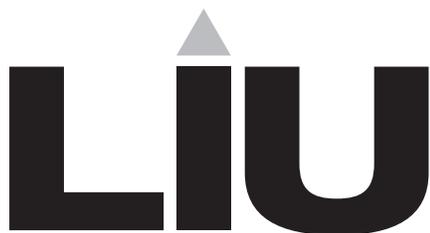


Doctor of Education (Ed.D.) in Interdisciplinary Educational Studies

STUDENT HANDBOOK **2012 - 2013**



Post liu.edu/post/edd

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Dear LIU Post Doctoral Student:

Congratulations and welcome to the Doctoral Program in the College of Education, Information and Technology at LIU Post. We are excited to partner with you on this exciting journey and are committed to your professional development and success. Working closely with faculty, you will explore critical issues in education and become a recognized expert on trends and challenges, and will creatively apply this new knowledge to advance student learning.

This handbook is designed to serve as a reference for you and provides a description of the procedures, policies, and regulation necessary to navigate your way from admission to graduation. It is important that you become familiar with the resources, requirements and other information that will be helpful to you as you complete the program. Additional information will be available in the Dean's Office of the College of Education, Information and Technology, located in the B. Davis Schwartz Memorial Library.

The faculty and I are excited about the discoveries you will make, the innovations you will develop, and the scholarly contributions you will make. I believe you will find our program both challenging and immensely rewarding. We look forward to working with you to develop the skills necessary to tackle the educational challenges of the 21st century.

Respectfully,



Robert D. Hannafin, Ph.D.
Dean, College of Education, Information and Technology

ACADEMIC CALENDAR

FALL 2012

September 5 – Classes Begin
 September 5-18 – Add/Drop and Late Registration
 (Instructor permission required to add Lab Science courses as of 9/14)
 September 21 – Award of September Degrees
 October 8 – Columbus Day - Administrative Offices
 Open - **No Classes**
 October 19 – Last Day to File for January 2013 Degree
 October 15 – Registration Begins for Spring 2013
 (tentative date)
 November 6 – Election Day - Administrative Offices
 Open - **No Classes**
 November 9 – Last Day to Opt P/F or Withdraw
 November 21-25 – Thanksgiving Recess - **No Classes**
 December 11 – Last Day of Regular Classes
 December 12-13 – Study/Snow Days/Alternative Class Days
 December 14-20 – Final Examination/Final Class Meetings
 December 21 – Term Ends

SPRING 2013

January 18– Award of January Degrees
 January 22 – Classes Begin
 January 22-Feb 4 – Add/Drop and Late Registration
 February 15 – Last Day to File for May 2013 Degree
 February 18 – President’s Day - **No Classes**
 February 19 – **Monday Classes Meet, Tuesday Classes Suspended**
 March 11-17 – Spring Recess - **No Classes**
 March 18 – Registration Begins for Summer and Fall 2013
 (tentative)
 April 5 – Last Day to Opt P/F or Withdraw
 April 30 – Last Day of Classes
 May 3-9 – Final Examinations/Final Class Meetings
 May 10 – Commencement
 May 17 – Conferral of May Degrees

SUMMER 2013

The dates for summer session courses will be determined.
Please check the LIU Post website for future changes at liu.edu/post/registrar.

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.

QUICK REFERENCE TO CAMPUS PHONE NUMBERS

Dean

Dr. Robert Hannafin516-299-2210

Director

Dr. Paula E. Lester299-2191

Program Office

Joan McCarthy, Secretary299-2210

Fax Number299-4167

CAMPUS RESOURCES

Computer Center, Information Technology in the Library.....299-2281

Student Financial Services, Kumble Hall299-2338

Graduate Admissions299-3952

Library Circulation.....299-2303

Registrar’s Office, Kumble Hall299-2756

 Registration299-2455

 Student Records299-2756

 Transcripts299-2901

Security.....299-2222

Student Health Services: Infirmary299-2345

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.

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. Minimum requirements include satisfactory performance in all coursework within the 10 (ten) year time frame, completion of the residency requirement, completion of all fieldwork research, and a doctoral dissertation on a specific research question drawn from one or more of the program's organizing themes. This program leads to the grantry of the Doctor of Education (Ed.D).

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 contributing to reform-minded efforts in a critical and meaningful way is the foundation for study in this program.

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.

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 every day”—in classrooms, schools and communities. 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. Field-based research offers an opportunity to explore the process of change in natural and authentic school environments. Through this experience, students will realize that change within the community must always remain focused on continuity

for both children and adult learners in their own education. Graduates of this program will produce research that addresses identified needs in a particular community of learners.

STUDENT COHORT GROUPS

Each incoming class will enter the doctoral program as a cohort. Each cohort will progress as a group for the first 24 (twenty-four) 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 specialty area: either the Teaching and Learning Concentration, or the Educational Leadership Concentration.

BASIC DEGREE REQUIREMENTS

Students must complete a minimum of 51 (fifty-one) credits beyond the master’s degree, including eight core courses (24 credits), six courses in an area of concentration (18 credits), and a minimum of 9 (nine) credits of dissertation preparation (9 credits).

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 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.

PROGRAM SEQUENCE AND CONCENTRATIONS

All students must complete a core of 24 (twenty-four) credits. After completing the core courses, students will take courses in one of two concentrations: “Teaching and Learning” or “Educational Leadership.” Students will be required to complete at least 18 credits in one of the concentration areas followed by 9 (nine) credits of dissertation courses.

The eight core courses (24 credits) are:

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

Concentration: Teaching and Learning (18 Credits)

The following six courses comprise the Teaching and Learning Concentration:

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

OR

Concentration: Educational Leadership (18 Credits)

The following six courses comprise the Educational Leadership Concentration:

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 Courses (9 credits)

The following three courses comprise the Dissertation Sequence:

EDD 1008: Dissertation Seminar
EDD 1009: Doctoral Candidate Colloquium Workshop
EDD 1010: Dissertation Advisement

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. 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.

POSSIBLE ADDITIONAL DEGREE REQUIREMENTS

Students approved by the Admissions Committee for the initial admissions status to the doctoral program must complete the required examinations to assess competence and or complete prerequisites either before or immediately after a formal acceptance letter is released. Examination results may require that students take courses beyond the standard requirements of 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 for each student.

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 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, Information and Technology 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, Information and Technology 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 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 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.

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.

CAREER SERVICES

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.

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.

NOTES

College of Education, Information and Technology
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

Dean's Office (516) 299-2210
liu.edu/post/edd

