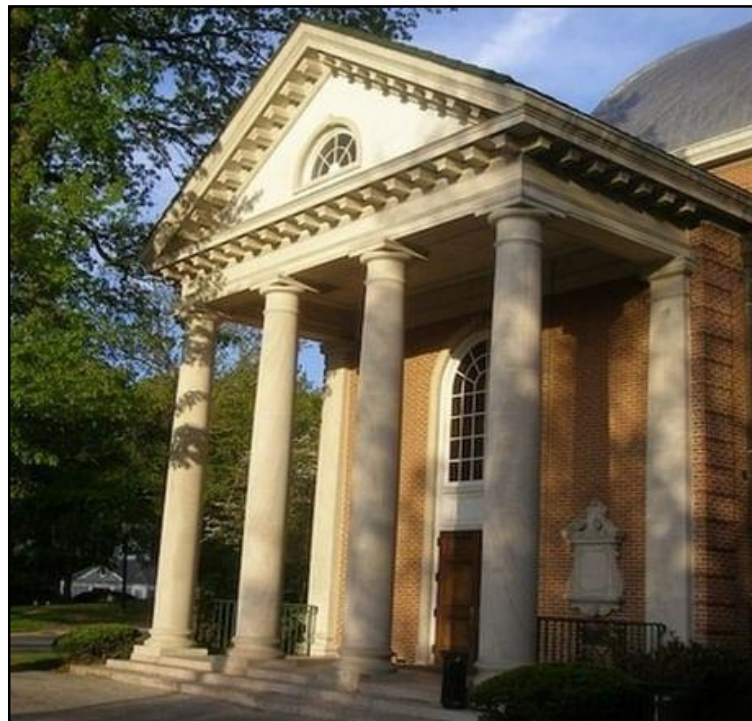


Long Island University

STUDENT HANDBOOK Doctor of Education (EdD) Program in Transformational Leadership

2024-2025



Long Island University
College of Education, Information
and Technology
Brookville, NY 11548

Website: Long Island University <http://www.liu.edu/>

College of Education, Information & Technology (CEIT)
<http://liu.edu/post/ceit>

September 2024

Disclaimer

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 their 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.

This Doctoral Student Handbook refers to all forms of the EdD Program online, face-to-face, and hybrid.

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.

All links/references to publications were active and correct at the time of the publication of this document.

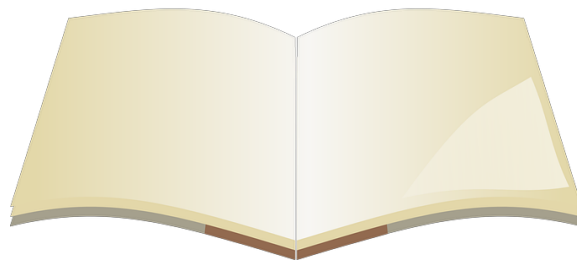
Ed.D. Program in Transformational Leadership

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CAMPUS RESOURCES

LIU- Post

Computer Center, Information Technology in the Library	516-299-2281
Student Financial Services	516-299-2338
Graduate Admissions	516-299-3952
Library Circulation	516-299-2303
Registrar's Office	516-299-2756
Registration	516-299-2455
Student Records	516-299-2756
Transcripts	516-299-2901
Security	516-299-2222
Student Health Services: Infirmary	516-299-2345

Location of CEIT

The offices of the College of Education, Information & Technology (CEIT) are located in the library.

Map of Long Island University/ Post:

<https://www.liu.edu/post/Campus-Life/Campus-map>

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ACADEMIC CALENDAR

2024-2025

Fall 2024

Labor Day-holiday	Monday, September 2
Weekday classes begin	Wednesday, September 4
Registration and program changes (permission required for Lab courses during week 2)	Wednesday-Tuesday, September 4-17
First weekend session classes begin	Saturday-Sunday, September 7-8
Registration and program changes end for full-term courses	Tuesday, September 17
Last day to apply for comprehensive examination	Friday, October 5
Spring Registration Begins (tentative)	Monday, October 14
First weekend session last classes/final examinations	Saturday-Sunday, October 19-20
Second weekend session classes begin	Saturday-Sunday, October 26-27
Election Day-classes in session	Tuesday, November 5
Last day for full/partial withdrawal for full-semester courses	Friday, November 8
Thanksgiving holiday - no classes	Wednesday, November 27 - Sunday, December 1
Classes resume	Monday, December 2
Last day of regular classes	Friday, December 13
Second weekend session final exams/last class meeting	Saturday-Sunday, December 14-15
Final examinations-undergraduate and graduate	Monday, December 16 - Friday December 20
Winter recess begins	Saturday, December 21
Fall degrees conferred	Friday, January 10, 2025

The Spring 2025 Calendar has not been established at this writing, however, may be found at the following link:

<https://liu.edu/enrollment-services/registration/academic-calendar>

INTRODUCTION

We are delighted that you have chosen to pursue your doctoral studies at [Long Island University's EdD program](#). Working toward your doctoral degree will be exciting, challenging, and rewarding, both personally and professionally. Our 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, 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.

LIU VISION & MISSION STATEMENT

At its core a liberal arts institution, LIU is dedicated to meeting the needs and expanding the horizons of all our students, whether in the arts and sciences, or professional schools or through life-long learning. We at LIU are committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident; in our faculty's devotion to excellence in teaching, our intensive advisement system, and our encouragement of experiential learning through cooperative education, internships, practica, community service, study abroad, research projects, and artistic performance. Our students benefit as well from participation in one of the nation's largest private university systems, and from our ability to draw on the unparalleled cultural and professional resources of the metropolitan area. Graduates of LIU will have developed strong critical and expressive abilities, civic responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.

LIU envisions a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally- responsible, sustainable fashion. It aspires to move toward this vision through an institutional culture that is open to all, cherishing and nurturing the expansion of knowledge; intellectual inquiry and critical thought; artistic and creative expression;

teaching and learning; and community service as its core values. This vision sustains the University and provides the foundation upon which its mission rests.

EdD PROGRAM MISSION

The mission of the Ed.D. program is to engage professionals in critical issues related to education from a variety of broad, interdisciplinary perspectives through a comprehensive program to prepare them to become effective change agents. Through this mission, doctoral candidates will develop an understanding of the complex issues involved in affecting meaningful transformational change in educational policies and practices. This approach 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. The program provides educators and other professionals involved in training-related fields an opportunity for advanced study. Among these professional fields are included: K-12 education, higher education, business, law enforcement, health professions, science and technology, and non-profit organizations. The Doctoral Program in Transformational Leadership serves qualified practicing educators and other professionals who wish to enhance their research, pedagogical, and leadership skills, while engaging in a process of visionary school change affecting Pre-K to 16 schools, and other organizations involved in Pre-K to 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.

EdD PROGRAM OVERVIEW

The EdD 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 a 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.

A doctoral dissertation makes an original contribution to knowledge, as defined in a disciplinary or interdisciplinary domain, and addresses a significant researchable problem. Preparation and defense of a dissertation is based on original research. In general, a dissertation is comprised of front matter or preliminary pages, five chapters of text, and back matter including references and appendices. The five chapters are assembled over a reasonable period of time to reflect the doctoral candidate’s understanding,

analysis, and mastery of the issues being probed. The dissertation should reflect the requirements, standards, and expectations of Long Island University.

STUDENT CODE OF CONDUCT

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.

ACADEMIC INTEGRITY POLICY

Academic integrity is the practice of honesty and openness in scholarly, creative, and communal endeavors. Academic integrity is multifaceted. It involves, in addition to ethical practices, the avoidance of **plagiarism, cheating**, and other forms of professional and personal misrepresentation and dishonesty. Integrity is essential to the values and discourses that characterize the academic environment; to the maintenance of the academic community itself; and to the role of the academic community within society at large. Trust and integrity are integral to any relationship, whether on campus or in later personal and professional life. *Plagiarism and cheating are serious violations of academic integrity that have significant consequences for the student.*

Plagiarism:

Plagiarism is the use or presentation of ideas, words, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism may take many

forms. To avoid plagiarism, always cite the source of your information whether from print, electronic/online, or other materials. The guidelines of each individual discipline must be consulted for details specific to that discipline. It is incumbent upon the student to learn and understand what plagiarism is and how to avoid it.

Cheating includes:

1. falsification of statements or data
2. listing of sources that have not actually been used
3. having another individual write a paper or create a work in *lieu* of one's own; writing a paper or creating a work for another to use without attribution
4. purchase of a written paper or work for the purpose of submitting it as one's own, or selling a written paper or other work for another's submission as his/her own
5. using written, verbal, electronic, or other sources of aid during an examination (except when expressly permitted, such as on a stated "open book" exam), or knowingly providing such assistance to another.

DISCIPLINARY PROCESS

Once a student of the academic community of LIU is accused of violating any of the Ethos principles above, the following disciplinary processes will be followed.

LEVEL ONE

1. The instructor shall meet with the student to explain the nature of the alleged violation and to determine the student's awareness of the violation as well as his or her motivation or intent.
2. The instructor should consider such matters as whether the violation was a result of ignorance, carelessness, or dishonesty before deciding whether:
 - a) a penalty is warranted. A penalty includes a failing or lowered grade for an assignment or for the course.
 - b) at the instructor's discretion, he or she may seek a solution with the student. That solution might take the form of supplying documentation in the correct form, rewriting the paper correctly, retaking an examination, or failure for the assignment and/or the course.
 - c) if a penalty is assigned in the form of a failing or lowered grade, the student has the right to appeal this decision. (See "Appeals Process" below.)

3. The instructor may also require the student to take a workshop co-sponsored by the Writing Center and the Library.

APPEALS PROCESS FOR LEVEL ONE

A student accused of any academic violation has the right to an appeal. However, the student must be aware that at this level only the grade can be appealed. An appeal will automatically create a first offense even if the instructor had decided that no institutional awareness of this incident was necessary.

1. If the student disputes the instructor's decision, s/he can seek a solution from the chair of the department involved.
2. If still not satisfied, student meets with appropriate dean or the dean's designee for a solution. The student will be notified in writing of the dean's decision within seven (7) business days.
3. If the student wishes to request an appeal to the outcome of his or her case, the student must submit an Appeal Request form, available in the dean's office, to the Chair of the Faculty Student Appeals Board within three (3) business days after receiving the dean's letter.
4. The Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this committee is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Community Standards.

LEVEL TWO If (and only if) an instructor believes that the case warrants further institutional awareness or action beyond the assignment of a grade, the following process shall be followed:

The instructor fills out an Academic Misconduct Form and sends it to his or her chair (or program director).

1. The chair notifies the student in writing that an Academic Misconduct Form has been filed.
2. The student has seven (7) business days to contact the chair and to arrange (if the student so desires) a meeting with the chair to discuss the situation.
3. The chair then considers the case. (The chair may choose to consult other members of his or her department informally or as part of a departmental meeting. Such procedures shall be determined by individual departments.) If the chair believes that the instructor's case has merit, the chair then forwards a report of the case to his or her dean.
4. The dean reviews the case and if s/he believes that the case has merit, s/he . . .

- a) forwards the report to the Director of Community Standards, which shall serve as the repository of reports of academic misconduct. And, if the case requires further action,
 - b) contacts the chair of the Faculty Student Appeals Board to inform him or her of the case.
5. The chair of the Faculty Student Appeals Board shall then...
- a) convene a meeting of the Committee in a timely fashion, and
 - b) inform the student that his or her case will be heard by the Committee.
6. The Faculty Student Appeals Board will then hold a hearing to review the case against the student for merit and will, if appropriate, impose a sanction. Statements from both the student and the instructor will be heard. The Committee will consider such matters as whether the violation was a result of ignorance, carelessness, or dishonesty before deciding whether a sanction is warranted. Sanctions may include suspension or dismissal from LIU.
7. Notification of the decision and the sanction will be sent to the student, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days. The student will be made aware of how s/he may appeal the decision.
8. The sanction goes into effect immediately. If the student requests an appeal, s/he will be allowed to continue attending class until the appeal is heard and a decision is rendered.
9. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Community Standards, which shall serve as the repository for these reports.

APPEALS PROCESS FOR LEVEL TWO

A student has the right to appeal the decision of the Faculty Student Appeals Board.

1. The student submits an Appeal Request Form, available in the dean's office, to the Vice President for Academic Affairs within three (3) business days after receiving the decision of the Faculty Student Appeals Board.
2. The Vice President for Academic Affairs shall consider the appeal. The recommendation of the Vice President for Academic Affairs is final.
3. The outcome of the recommendation will be communicated to the student, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
4. A copy of the recommendation of the Vice President for Academic Affairs shall be forwarded to the Office of Community Standards.

For additional information, see LIU Student Handbook <https://liu.edu/about/university-policies/student-handbooks>

Some FAQs about the LIU EdD Online Program in Transformational Leadership

*What are admissions criteria?

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 a field/area related to 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. For more information on the admissions process, please contact the Office of Admissions at (516) 299-2634.

*How many credits do people usually take per semester (assuming they are working full time)?

Each student is enrolled for six credits during fall and spring semesters. Summer semesters may be scheduled as well.

*What does the curriculum consist of?

The Ed.D. program requires a minimum of 51 credits of online coursework beyond a master's degree. This includes core, field, and dissertation courses. Courses cover such topics as education policy, human development, education research, school reform, social justice, technology, and multicultural education, all through an interdisciplinary focus.

*Can I transfer any credits?

Previous credits from prior degree work may be eligible for transfer into the program. These courses will be reviewed by the student and faculty with determinations then made after this review. If you have graduated from the DELTA/Ed Leadership program at LIU Post, other credit transfer opportunities may exist.

*Are classes taken online or in person?

Classes meet online with synchronous, asynchronous, and in small group learning experiences.

*Is there a plan of study?

We will work with each student on a plan of study included in which is the recommended progression of coursework for the EdD program. See page 49 for the "Doctoral Plan of Study" form.

*When can I apply?

The application process to the EdD program is conducted on a rolling basis.

*How do I go about applying?

You can start at the website for the program: <https://apply.liu.edu/quickapp2/?campus=P>
Click on the "Apply Now" button on the homepage for application information.

*How can I obtain additional information?

For additional information, you may access the following:

Chloe Needham chloe.needham@liu.edu

Tonie McDonald tonie.mcdonald@liu.edu

Program Website: <https://www.liu.edu/post/edd>

CAREER OPPORTUNITIES

Graduates of the Doctoral program in Transformational Leadership pursue careers as superintendents, principals, senior-level administrators, curriculum developers, policy analysts, and educational consultants; work in a variety of settings, such as public and non-public schools, state departments of education, national and state professional organizations, special education service units and private corporations; and become professors and researchers in colleges and universities.

ADMISSION REQUIREMENTS

Applicants for the Ed.D. in Transformational Leadership must hold at least a master's degree in education or a related field and have three years' experience in teaching or educational leadership or the equivalent. 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. Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores are **not** required. For international students, a Test of English as a Foreign Language (TOEFL) score of 600 is required.

ADMISSIONS PROCESS

1. Required Admissions Application

Applicants to the Ed.D. Program must complete the Long Island University Online Application for Admission. <https://apply.liu.edu/quickapp2/?campus=P>

2. Application Fee

Applicants can pay the application fee online when completing the application

3. Transcripts

Official undergraduate and graduate transcript(s) from any college(s) you have attended. Photocopies or student copies are not considered official.

4. Letters of Recommendation

Two 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. 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. An employer, former instructor or professional colleague of status may write the third letter of recommendation. At least one letter of recommendation must be obtained from a person holding a doctoral degree (e.g., EdD., PhD). Please ask recommenders holding a doctoral degree to indicate that credential in the text of their letters or to include it in their signature blocks.

5. Personal Statement of Research/Inquiry

Write a statement describing your educational and professional goals and research interests and discuss what you hope to gain from doctoral study at Long Island University. The statement should be one to three pages in length. You may submit this statement as part of the Online Application for Admission, or follow at a later date as a hard copy mailed with other supplemental materials. The admissions process will not be complete until all documents are received.

6. Curriculum Vitae/Résumé

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

CURRICULUM

The Ed.D. in Transformational Leadership curriculum is distinguished by its broad approach to school reform and by its topical focus on the study of theory, research, practice and issues affecting the Pre-K – 16 continuum. The program gives considerable attention to large problems and research questions that impact education. Interdisciplinary issues that will be woven throughout the doctoral curriculum are organized in the following categories:

- Child-Centered Education (i.e., developmental psychology, adolescent psychology, educational psychology, special education, learning and the brain, literacy)
- Reform and Transformation in Education (i.e., change theory, educational philosophy, educational policy, organization theory and development, educational technology, etc.)
- The Cultures of Pre-kindergarten - 16 Education (i.e., community values and education, cultural pluralism, organizational values and traditions, gender issues, etc.)
- Pedagogical Innovations (i.e., curriculum development, alternative assessment, educational technology, learning theory, distance education, etc.)
- Educational Leadership in Pre-k - 16 or Higher Education Systems (i.e., organizational theory and behavior, systems theory, leadership, educational administration, higher education preparation etc.)
- Educational Policy Studies (i.e., the “standards” movement, educational finance, special education, accreditation and regulation, access to education, think tank etc.)

Students in the program are immediately immersed in developing broad approaches to the study of educational issues, working with the ideas contained in a number of reform models. The goal is for students to continue to broaden and deepen their perspectives regarding the key issues that they have chosen to examine through lectures, seminar discussions, papers and research.

STUDENT COHORT GROUPS

Each incoming class enters the doctoral program as a cohort. Cohorts begin each fall and consist of a maximum of 15 students. Every cohort will travel together as a group during the program.

The cohort model of doctoral studies fosters interdisciplinary thinking by bringing together doctoral students with backgrounds in a variety of different fields. The coursework provides expertise in a variety of perspectives, including organizational leadership and human relations, teaching and learning, professional development and training, educational technology, policy analysis, and data-informed decision making.

Students in the doctoral program are required to maintain registration every semester, until and including the term in which the dissertation is approved by the Doctoral Program

faculty and the Dean of the College of Education, Information and Technology.

INTERNATIONAL STUDENTS

International students are welcome in the EdD program. Please check with the Office of International Students at LIU (<https://www.liu.edu/post/international>) for information on application requirements. Once international students are admitted, a customized Plan of Study will be developed for the EdD program.

GLOBAL CONNECTIONS

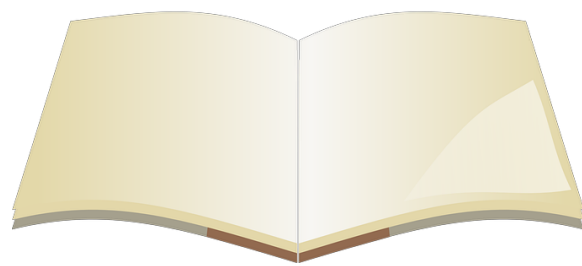
Students in the program may have the opportunity to spend a research summer or semester at the University of Salzburg School of Education in Austria to further diversify their understanding of education philosophy. The doctorate is supported by international faculty who bring a wide range of interdisciplinary perspectives to the program.

BASIC DEGREE REQUIREMENTS

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 advisement (9 credits).

COMPLETION OF PROGRAM

All work for the doctoral degree must be completed **within 10 years** from the date of the start of the program. Requests for additional extensions are reviewed on a case-by-case basis.



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 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. With this as a backdrop, 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. *Prerequisite: EDD 1000*

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 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.*

EDD 1103: Sociopolitical Contexts of Multicultural Education and Social Justice

By exploring gender asymmetry and the interaction of gender, race, class and sexuality as interpreted by Western and non-Western, Colonial and post-colonial societies, this course is designed to show students how cultural/social and political influences in education impact race, class, disability, sexuality and gender formation. Traditional multicultural definitions of race, class and gender will be critically explored with emphasis on issues of ethnicity, sexual orientation, religious within a social justice context. In this class we will explore how critical pedagogy differs in the different interpretations of "Multiculturalism," within a social justice framework. Emphasis will be placed on connecting the discourse of "Inclusion" with current emerging themes in critical pedagogy as they relate to preparing

students and educators to fully participate in a pluralistic democracy.

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. 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. The course takes an inquiry/research perspective of these issues, linking the type of issue to suitable research design choices. As a culminating project, all students will conduct a research project which makes extensive use of a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses

FIELD COURSES (Electives) – Please note – not all courses are offered every year.

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 1004: School and Community: Policy & Practice

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 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 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. 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 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.

DISSERTATION COURSES

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: Dissertation Advisement I

The doctoral advisement 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 II

Students are required to enroll in three (3) credit hours of EDD 1010 after completing Dissertation Seminar I. 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.).

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.

Ed.D. Program in Transformational Leadership

Dual-Credit and Transfer-Credit Options

Transfer Credits are applied during the student's first semester of enrollment.

Option 1: Up to 21 Dual Credits for LIU Post DELTA Grads or Grads of the Educational Leadership Master's Degrees or CAS at Other LIU Campuses or Grads of Educational Leadership program at StonyBrook University.

For students who graduate from an Advanced Certificate or Master's degree program in the Department of Educational Leadership & Administration at LIU Post or who have graduated with one of those degrees from any other LIU Campus or Stonybrook University, we will accept dual-credit for up to 21 graduate credits and will use those dual credits to fully satisfy the Educational Leadership track requirements of the Ed.D. Program. Those students would then only need to complete 21 credits of core courses and 9 credits of dissertation and dissertation advisement courses. That is, they would need to complete 30 additional credits out of the 51 normally required for an Ed.D. (It is important to emphasize that this only applies to graduates and not to students who have taken 21 credits in Educational Leadership but have not graduated).

Option 2: Up to 12 Dual Credits for LIU (Any Campus) Master's Degree or Advanced Certificate Graduates in an Education-Related Field Other than Educational Leadership and Administration

This option applies to students who have graduated from LIU (any campus) with a Master's degree or Advanced Certificate in any Education field from a department in the School of Education of the College of Education, Information and Technology. Such students may request dual credit for up to 12 credits toward field courses. Such credit is not automatic and will be subject to evaluation and an eligibility determination by the Ed.D. Program Director. Typically, for transfer credit, courses should have been successfully completed within the last ten years with a grade of B or better.

Option 3: 12 Transfer Credits for Master's Degree or Advanced Certificate Graduates in Educational Leadership and Administration or Other Education-Related Field from Institutions Other than LIU

This option applies to students who hold a Master's degree or Advanced Certificate in any subfield of Education or Educational Leadership and Administration from an accredited institution other than LIU. Such students may request transfer credit for up to 12 credits toward field courses. Such credit is not automatic and will be subject to evaluation and an eligibility determination by the Ed.D. Program Director. Typically, for transfer credit, courses should have been successfully completed within the last ten years with a grade of B or better.

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 written comprehensive exam, and the oral comprehensive exam. The following requirements provide the basis for doctoral candidacy.

Written and Oral Comprehensive Exams

The Doctoral Program has developed an approach that fulfills the evaluative and assessment objectives of the Comprehensive Exams while also maximizing their value as an integral component of the learning experience. The Oral and Written Comprehensives test student command of their chosen field of study and their ability to design, develop, and implement an original research project, in turn, advancing their progress toward their dissertation. The Comprehensive Exams include a research précis that demonstrates the research methods, skills, and perspectives developed during the student’s core courses and reflects the knowledge they have developed in their field.

*Note: The requirement that students complete an eportfolio as part of their program has been removed. Students graduating in May 2024 and later are not required to submit this document.

Written. 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 topic and of the student's specialized field of expertise [about 10-12 double-spaced pages].
- The **second** component is a discussion of the proposed research including the problem statement and research gap the dissertation is addressing, the significance of the research project, the research questions, and methodology (including philosophical perspectives, analytic methods, proposed sample, instruments and measures etc.) [about 10 – 12 double-spaced pages].
- The **third** component is a statement describing the interdisciplinary nature of the proposed research and of its benefits [about 6- 8 double-spaced pages].

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 proposed research project 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.

The Comprehensive Exams are taken after a student sets up the dissertation committee and has successfully completed 42 credits.

Students cannot defend their dissertation proposals until they have passed both written and oral Comprehensive Exams.

First Proposal Defense. Following the passing of both Comprehensive exams, students present their proposal to the LIU community through their **first proposal defense**. Typically, this is a public presentation to the general university community. However, in light of the pandemic and its effects on in-person scheduling, modifications for this defense format have been made which combine the Oral Comprehensive and first defense. The student and committee will work together to decide the format for the first defense and communicate their decision to the EdD program director.

THE FIRST PROPOSAL DEFENSE

Who decides when the student is ready to defend the dissertation proposal?

When the student believes the dissertation proposal is ready for defense, the student requests, upon recommendation by the chair that a (virtual) defense be scheduled by the chairperson and the dissertation committee. The decision to schedule the proposal defense as well as determine the audience format will be made by the student and dissertation committee.

When does the student defend the dissertation proposal?

Before a student defends the dissertation proposal, the student must have successfully completed 42 credits; have completed the first three chapters of their dissertation; successfully passed all components of both the written and oral portions of the student's comps, and have met the requirements of the dissertation committee. The decision to submit and conduct a dissertation proposal is at the discretion of the Chair.

Who sets up the dissertation proposal defense?

Once the student's dissertation committee approves the proposal defense, the dissertation chair notifies the EdD Program Secretary that the student is requesting a date for the defense. The dissertation chair should also schedule and conduct the virtual defense using an online platform such as Zoom. The decision to invite the larger university community should be made by the committee in consultation with the student. Generally, there should be one week's notice, unless an exception is approved by the Dean.

Who convenes and who attends the dissertation proposal defense?

The student and the dissertation committee will be present. In addition, students and faculty are invited. Typically, a notice goes out informing the LIU community of the first defense and requests that any person interested in attending the defense contact the chair for a Zoom invitation.

The questioning portion of the defense is moderated by the dissertation chair. Normally, the student will be asked to make a brief presentation. The questioning normally proceeds with the committee members, then the chair and other faculty members who are present, followed by questions invited from the other doctoral students in the program.

How long does the dissertation first proposal defense last?

The public portion of the questioning typically lasts around one hour. At the end of the public session, the dissertation committee continues in executive session utilizing, for example, a breakout room. All others, except for the student, are excused at this time.

What is the format and length of the dissertation proposal?

The format and length of the dissertation proposal will be determined by the dissertation committee based on the nature and topic of the dissertation. All dissertations must conform to the style prescribed by the current edition of the Publication Manual of the American Psychological Association. Generally, the first chapter consists of an introduction; the second chapter consists of a review of the related literature; and the third chapter consists of the research methodology.

How is the dissertation proposal graded?

There are three designations: approved, approved with changes, and not approved.

Note that APA released an updated Seventh Edition of the APA Manual in October, 2019. This edition of the style manual contains changes in the scholarly writing and publishing process.

APA Links re: Seventh Edition:

<https://apastyle.apa.org/products/publication-manual-7th-edition/>

General Information: [Website: www.apa.org](http://www.apa.org) [Twitter: @apa](https://twitter.com/apa)

SELECTED DISSERTATION INFORMATION

What does a dissertation look like?

Generally, the first chapter consists of an introduction; the second chapter consists of a review of the literature; the third chapter consists of the research methodology; the fourth chapter consists of the findings and data analysis; and the fifth chapter consists of the summary, conclusions, implications, and suggestions for future research. There is a title page, a table of contents, a list of tables, an abstract, a reference list, and appendices, if needed. Students are encouraged to view other dissertations in their area of interest and discuss format issues with their dissertation chair.

The format and length of the dissertation will be determined by the dissertation committee based on the nature and topic of the dissertation. Students and dissertation chairs are encouraged to view dissertations to determine the appropriate format based on the nature of the research. All dissertations must conform to the style prescribed by the current edition of the Publication Manual of the APA. Please see page 47 for links to dissertations online.

How many members are on a dissertation committee?

A three-person dissertation committee works with the doctoral student. There is a chair and two additional members.

What is the makeup of the dissertation committee?

One of the most important decisions a doctoral student will make is to select a faculty member to serve as the chair of their dissertation committee. In general, students will select chairs and work with their chairs to form dissertation committees in the spring semester of their second year of doctoral studies. In order to help form their committees, students have access to a resource with the names, contact information, and areas of faculty and administrator expertise. 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 faculty member of the College of Education, Information and Technology faculty and/or administration. Full time faculty and administration from **other** Colleges in LIU may serve as a chair subject to approval by the EdD Program Director and the Dean of the College of Education and Information Technology. Adjunct faculty from the College of Education and other LIU colleges may also serve as chairs subject to approval by the Chair of the Educational Leadership program and the Dean of the College of Education and Information Technology.

The chair should have 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/ administration member from any campus, department, or program at LIU. The third member may either be

any other LIU 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. Those external committee members outside of LIU should forward a copy of their résumé to the Chair of the dissertation committee. The dissertation committee chair and both committee members must also sign letters agreeing to serve on a student's committee (see pages 51 and 52). More information on this may be obtained from the program secretary. The 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.

What are the responsibilities of the dissertation chair?

The dissertation chair must be able to:

- Administer and grade the written portion of the Comprehensive Exams, along with one other member of the dissertation committee
- Take major responsibility for reading and critiquing the developing proposal
- Act as the supervisor of the entire dissertation process and sign all required forms
- Suggest research methods to be incorporated in the dissertation and demonstrate how to do analyses of data using the appropriate procedures/software. Also, if the student is utilizing survey research in the dissertation, the chair can help student arrange to work with the organization in facilitating their assistance in the project. *CampusLabs* is the University's survey tool platform available to students as a resource for data collection
- Guide, advise, and ensure that the student has met all pre-requisites for graduation in consultation with the Doctoral Program Coordinator
- Coordinate all communications between the parties engaged in this process
- Provide advice and counsel on the process required to complete the degree and graduate and provide doctoral candidates annual assessments of their progress
- Lead the proposal and dissertation defense hearings

What are the responsibilities of the members of the dissertation committee?

- Grade the written portion of the Comprehensive Exams along with the dissertation chair
- Read and critique the written research proposal
- Attend a formal proposal meeting of the dissertation
- Consult with the student and faculty during the course of the research and provide timely verbal and/or written feedback to doctoral candidate on each segment/draft of their dissertation (e.g., each chapter or each article)
- Suggest important literature for doctoral candidate to review and incorporate in the research process
- Suggest research methods to be incorporated in the dissertation
- Coordinate efforts with the Dissertation Committee Chair to provide doctoral candidates assessments of their progress
- Read the dissertation proposal and dissertation draft, and provide feedback and suggestions for improvement
- Participate in and contribute to the proposal defense, if applicable and the final dissertation defense.

How many committees can faculty serve on as a dissertation chair or committee member?

This is a matter of professional judgment to be made by the individual faculty member.

When does the student defend the dissertation?

Before a student defends the dissertation, the student must have successfully defended the dissertation proposal, completed 51 credits, have been admitted to doctoral candidacy, and have met any other specific requirements established by the dissertation committee.

Who sets up the dissertation final defense?

Once the student has the approval of their dissertation committee, the dissertation chair notifies the EdD Program Secretary and Department Chair that the dissertation committee is requesting a date for the final defense. Generally, there should be three weeks' notice, unless an exception is approved by the Chair. At least two printed copies of the dissertation must be available for review in the EdD Office by any member of the College faculty as of the date of the announcement of the dissertation defense (i.e., one week prior to the event). In lieu of printed copies, if the student prefers, an online PDF version may be made available, and the link to that document should be provided in the announcement of the dissertation

defense to the faculty.

Who convenes and who attends the dissertation defense?

The student and the dissertation committee will be virtually present. In addition, all doctoral students and faculty are invited to attend, if the student and chair wish to invite them. Family, partners, and friends may attend, but not participate in the questioning.

Upon the recommendation of the dissertation committee, the Dissertation Chair will convene the dissertation defense. The questioning portion of the defense is moderated by the dissertation chair. Normally, the student will be asked to make a brief presentation. The questioning normally proceeds with the committee members and then the chair. Other members of the faculty and then other doctoral candidates or students will then be invited to ask questions or offer comments within the time limits set by the committee chair.

How long does the dissertation final defense last?

The public portion of the presentation and questioning session normally lasts about one hour. At the end of the public session, the dissertation committee continues in executive session. All others are excused during the executive session, but are invited to wait nearby if they wish. At the end of the executive session, the doctoral candidate is invited to return to hear the decision of the committee. After that point, the other guests may be invited to return.

How is the dissertation graded?

There are three designations: approved, approved with changes, and not approved.

Can a student graduate only in May?

Students can apply for degree conferral in September, January, or May. The official Commencement ceremony is held once a year in May and includes all graduates who have completed their degrees since the previous commencement. Students are strongly encouraged to attend and participate in the Commencement ceremonies, in which they will be hooded and individually acknowledged, symbolizing they been admitted to the highest level of academic achievement. In order to participate in all commencement ceremonies, students must complete all required work and have defended his/her dissertation.

What happens to the dissertation after it is approved by the committee and completed by the student?

After the dissertation has been fully approved, you may submit your approved versions as a single PDF document to ProQuest, including the completed Dissertation Approval Form and Signature Page as the first page and the title page as the second page. The student may also submit a final dissertation copy to upload to Digital Commons at LIU. The student can also access the Digital Commons for samples of full dissertations completed by LIU EdD students.

INSTITUTIONAL REVIEW BOARD PROCESS

All IRB applications **after November 1, 2019** should be submitted through the online portal, which can be accessed at: <https://liu.my.irbmanager.com/> where you will log in using your LIU email address and password. Utilizing an online IRB submission system has important advantages, including:

- One application for all review types
- Automatic routing for signatures
- Constant knowledge of where your application is in the review process
- Storage of all application documents
- Syncs to CITI, status of human subjects, animal care and use, Misconduct in Science, and Investigator Conflict of Interest training will automatically be notated in system
- Automatic reminders regarding continuing review deadlines, required signatures, etc.
- Use of electronic signatures

More information on IRBManager and instruction guides can be found on the IRB website: <http://liu.edu/irb>. This user-friendly service, will facilitate application submission and review. Online training will be offered soon and in-person training will be available upon request.

RESEARCH TRAINING

All Long Island University faculty, staff, and students conducting research are required to have appropriate training (including continuing education every three years) in the responsible conduct of research and research ethics. This includes dissertation research. This training should be completed through the Collaborative Institutional Training Initiative (CITI) at www.citiprogram.org

The following training is required:

1. *Responsible Conduct of Research*
2. *Social-Behavioral-Educational Researchers and Students Working with Human Subjects*
3. *Conflicts of Interest*

This training is required and verification of it must be submitted before you begin your dissertation research project. This typically means forwarding your Certificate of Completion of CITI Training to the IRB office. You may fulfill these requirements through:

Collaborative Institutional Training Initiative (CITI): www.citiprogram.org

We know that not all dissertations will require this certificate. Some submissions to the IRB may be exempt or expedited, while others may require full-board approval. However, if you plan to continue (post- degree) research or aren't sure under which category your research

would fall, you might think about obtaining the certificate. The CITI training is free and will need to be renewed every three years.

Note that you will need to set aside time to complete each of the modules contained in both units. A minimum passing score of 80 percent is required to meet the training requirement. The basic course may require 1-2 hours (or more) to complete depending on the curriculum selected. You do not have to complete the courses in one sitting and may use multiple log-on sessions to complete the modules. You will need to keep a record of your login information to return to the course site.

This link will give you most of the information you need to know about the training from CITI Research Training: <https://liu.edu/about/administrative-departments/academic-affairs/Office-of-Sponsored-Projects/Research-Training>

FAQs about INSTITUTIONAL REVIEW BOARD (IRB) POLICY

Q: When does the doctoral student apply for IRB approval and how long does it take to get IRB approval?

The student should not apply for IRB approval until successfully passing the dissertation proposal defense. The time it takes for IRB approval depends upon the number of requests they have and the schedule of IRB committee meetings.

The student may, however, consult with staff in the Office of Sponsored Research prior to the proposal defense in developing a draft application or discussing criteria for exemption.

Q: What is the process for IRB approval?

Students must take an online federal training program before submitting their request to the IRB. Once the training module has been completed, students will be prompted to print out a certificate of completion. A copy of this certificate must be submitted with the IRB application (The training and certification are normally taught as a component of EDD 1005).

Q: Why does the student's dissertation chair need to co-sign the IRB application?

The student's dissertation chair needs to sign off under faculty supervisor. This certifies that the project is under the direct supervision of the dissertation chair who is responsible for ensuring that the investigator (student) complies with all provisions of approval.

Q: Where can a student find information about policies?

Students can find information about policies in the latest student handbook and/or bulletin (2022-2023 academic year). If there are any policy changes that take place after the printing of the current student handbook and bulletin, these changes will be communicated via email, in class, on the website, or by other communication outlets until the next editions are published.

Q: Are templates for forms available online?

Templates for forms from the IRB are available at: <https://liu.edu/irb/forms>.

SAMPLE PAST STUDENT DISSERTATION TOPICS OF RESEARCH

Students in the EdD in Transformational Leadership at LIU have completed dissertations on some of the following topics and issues:

The Impact of Teacher Isolation on the Leader- Member Exchange Relationships Between Elementary School Principals and Their Teachers

Parents' Satisfaction with Inclusion for Their Non-Identified Children: Examining Five Dimensions of Satisfaction of Inclusion

Teacher Attitudes and Beliefs about Bilingual Education on Long Island, New York: Implications for Policy and Practice

Confluence of Changing Demographics, School Culture, and Leadership: An Examination of How Elementary Principals in Nassau County are Addressing the Influence of an Increasing Chinese Population

What Makes Students with Emotional Disturbance Stay in School and Graduate?

Role Conceptions and Role Consequences in the Case of Head Start Paraeducators: An Exploratory Q Study of Role Concept, Ambiguity, and Conflict

Skills for School Readiness: Beliefs of New York City's Pre-K Teachers

Effects of Constructivist Learning Environments and Learning Styles on International Students in U.S. Higher Education: A Path Analysis of Academic and Social Outcomes

Some LIU dissertations are also available on the Digital Commons @ LIU:
<https://digitalcommons.liu.edu/>

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 this cohort-based 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 SUPPORT SERVICES

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, PsycInfo, ProQuest, Ebscohost's Academic Search Premier, and JSTOR.

The library is open throughout the 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.

TECHNOLOGY SUPPORT SERVICES

The University's technological support system (<https://it.liu.edu/>) includes bandwidth for student access to electronic learning resources via the University's on-campus network and its ISP (Internet) services. Computers in IT-supported classrooms and labs are equipped with software utilized in LIU courses, alleviating the need for students to purchase their own copies or bring their own computers to LIU campuses.

All Information Technology Computer Labs are equipped with projectors, teacher stations, SmartBoards or interactive whiteboards, and a variety of software to enhance your instructional experience. Microsoft Office Suite of software, SPSS and the expected array of browsers and productivity tools are also standardized for instructional labs. Inquire about the educational technologies available by contacting your local IT offices.

PROFESSIONAL PLACEMENT AND CAREER PLANNING

The Career Services Office 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. Please contact the office of Disability Support Services in the Center for Learning at 516-299-3057 to take appropriate steps to develop an appropriate educational plan. 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.

THE WRITING CENTER

The Writing Center at Post provides free writing assistance to all students. Writing assistants can work with you at any point in your writing process from helping to clarify an assignment or prompt, through brainstorming, organizing and developing your ideas, citing your sources, and polishing your writing.

To access information about the Writing Center location and hours of operation or find links to writing resources: 1) click on the Community tab in Brightspace, 2) then click on Writing Center, 3) enroll to join the Brightspace Writing Center organization using the enrollment code: Wr1tingC&nter, 4) then select Post Writing Center or visit our blog: <https://postwc.wordpress.com/>. Follow the Writing Center on Instagram for information and updates: @postwc If you have any questions, please email Post-WC@liu.edu or contact the director, Mary Pigliacelli (Mary.Pigliacelli@liu.edu), 516-299-2732.

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USEFUL WEBSITES

Long Island University <http://www.liu.edu/>

EdD Program in Transformational Leadership

http://www.liu.edu/CWPost/Academics/~link.aspx?_id=2AC6819F58494E65BF01311CF77A545A&_z=z

Office of International Students <https://www.liu.edu/post/international> Dissertation

Guidelines and Suggestions www.eddliudiss.net

ProQuest Dissertation Publishing <https://www.etdadmin.com/main/home>

<https://www.proquest.com/products-services/dissertations/> Open Access Dissertations (click on Search) <http://pqdtopen.proquest.com/about.html>

Digital Commons at LIU (for samples of dissertations) <https://digitalcommons.liu.edu/>

FAQs for Digital Commons <https://digitalcommons.liu.edu/faq.html>

Sources for Dissertation Funding

Ford Foundation

https://sites.nationalacademies.org/pga/fordfellowships/pga_171939

The Newcombe Foundation

<https://woodrow.org/fellowships/newcombe/>

Andrew W. Mellon Foundation

<https://www.acls.org/programs/dcf/>
<https://woodrow.org/fellowships/mellon/>

American Association of University Women

<https://www.aauw.org/what-we-do/educational-funding-and-awards/american-fellowships/af-dissertation-application/>

Kauffman Dissertation Fellowship Program

<https://www.kauffman.org/what-we-do/entrepreneurship/research/kauffman-knowledge-challenge>

The Spencer Foundation

<https://naeducation.org/naedspencer-dissertation-fellowship-program/>

The Guggenheim Foundation

<http://www.hfg.org/>

Fulbright- Hays Dissertation Scholarships

https://www2.ed.gov/programs/iegpsddrap/applicant.html?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

APA Dissertation Research Award

<https://www.apa.org/about/awards/scidir-dissertre>
<https://www.apa.org/science/about/psa/2019/06/dissertation-early-graduate-awards>

AERA Dissertation Grants

<https://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Grants-Program/Dissertation-Grants>

AERA Minority Dissertation Fellowships

<https://www.aera.net/Professional-Opportunities-Funding/AERA-Funding-Opportunities/Minority-Dissertation-Fellowship-Program>

AACTE Outstanding Dissertation Award

<https://videos.aacte.org/awards2019-dissertation>

Other resources

<https://www.profellow.com/fellowships/30-dissertation-research-fellowships-for-doctoral-students/>
<https://www8.gsb.columbia.edu/programs/doctoral-program/admissions/external-dissertation-funding>

Required Plan of Study

Course	Core Courses 24 Credits	Credits	Semester completed	Comments
EDD 1000	Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Education Studies	3		
EDD 1001	Multiple Perspectives on Educational Policy Analysis & the History of Education	3		
EDD 1003	Psychological, Sociological & Cultural Aspects of Human Development	3		
EDD 1005	Educational Research Methods I	3		
EDD 1006	Educational Research Methods II	3		
EDD 1007	Applied Research Design in Educational Studies	3		
EDD 1103	Sociopolitical Contexts of Multicultural Education and Social Justice	3		
EDD 1205	Critical Issues and Trends in Pre-K - 16 Education	3		
Course	Field Courses 18 credits	Credits	Semester completed	Comments
EDD 1002	Organizational Theory: Approaches to Studying & Analyzing School Organizations	3		
EDD 1004	School and Community: Policy and Practices	3		
EDD 1101	Collaborative Team Models in Education	3		
EDD 1102	Facilitating Transitions Throughout the Education Process	3		
EDD 1104	Bilingual Second Language Acquisition	3		
EDD 1105	Contemporary Issues in Assessment & Evaluation	3		
EDD 1106	Technology-Enhanced Teaching & Learning	3		
EDD 1201	Educational Reform: An Interdisciplinary Theoretical Perspective	3		
EDD 1202	Perspectives on Leadership, Restructuring, and Teacher Empowerment	3		
EDD 1203	Seminar in Fiscal, Legal, & Human Resource Issues in School Renewal and Reform	3		
EDD 1204	Public & Community Relations: Creating and Environment Conducive to Educational Reform	3		
EDD 1206	School Reform: Instructional Leadership in Pre-K - 16 Settings	3		
Course	Dissertation Courses 9 Credits	Credits	Semester completed	Comments
EDD 1008	Dissertation Seminar	3		
EDD 1009	Doctoral Advisement I	3		
EDD 1010	Dissertation Advisement II	3		
EDD 1011	Continuing Dissertation Advisement (repeats every semester until dissertation is successfully defended)	1		
Other Requirements			Semester completed	Comments
	Doctoral Level Written Comprehensive completed	Yes	Date:	
	Doctoral Level Oral Comprehensive completed	Yes	Date:	
	Proposal Defense completed	Yes	Date:	
	Dissertation Scheduled	Yes	Date:	
	Dissertation Defense Completed	Yes	Date:	

Long Island University
Doctor of Education (Ed.D.) in Transformational Leadership
Plan of Study (Total Credit Hours in program- 51 credits)

Name: _____

E-mail Address: _____

Student ID#

Student Signature

EdD Program Director Signature

Date _____

effective 9/2021

Note:

1. Core courses are taken over the first two years in the program. Their sequence may vary for individual students.
2. Some field course requirements may be satisfied by transfer credits.
3. To move into dissertation work, students must complete all core and field courses, and successfully pass the dissertation proposal defense.
4. The University reserves the right to make changes to this Plan of Study.

APPENDIX A



Long Island University / Post Campus
College of Education, Information and Technology
Edd in Transformational Leadership

Date: _____

Doctorate in Transformational Leadership
Long Island University, C. W. Post Campus
Brookville, New York 11548

Dear:

Please be advised that _____ has asked me to serve as the **Chair** of his/her dissertation committee. I accept this responsibility.

Signature of Committee Chair

Print Name of the Committee Chair

CC: Dr. McDonald
Student
Dissertation Chair
Student File

APPENDIX B



Long Island University / Post Campus
College of Education, Information and Technology
Edd in Transformational Leadership

Please be advised that I have been asked by _____ to serve as a **member** of his/her dissertation committee. I accept this responsibility.

Signature of Committee Member

Print name of Committee Member

CC: Dr. McDonald
Student
Dissertation Chair
Student File

APPENDIX C



Long Island University / Post Campus
College of Education, Information and Technology
EdD in Transformational Leadership

Date _____

As the dissertation committee chair for (student's name), I hereby request that (name of proposed **external** committee member) be approved by the Director to serve as a member of my student's dissertation committee. (Name of proposed external committee member) holds an earned doctorate (either Ph.D., Ed.D., PsyD., DSW, M.D., DPA, M.Div., or D. Min.) from (name of institution), which to the best of my knowledge is a regionally-accredited institution.

Signature of Dissertation Committee Chair

Print name of Dissertation Committee Chair

CC: Dr. McDonald
Student
Dissertation Chair
Student File

APPENDIX D

Confidential Comprehensive Examination Assessment

Student Name _____ Student ID _____

Signature of Committee Chair _____

Signature of Committee Member _____

Signature of Committee Member _____

Instructions:

Please assess each section of the written and oral exam as "Pass" or "Needs Improvement." Of any section needs revision, please describe. This assessment should be completed by the Dissertation Committee Chair and one other member of the committee. If the event of a split judgement, the third faculty member of the Dissertation Committee should complete the assessment to resolve the split decision. A student must pass all components of the written comprehensive and the oral comprehensive exam in order to satisfy the comprehensive exam requirement. Information and specifics about each of these items are found in the EDD Handbook, page 29.

Written Comprehensive Evaluation

1st Component: Preliminary Literature Review

_____ Pass _____ Needs Improvement

2nd Component: Proposed Research Methodology

_____ Pass _____ Needs Improvement

3rd Component: Interdisciplinary Nature of the Proposed Research

_____ Pass _____ Needs Improvement

Oral Comprehensive Evaluation

Oral Exam Rating: _____ Pass _____ Needs Improvement

Comments (continue on back or attach additional pages if needed):

After the written and oral comprehensive exams have been graded, please return this form to Dr. Tonie McDonald and provide a copy to the student. An electronic copy of the form is sufficient. Thank you.

APPENDIX E

College of Education, Information and Technology
Doctorate of Education in Transformational Leadership

Dissertation Proposal Approval Form

Student Name _____ Student ID# _____

Title of Dissertation:

We certify that this dissertation proposal has been accepted.

Committee Members

NAME	SIGNATURE	DATE
Chair:	_____	_____
Member	_____	_____
Member:	_____	_____
Doctoral Program Chair:	_____	_____

APPENDIX F

College of Education, Information and Technology

Doctorate of Education in Transformational Leadership

Dissertation Approval Form

Student Name _____ Student ID# _____

Title of Dissertation:

Committee Members

We move the acceptance of the dissertation; we certify that it satisfies the requirements for the conferral of the degree of Doctor of Education in Transformational Leadership

NAME	SIGNATURE	DATE
Chair:	_____	_____
Member:	_____	_____
Member:	_____	_____
Doctoral Program Chair:	_____	_____