website: liu.edu/post

INTRODUCTION

We are delighted that you have chosen to pursue your doctoral studies with us. Working toward your doctoral degree will be exciting, challenging, and rewarding, both personally and professionally. The mission is to help doctoral candidates develop an understanding of the complex issues involved in affecting meaningful change in educational policies and practices. You will expand and challenge many of your current assumptions and will develop intellectually. This will be a time of hard work and dedication; you will be learning a great deal in the area you will be investigating. You will have the opportunity to network, to make new friends and colleagues, and to work with faculty who are experts in their field of study.

While this handbook can be used as a supplement to the program handbook, the most important source of information and support is your program director and your professors. The information in this handbook should be considered as guidelines, but does not supersede any applicable university policy or public law or regulation. The guidelines are also subject to change (see page 13).

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.

STUDENT COHORT GROUPS

Each incoming class will enter the doctoral program as a cohort. The cohort will follow a prescribed curriculum consistent with the program goals.

BASIC DEGREE REQUIREMENTS AND COURSES

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).

All work for the doctoral degree must be completed within 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.

Eight core courses (24 credits)

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

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

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

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

EDD 1004: School and Community: Policies and Practices

EDD 1005: Educational Research Methods I

EDD 1006: Educational Research Methods II

EDD 1007: Applied Research Design in Educational Studies

Field courses (18 credits) from the following

EDD 1101: Collaborative Team Models in Education

EDD 1102: Facilitating Transitions Throughout the Educational Process

EDD 1103: Sociopolitical Contexts of Multicultural Education

EDD 1104: Bilingual and Second Language Acquisition

EDD 1105: Contemporary Issues in Assessment and Evaluation

EDD 1106: Technology-Enhanced Teaching and Learning

EDD 1201: Educational Reform: An Interdisciplinary Theoretical Perspective

EDD 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment

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

EDD 1204: Public and Community Relations: Creating Environments Conducive to

Educational Reform

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

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

Dissertation related courses and advisement minimums (9 credits)

The following four courses comprise the Dissertation Sequence:

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)

*This course must be taken in each regular semester after completion of 51 credits until successful defense of the dissertation. Students who miss courses scheduled for their cohort may be allowed to join a subsequent cohort by permission of the Doctoral Program Director when the missed coursework is offered.

RESIDENCY REQUIREMENT

Every student must fulfill a residency requirement which requires the student to be registered for courses as a full-time student for two consecutive semesters (six credits a semester). The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan.

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 specialized 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 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 the dissertation committee. Students will invite a faculty member to serve as their dissertation committee chair, no earlier than the spring semester of their second year of doctoral studies. From that point forward, the dissertation chair serves as the student's primary mentor, advisor, and advocate throughout the rest of the program.

The dissertation chair must have a terminal degree and be a full-time faculty member of the College of Education, Information and Technology or a senior administrator with academic status in the College 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 includes two other faculty members in addition to the chair. At least one of those members must be a full-time faculty member from any campus, department, or program at LIU. The third member may be either a faculty member in any department at LIU or at another university, or an equivalent non-faculty expert holding a relevant earned doctorate.

The initial, three-person dissertation committee works with the doctoral student in approving a dissertation topic, developing and approving a formal dissertation proposal, obtaining Institutional Review Board (IRB) approval if needed, conducting the dissertation research, and preparing the dissertation. At least one member of the three-person committee must have expertise in the research methods that are employed in the dissertation. If no member of the three-person committee has such expertise, prior to the scheduling of a dissertation defense the committee chair must consult with a research methodologist with expertise in the method employed to ensure that the methods are employed correctly in the dissertation. The three-person committee is also 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" in conducting the final public dissertation defense and approving the dissertation. At least one of the readers must be an LIU 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 an appropriate terminal degree.

Readers may not have been involved in the design or development of the dissertation and are charged only with offering a summative judgment of the adequacy of the dissertation as written for a doctoral degree.

STUDENT SUPPORT

Mentoring Support

The program incorporates three primary mentoring systems:

1. Student-to-student mentoring will be encouraged not only to promote an expanded network of human resources, but also to instill cooperative and collaborative problem solving.
2. Faculty-to-student mentoring will be highlighted in the context of mutual sharing, listening and learning.
3. Problem-solving seminars will be emphasized as a vehicle for bringing faculty members and doctoral students together to explore insights and strategies for solving authentic pedagogical problems. These seminars are especially appropriate for completing core course projects, dissertation proposals and dissertation research.

As the doctoral program is designed primarily for mid-level, practicing educators, a substantial need for assistantships and fellowships is not anticipated. Such assistance will be provided by the University or through private funding sources on a limited case-by-case basis based on student need or on policy initiatives designed to affect the quality and composition of the student body.

LIBRARY AND TECHNOLOGY SUPPORT SERVICES

Library Support

The B. Davis Schwartz Memorial Library, with more than one million volumes and more than 5,000 periodicals and newspaper subscriptions in its various public service departments, has a capacity of 2.1 million volumes and accommodates more than 800 students. The Library offers in-library and remote access to most major databases for scholarly, peer-reviewed publications. Among these databases are the Gale Group's Enhanced Academic ASAP, ProQuest, Ebscohost's Academic Search Premier, WebSpirs and JSTOR.

The Library is open 86 hours a week, including nights and weekends, with special extended hours during final examination periods. Remote access via the Internet is available when the Library building is not open.

Current subscriptions to more than 2,500 journals, and a large retrospective collection, are maintained in the Periodical Department, with print and computerized indexes to provide access to the material.

The Library collections of LIU have been augmented by a computerized network and by a phone-wire service that removes the limits on available information for scholars, students and the professional business community. Networked computers allow simultaneous multi-user access to many databases, enabling users to retrieve bibliographic records in a variety of subject fields. In addition, tax-related CD-ROMs may be found in the Tax Library, and business-related CD-ROMs are in the Center for Business Research. Computerized access to DIALOG, OCLC, NEXIS and other online databases is also available.

TECHNOLOGICAL SUPPORT

The University's technological support system includes bandwidth for student access to electronic learning resources via the University's on campus network and its ISP (Internet) services.

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 (PCs and Macintoshes) linked to LIUNET. These labs offer free LaserJet printing services and a wide range of software, from graphical to statistical packages. To maintain a state of the art environment, hardware and software are routinely upgraded. The campus has approximately 5,000 ports available with more than 1,700 computers for staff and faculty.

STUDENT CONDUCT CODE

Upon enrollment, every student is held to the standards of conduct listed below. The institution may discipline students to secure compliance with these standards or remove the student from the academic community.

Standard 1: Students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.

Violations of this standard:

- Conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- Theft or the unauthorized possession of examinations; alteration, theft or destruction of the academic work of others; or academic records, library materials, laboratory materials or other University equipment or property related to instructional matters or research.
- Submitting work previously presented in another course unless specifically permitted by the instructor.
- Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings or computer facilities.
- Complicity with others in violation of this standard.

Standard 2: Students respect the health, safety, welfare and rights of all persons.

Violations of this standard:

- Threatened, attempted or actual physical harm or other conduct that threatens the health or safety of the student himself/herself or any other person.
- Intimidation, stalking, harassment, coercion, verbal abuse or any other conduct which has a direct and substantial disruptive influence on the life or educational endeavors of any person.
- Sexual misconduct.
- Conduct which is lewd, indecent, obscene or disorderly.
- Incapacitation due to the abuse of alcohol or a controlled or other intoxicating substance, or appearing in a public place manifestly under the influence of such, particularly when there is danger to self, others or property, or there is unreasonable annoyance to others.
- Making, possessing or using any controlled substances or paraphernalia or providing them to other persons.
- Possessing or using alcohol if underage, or providing it to those who are underage.
- The unauthorized possession or use of firearms, ammunition, explosives, fireworks or devices classified as weapons by state statute; the use of instruments which simulate such items in acts which threaten or alarm others.
- Hazing
- The intentional false report of a bomb, fire or other emergency; or the unauthorized alteration or misuse of any fire alarm, firefighting equipment, safety or other emergency device.

Standard 3: Students comply with the policies, procedures and academic programs of the Department.

Violations of this standard:

- Conduct which by itself, or in conjunction with the conduct of others, disrupts or impairs the carrying on of normal University functions.
- Refusal to cooperate with or failure to carry out the reasonable directive, written or verbal, of faculty or staff members acting in the performance of their duties.
- Misrepresenting or falsifying any University record, forms or procedure; making knowingly false oral or written statements to any University official.

- Providing false testimony at a disciplinary hearing, failure to satisfy the terms of a disciplinary sanction, or disregarding disciplinary procedures.

GRADE APPEALS POLICY AND PROCESS

Students who believe that a grade on an individual course assignment does not accurately reflect their actual performance and achievement should discuss their concerns with the course instructor and provide evidence in support of the challenged grade.

Students who feel that the final course grade assigned and reported to the Registrar does not accurately reflect their overall performance or achievement in a course should first discuss their concerns with the course instructor and provide evidence in support of the challenged grade. The instructor will then review the evidence and make a determination to either increase the grade or confirm and sustain the originally assigned course grade. The instructor may not lower the previously assigned and reported course grade as a result of a review conducted in response to a grade appeal.

If the instructor determines based on the evidence that the grade should be sustained and not be increased, the student may prepare and submit a written grade appeal to the Ed.D. Program Director. Written appeals should include as much detail as possible, provide evidence in support of the appeal, and should be submitted as a Word document in an email attachment addressed to Paula.Lester@liu.edu for consideration. If, after consultation with the course instructor, the Program Director determines that the appeal has potential merit, the Director will forward the appeal with the Director's advice to the Executive Committee of the Ed.D. Program, which also serves as the Program's Academic Standing Committee. If the Academic Standing Committee supports the appeal after considering the evidence and consulting with the course instructor, a grade change may be directed. The Program Director will advise the student of the decision on the appeal.

If a grade appeal is not approved by the Ed.D. Program after the review process has been completed, the student may request that a procedural review of the appeals process be conducted by the Dean of the College of Education, Information and Technology. Students should understand, however, that the Dean's procedural review will focus exclusively on whether the student's procedural rights were observed and protected by the Ed.D. Program Director and Academic Standing Committee during the grade appeal process. The Dean will not review the academic judgments of the faculty or entertain additional evidence from that which was not presented during the appeals process.

If the Dean determines that the grade appeal process conducted by the Ed.D. Program was procedurally flawed or inadequate or in any way violated the student's rights, the Dean will refer the case to the Ed.D. Program Academic Standing Committee for a de novo, second review without prejudice, directing that

any procedural errors in the original review be corrected during the second review. The Dean will communicate the results of the procedural review to the Ed.D. Program Director and the student appellant.

PROFESSIONAL PLACEMENT AND CAREER PLANNING

The Career Services Office, located in Kumble Hall, is committed to providing career development, work experiences, and employment opportunities. Individualized career development services are offered to all alumni and members of the community to assist in navigating return-to-work or career transition services.

ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

The University fully supports and complies with federal and state laws, regulations, and guidelines regarding students with disabilities. Faculty teaching in the Ed.D. Program or serving on dissertation committees will make reasonable accommodations for students with documented disabilities. It is the student's responsibility to inform the faculty member early in the course or activity of any disability that might require accommodation. The faculty member will refer the student to the appropriate University service to obtain certification of the documented disability. Faculty members may not discuss these accommodations with the student without such documentation.

Notice to Students: LIU 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.

Note: The College of Education, Information and Technology reserves the right to: amend the calendar as necessary; change instructors; withdraw, cancel, reschedule, or change any course or program of study and related requirements; or change any regulation affecting students as appropriate or necessary.