

Doctoral Program in Learning and Teaching (Ed.D.)

Associate Professor Bruce Torff
Graduate Program Director
(516) 463-5803
Bruce.Torff@hofstra.edu

Leading to the degree of Doctor of Education (Ed.D.), the Doctoral Program in Learning and Teaching prepares students to work as educational researchers, curriculum developers, teacher educators, and mentor teachers in schools and other educational settings. Students will generate, apply, and disseminate theory, research, and instructional materials to inform curriculum development and teacher education. The program enables students to acquire broad and deep knowledge of studies of learning and teaching, gain research skills with quantitative and qualitative methods, and complete a specialized program of studies in their area of expertise. The program also enables students to design and implement dissertation projects that contribute to the knowledge base in studies of learning and teaching and have practical applications for schools and other educational settings.

APPLICATION FOR ADMISSION

Applications are accepted on a rolling basis. Information about the program and application materials may be obtained from the Graduate Admissions Office.

ADMISSION REQUIREMENTS

1. A completed application form.
2. Official transcripts of all graduate and undergraduate course work. Applicants must hold master's and bachelor's degrees from accredited institutions. Either the bachelor's or master's degree must closely relate to the doctoral specialization sought by the applicant. A minimum grade-point average (GPA) of 3.5 in graduate course work and 3.0 in undergraduate course work is required.
3. An official report of scores on the Graduate Record Examination (GRE), with a minimum combined score of 1000 on the verbal and quantitative sections and a minimum score of 5 on the analytical writing section.
4. A typed statement of intent and rationale for pursuing doctoral studies (500-1000 words).
5. Three professional references from individuals who can attest to the applicant's potential for doctoral studies.
6. A minimum of two years of successful full-time teaching experience or the equivalent.
7. Evidence of past professional work (e.g., videotape, portfolio, or other relevant documentation).
8. Interview and on-site writing task (scheduled after all other admissions materials have been received).

Program admissions reflect the belief that no single criterion reliably predicts applicants' potential for success in the program. Prospective applicants are encouraged to apply if they do not meet one or more criteria but believe that other aspects of their experience might compensate. However, since many factors are considered in the selection process, meeting application criteria does not ensure admission to the program.

GRADUATION REQUIREMENTS

1. Completion of the required 60 semester hours with a minimum cumulative GPA of 3.5.
2. Satisfaction of residency requirements for doctoral studies at Hofstra University.
3. Successful completion of a Qualifying Examination.
4. Completion of a satisfactory Qualifying Paper Proposal and Qualifying Paper.
5. Completion of a satisfactory Dissertation Proposal and Dissertation.
6. Satisfactory performance in an Oral Examination administered following completion of the Dissertation.
7. Students must maintain a minimum GPA of 3.5 each semester, receive no more than one course grade of C or lower per semester, and receive no more than three C's or lower in the Ed.D. program. Students who fail to meet any of these requirements will be dismissed from the program.
8. If a student earns a grade of C-, D+, or D in a course, the instructor of the course will inform the Program Director, who will convene a meeting with the student's adviser to discuss the circumstances under which the grade was earned. If this is the first C-, D+, or D earned during the student's course of study, the student will be placed on probation and the adviser will develop a remedial plan for the student. In such a case, course credit will not count toward the degree but the grade will be included in the student's GPA, and the course or its equivalent must be repeated. A second grade of C-, D+, or D received in any course while enrolled in the program is grounds for dismissal.
9. A grade of F in any course is grounds for dismissal from the program.
10. Students are expected to behave in an ethical and professional manner according to the guidelines for student conduct and academic honesty at Hofstra University and the School of Education and Allied Human Services. Satisfactory interpersonal behavior and professional performance at all times is expected. If a report is received concerning an ethics violation or an incident of inappropriate behavior as defined by the Judicial Code, established University procedures will be followed to investigate the issue and determine the course of action.

ADVISEMENT AND PLAN OF STUDIES

Upon entering the program, the student is assigned an adviser, a full-time faculty member with expertise in the student's area of specialization. Assignments are made by agreement of the student, faculty member, and Program Director. Students may change advisers upon approval of the new adviser and the Program Director.

The adviser will assist the student in completing the Doctoral Plan of Studies, a document indicating how and when the student will complete program requirements. The Doctoral Plan of Studies also indicates how the student will fulfill the program's residency requirements, which mandate that students enroll for at least 6 s.h. of course work in each of the first three semesters of the program and participate in colloquia and special events offered by the Department of Curriculum and Teaching.

A total of 12 s.h. in related course work will be considered for transfer credit, subject to approval by the student's adviser and the Program Director. Credits previously applied to an academic degree are typically not approved for transfer credit. Should a student have previously completed course work that the adviser and Program Director deem similar to course work required in the doctoral program, the student will be permitted to substitute alternative courses (with approval of the adviser and Program Director).

PROGRAM REQUIREMENTS

The doctoral program is comprised of two phases: the qualifying phase and the candidacy phase.

Phase I - Qualifying

Learning And Teaching Component - Semester Hours: 18 (including electives in FLPS, below)

- CT 360 Systems and Interpretive Models of Curriculum Design, 3 s.h.
- CT 361 Human Development and Learning, 3 s.h.
- CT 362 Advanced Curriculum Theory and Development, 3 s.h.
- CT 363 Models of School and Classroom Inquiry, 3 s.h.
- CT 364 Mentorship and Staff Development in Learning and Teaching, 3 s.h.

Electives in Foundations, Leadership and Policy Studies Semester Hours: 3

With advisement, including one of the following:

- EADM 244 School Law, 3 s.h.
- EADM 257 The Reflective Administrator, 3 s.h.
- EADM 258 Gender and Schooling: Implications for the Study and Administration of Schools, 3 s.h.
- EADM 275 Creating Learning Organizations, 3 s.h.
- EADM 325 Leadership and Education, 3 s.h.
- EADM 380 Structure and Process in Educational Organizations, 3 s.h.
- FDED 200 Philosophy of Education, 3 s.h.
- FDED 221 Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.
- FDED 230 History of Education in the United States, 3 s.h.
- FDED 231 Childhood and Adolescence in Historical Perspective, 3 s.h.
- FDED 233 Children of Color: The Social Construction of Race in America's Schools, 3 s.h.
- FDED 242 Foundational Perspectives in Multicultural Education, 3 s.h.
- FDED 247 The Family as Educator: Multicultural Dimensions, 3 s.h.
- FDED 252 Ethics for Educators, 3 s.h.

Research Methods Component - Semester Hours: 12-15 (including electives in Research Methods, below)

Required - Semester Hours: 12

- CT 400 Qualitative Methods of Inquiry in Learning and Teaching, 3 s.h.
- RES 260 Inferential Statistics in Educational Research, 3 s.h.
- RES 263 Advanced Statistical Methods in Educational Research, 3 s.h.

Electives in Research Methods (with advisement) Semester Hours: 3-6

- FDED 222 Qualitative Research Methods, 3 s.h.
- FDED 223 Analysis of Qualitative Data, 3 s.h.
- RES 243 Development of Educational Research Instruments, 3 s.h.

Other electives, with advisement, in RES, PSY.

Internship Component - Semester Hours: 3

- CT 500 Research Internship, 3 s.h.

Specialization Component - Semester Hours: 15-18

Course work, with advisement, in one of the following areas of specialization within either Interdisciplinary Studies or Single-Subject Studies:

I. Interdisciplinary Studies

Arts and Humanities

Required - Semester Hours: 6

- CT 276 Educating for Civic Engagement, 3 s.h.
- ELED 233 Curriculum and Instruction in Creative Arts, 3 s.h.

Electives - Semester Hours: 9-12

- CT 250 Gender Issues in the Classroom, 3 s.h.
 - CT 272 Technology and the Teaching of Writing, 3 s.h.
 - ELED 224 Multicultural Literature in the Curriculum, 3 s.h.
 - ELED 277 Classroom Strategies in Teaching Writing, 3 s.h.
 - ELED 278 Writing and Children's Literature, 3 s.h.
 - FDED 220 Aesthetic Education, 3 s.h.
 - FDED 221 Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.
 - FDED 225 The Museum as Educator, 3 s.h.
 - FDED 231 Childhood and Adolescence in Historical Perspective, 3 s.h.
 - LYST 220 Literature in the Lives of Young Children, 3 s.h.
 - LYST 221 Literature for Adolescents and Young Adults, 3 s.h.
 - LYST 247 Language, Discourse, and Cinema: Implications for Schooling, 3 s.h.
 - LYST 260 Cultural and Historical Perspectives of Writing, 3 s.h.
 - LYST 261 Writing Pictures Painting Stories as Mindful Social Practice, 3 s.h.
 - LYST 263 Teachers as Writers, 3 s.h.
 - LYST 352 Literature and the Imagination Conference, 1 s.h.
- Other electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHA, SED, SPED.*

Early Childhood Education

Required - Semester Hours: 9

- CT 371 Current Trends in Early Childhood Curriculum Development, 3 s.h.
- CT 372 Model Building and Curriculum Development in Early Childhood Education, 3 s.h.
- CT 373 Advanced Curriculum Development in Early Childhood Settings, 3 s.h.

Electives - Semester Hours: 6-12

- ELED 270 Methods for Study of and Research With Young Children, 3 s.h.
- ELED 271 Early Childhood Curriculum, 3 s.h.
- ELED 272 Curriculum Innovations in Early Childhood Programs, 3 s.h.
- ELED 273 Early Childhood Professional Portfolio, 3 s.h.
- ELED 274 Curriculum Supervision of Early Childhood Centers, 3 s.h.
- LYST 214 Language and Literacy in Early Childhood and Childhood, 3 s.h.
- LYST 216 Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write, 3 s.h.

Other electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHA, PESP, SPED.

Human Development and Educational Psychology

Required - Semester Hours: 9

- CT 219 Cognition and Instruction, 3 s.h.
- CT 266 Immigrant Children in the U.S. School, 3 s.h.
- SED 253 Teaching for Thinking, 3 s.h.

Electives - Semester Hours: 6-9

- CT 210A Emerging Technologies for Teaching and Learning, 3 s.h.
 RES 243 Development of Educational Research Instruments, 3 s.h.
 SPCH 209 Developmental Psycholinguistics, 3 s.h.
 SPED 272 Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application, 4 s.h.

Other electives, with advisement, in CT, COUN, ELED, PSY, RES, SED, SPED.

Integrated Instruction in Mathematics, Science, and Technology**Required - Semester Hours: 15**

- CT 210A Emerging Technologies for Teaching and Learning, 3 s.h.
 ELED 231 Curriculum and Instruction in Science, 3 s.h.
 ELED 232 Curriculum and Instruction in Mathematics, 3 s.h.
 ELED 235 Intersections of Mathematics, Science and Technology and Curriculum Design, 3 s.h.
 ELED 239 Technology Education in Elementary School, 3 s.h.

Electives - Semester Hours: 0-3

- CT 212 Computer-Assisted Instruction, 3 s.h.
 SED 253 Teaching for Thinking, 3 s.h.

Other electives, with advisement, in CT, ELED, SED.

Multicultural/Urban Education**Required - Semester Hours: 6**

- CT 320 Locating Ourselves In The Transformative Curriculum in Urban And Multicultural Communities, 3 s.h.
 CT 321 Analysis and Development of Curriculum for Urban and Multicultural Communities, 3 s.h.

Electives - Semester Hours: 9-12

- FDED 233 Children of Color: The Social Construction of Race in America's Schools, 3 s.h.
 FDED 240 Urban Education, 3 s.h.
 FDED 242 Foundational Perspectives in Multicultural Education, 3 s.h.
 FDED 247 The Family as Educator: Multicultural Dimensions, 3 s.h.
 FDED 248 Multicultural Education in the Metropolitan Area, 3 s.h.
 LYST 208 Language, Culture and Identity: Literacy Issues for Teachers and Children, 3 s.h.
 LYST 209 Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h.
 LYST 212 Family, Community, and School Literacies: Cultural Perspectives, 3 s.h.
 LYST 213 Introduction to Bilingual and Biliteracy Instruction for Children and Adolescents, 3 s.h.
 LYST 247 Language, Discourse, and Cinema: Implications for Schooling, 3 s.h.
 LYST 251 Children and Adolescents as Ethnographers in Communities and Schools, 3 s.h.
 LYST 271 Family, Community, School and Workplace Literacy, 3 s.h.

Other electives, with advisement, in CT, EADM, ELED, FDED, SED, SPED.

Special Education**Required - Semester Hours: 6**

- SPED 270 Professional Issues and Problems, 3 s.h. **or**
 SPED 300 Special Topics: Advanced Seminar in Special Education, 3 s.h.
 SPED 310 Issues in Infant, Toddler, Preschool, Parent and Family Involvement Programs, 3 s.h.

Choice of one of two strands, with advisement

Special Education Leadership

- SPED 200 Administration and Supervision of Special Education, 3 s.h.
 SPED 272 Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application, 4 s.h.
 SPED 273 Curriculum Development and Evaluation, 3 s.h.
 SPED 313 Technology for Populations With Special Needs, 3 s.h.

Disability Studies

- SPED 311 International Perspectives in Special Education, 3 s.h.
 SPED 312 Contemporary Cultures and Special Education, 3 s.h.
 SPED 314 Practicum: College Teaching and Field Setting, 3 s.h.
 SPED 315 Public Policy and Local Practice in Special Education, 3 s.h.

II. Single-Subject Studies**Applied Linguistics (languages other than English and TESOL/Bilingual)****Electives - Semester Hours: 15-18**

- CT 226 Linguistics for Teachers of English Language Learners, 3 s.h.
 LING 210 Second Language Acquisition, 3 s.h.
 LING 262 Applied Linguistics, 3 s.h.
 LYST 208 Language, Culture and Identity: Literacy Issues for Teachers and Children, 3 s.h.
 LYST 209 Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h.
 LYST 241 Miscue Analysis and Retrospective Miscue Analysis, 3 s.h.
 LYST 244 Advanced Retrospective Miscue Analysis, 3 s.h.
 RES 241 Testing and Evaluation of Bilingual Students, 3 s.h.
 SPCH 209 Developmental Psycholinguistics, 3 s.h.
Other electives, with advisement, in CT, EADM, ELED, FDED, LYST, SED, SPED

Art Education**Required - Semester Hours: 3**

- CT 271 Current Issues in Art Education and Curriculum Design, 3 s.h.

Electives - Semester Hours: 12-15

- CAAC 203 Philosophy of Criticism, 3 s.h.
 CAAC 210 Studies in American Art and Culture Since 1900, 3 s.h.
 CT 219 Cognition and Instruction, 3 s.h.
 ELED 253 MST Field Consultation, 1 s.h.
 FDED 220 Aesthetic Education, 3 s.h.
 FDED 221 Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.
 FDED 225 The Museum as Educator, 3 s.h.
 LYST 261 Writing Pictures Painting Stories as Mindful Social Practice, 3 s.h.
 SED 208 Multicultural Curriculum and Teaching, 3 s.h.
 SED 253 Teaching for Thinking, 3 s.h.
 SPED 210 The Creative Arts in Special Education, 3 s.h.
Other electives, with advisement, in AH, CT, EADM, ELED, FA, FDED, SED, SPED.

English Education

Required - Semester Hours: 9

- CT 272 Technology and the Teaching of Writing, 3 s.h.
SED 240 Current Trends in Secondary Education, 3 s.h.
SED 270 Current Issues and Trends in English Education, 3 s.h.

Electives - Semester Hours: 6-9

- CT 208 Multicultural Curriculum and Teaching, 3 s.h.
LYST 209 Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h.
LYST 219 Reading and Writing Workshop for Teachers, 3 s.h.
LYST 221 Literature for Adolescents and Young Adults, 3 s.h.
LYST 250 Literacy Teacher as Researcher, 3 s.h.
LYST 251 Children and Adolescents as Ethnographers in Communities and Schools, 3 s.h.
LYST 262 Understanding What a Writer Knows, 3 s.h.
LYST 275 Literacy Teaching and Professional Development, 3 s.h.
LYST 277 Literacy Teacher as Professional Writer, 3 s.h.
SED 231 Interdisciplinary Approaches to Curriculum and Instruction, 3 s.h.
SED 251 Special Readings Seminar, 1-4 s.h.
SED 252 Special Readings Seminar, 1-4 s.h.
SED 275 The Cooperating Teacher in the Teacher-Training Program, 3 s.h.

Additional electives, with advisement, in CT, ENGL, EADM, ELED, FDED, LYST, SED, SPED.

Mathematics Education

Required - Semester Hours: 3

- CT 390 Theories of Learning Mathematics, 3 s.h.

Electives - Semester Hours: 12-15

- CT 212 Computer-Assisted Instruction, 3 s.h.
CT 219 Cognition and Instruction, 3 s.h.
CT 277 Middle Level Mathematics Curriculum, 3 s.h.
ELED 232 Curriculum and Instruction in Mathematics, 3 s.h.
ELED 235 Intersections of Mathematics, Science and Technology and Curriculum Design, 3 s.h.
MATH 202 Mathematical Logic, 3 s.h.
MATH 203 Topology, 3 s.h.
MATH 212 Abstract Algebra, 3 s.h.
MATH 241 Probability, 3 s.h.
MATH 242 Statistics, 3 s.h.
MATH 271 Mathematical Models in the Natural Sciences, 3 s.h.
MATH 285 History of Ancient and Medieval Mathematics, 1 s.h.
MATH 287 Problem Solving Through Computers and Calculators, 3 s.h.
MATH 288 Finite Mathematics Through Computers, 3 s.h.
SED 253 Teaching for Thinking, 3 s.h.

Other electives, with advisement, in CT, MATH, SED.

Physical Education

Required - Semester Hours: 9

- MSPE 210 Pedagogical Trends and Issues in Physical Education and Sport, 3 s.h.
MSPE 212 Scientific Trends and Issues in Physical Education and Sport, 3 s.h.
MSPE 300 Departmental Seminar, 3 s.h.

Electives (with advisement) - Semester Hours: 9

Choice of one of three strands:

Physical Education Leadership

- MSPE 214 Contemporary Curriculum Perspectives in Physical Education, 3 s.h.

- MSPE 217 Research Implications on Curricula Trends in Physical Fitness, 3 s.h.
MSPE 218 Sport and the Law, 3 s.h.
MSPE 219 Comparative Studies in Physical Education and Sport, 3 s.h.
MSPE 224 Implementing Motor Learning Theories, 3 s.h.
MSPE 225 Analysis of Movement, 3 s.h.
MSPE 226 Character Development and Sport, 3 s.h.
MSPE 237 A-Z Special Topics in Physical Education and Sport, 1-3 s.h.

Adventure Education

- MSPE 237 A-Z Special Topics in Physical Education and Sport, 1-3 s.h.
MSPE 241 Theoretical Foundations of Adventure Education, 3 s.h.
MSPE 243 Adventure Education Technical Skills Development, 3 s.h.
MSPE 245 Facilitating and Processing in Adventure Education, 3 s.h.
MSPE 254 Introduction to Adventure Education and Social Development Challenges, 3 s.h.

Strength and Conditioning

- MSPE 237 A-Z Special Topics in Physical Education and Sport, 1-3 s.h.
MSPE 280 Exercise Prescription and Fitness Programming, 3 s.h.
MSPE 290 Scientific Foundations of Strength and Conditioning, 3 s.h.
MSPE 292 Strength and Conditioning Techniques, 3 s.h.

Science Education

Required - Semester Hours: 6

- CT 391 Assessment and Evaluation in Science, 3 s.h.
CT 392 Curriculum and Instruction in Science in Middle Level and High School Education, 3 s.h.

Electives - Semester Hours: 9-12

- CT 219 Cognition and Instruction, 3 s.h.
CT 393 Constructivist Science Education, 3 s.h.
CT 394 History of Science Education in the United States, 3 s.h.
ELED 231 Curriculum and Instruction in Science, 3 s.h.
ELED 235 Intersections of Mathematics, Science and Technology and Curriculum Design, 3 s.h.
SED 253 Teaching for Thinking, 3 s.h.
Other electives, with advisement, in CT, EADM, ELED, FDED, SED, SPED, BIO, CHEM, GEOL, PHYS.

Social Studies Education

Required - Semester Hours: 15

- ISI 201 Cultural Diversity and Global Perspectives, 3 s.h.
ISI 202 Race and Class in the United States, 3 s.h.
SED 236 Curriculum and Instruction in Social Studies, 3 s.h.
SED 242 Global History in the Curriculum, 3 s.h.
SED 276 Teaching United States History—A Projects Approach, 3 s.h.

Electives - Semester Hours: 0-3

- CT 276 Educating for Civic Engagement, 3 s.h.
CT 320 Locating Ourselves In The Transformative Curriculum In Urban And Multicultural Communities, 3 s.h.
CT 321 Analysis and Development of Curriculum for Urban and Multicultural Communities, 3 s.h.

- FDED 233 Children of Color: The Social Construction of Race in America's Schools, 3 s.h.
 FDED 242 Foundational Perspectives in Multicultural Education, 3 s.h.
 SED 253 Teaching for Thinking, 3 s.h.
With advisement, in CT, EADM, ELED, FDED, LYST, SED, SPED.

- †† For students who have not completed a satisfactory Dissertation Proposal in CT 602; no credit will be applied toward the degree.
 ††† Students may enroll in this course for a total of three semesters depending on completion of a satisfactory dissertation; three credits will be applied toward the degree when the dissertation has been approved.
 †††† For students who have not completed a satisfactory Dissertation in CT 604; no credit will be applied toward the degree.

Note: Course work in the Research Methods Component (12-15 s.h.) and Specialization Component (15-18 s.h.) must total 30 s.h. The student's adviser or the Program Director may require additional specialization course work as needed.

QUALIFYING PROCEDURES

Phase 1 also requires students to satisfactorily complete qualifying procedures including a Qualifying Examination, a Qualifying Paper Proposal (1000-1500 words), and a Qualifying Paper (7500-10,000 words). Prior to undertaking these qualifying procedures, students must complete a minimum of 30 s.h. of course work including: CT 360, 361, 362, 363, 400; RES 260 and 263; and 9 s.h. of course work in the Specialization Component.

The Qualifying Component begins when the student appoints a three-member Doctoral Committee comprised of the student's adviser and two other individuals (subject to approval of the adviser and Program Director). Full-time faculty in the School of Education and Allied Human Services are eligible to serve on Doctoral Committees; other members may be appointed with the approval of the adviser and Program Director.

The Qualifying Examination includes questions relating to the courses in the Learning and Teaching Component, Research Methods Component, and Specialization Component. It is given annually in December and May. Approval of all three members of the Doctoral Committee is required for the student to pass the Qualifying Examination. Students who fail the Qualifying Examination may take it again, but they must pass on the second attempt to remain matriculated in the program.

Procedures for completion of the requirements for the Qualifying Paper Proposal and Qualifying Paper are as follows:

1. The student submits a Qualifying Paper Proposal to the adviser.
2. With the adviser's consent, the student submits the Qualifying Paper Proposal to the full Doctoral Committee.
3. Upon approval of the Qualifying Paper Proposal by all members of the Doctoral Committee, the student is eligible to begin work on the Qualifying Paper.
4. The student submits the Qualifying Paper to the adviser.
5. With the adviser's consent, the student submits the Qualifying Paper to the full Doctoral Committee.
6. Completion of the Qualifying Paper requires the approval of all members of the Doctoral Committee.

To remain matriculated in the program, students must complete a satisfactory Qualifying Paper within one year following completion of the Qualifying Examination. The adviser may require students to enroll in CT 351 and 352 to complete the Qualifying Paper Proposal and/or Qualifying Paper.

Phase II: Candidacy - Semester Hours: 60

- CT 601 Dissertation Seminar, 3 s.h.
 CT 602 † Dissertation Proposal Preparation, 3 s.h.
 CT 603 †† Extended Dissertation Advisement (if necessary), 3 s.h.
 CT 604 ††† Dissertation Advisement, 3 s.h.
 CT 605 †††† Dissertation Extension (if necessary), 3 s.h.

† Students may enroll in this course for a total of two semesters, pending completion of a satisfactory Dissertation Proposal; three credits will be applied toward the degree when the Dissertation Proposal has been approved.

DISSERTATION PROPOSAL

Prior to enrollment in CT 601 Dissertation Seminar at the outset of the Phase II, students must complete all Qualifying Procedures and 48 s.h. of course work including CT 500 and all courses in the Learning and Teaching Component. In CT 601, four-person Doctoral Student Committees will be established to provide support for students as they develop their dissertation projects. Following successful completion of CT 601, students enroll in CT 602 and begin work on the Dissertation Proposals (5000-10,000 words). Students may enroll in CT 602 a maximum of two times. Students who do not complete a satisfactory Dissertation Proposal in CT 602 must enroll in CT 603. Students must complete a satisfactory Dissertation Proposal by the end of CT 603 to remain matriculated in the program. If a student must interrupt work toward the degree, he/she may request a waiver but must maintain matriculation (see University Regulations).

Procedures for approval of a Dissertation Proposal are as follows:

1. The student submits the Dissertation Proposal to the adviser.
2. With the adviser's consent, the student submits the Dissertation Proposal to the full Doctoral Committee. The student and Doctoral Committee may arrange a meeting to facilitate the development of the Dissertation Proposal.
3. Upon approval of the Dissertation Proposal by all members of the Dissertation Committee (and Hofstra's Institutional Review Board), the student is eligible to enroll in CT 604 and begin work on the Dissertation.

DISSERTATION AND ORAL EXAMINATION

As students complete the Dissertation work, they enroll in CT 604 a maximum of three times. Students who do not satisfactorily complete a Dissertation and Oral Examination in CT 604 must enroll in CT 605. Students who are unable to satisfactorily complete a Dissertation and Oral Examination by the end of CT 605 will be dismissed from the program. If a student must interrupt work towards the degree, he/she must request a waiver but must maintain matriculation (see University Regulations).

Procedures for completion of the Dissertation and Oral Examination are as follows:

1. The student submits the dissertation to the adviser.
2. With the approval of the adviser and Program Director, the student appoints two examiners who will join the Doctoral Committee in reviewing and approving the Dissertation and Oral Examination.
3. With the adviser's consent, the student submits the dissertation to the full Doctoral Committee and the Examiners.
4. Upon preliminary approval of the dissertation by a majority among the members of the Doctoral Committee and the Examiners, the Oral Examination is held. This examination is focused on the results of the study, the student's interpretation of the results, and the student's dissemination plan.
5. Upon approval of the Oral Examination and final approval of the Dissertation by a majority among the members of the Doctoral Committee and the Examiners, the student is awarded the degree of Doctor of Education (Ed.D.).