



Doctoral Program in Learning and Teaching

Student Handbook

Judith S. Kaufman
Program Director

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Dear doctoral student,

Welcome to the Doctoral Program in Learning and Teaching! We are pleased you have joined us for your doctoral studies. The faculty at Hofstra hope you find your work in the program to be a rewarding experience that advances your career goals. And we stand ready to help along the way in every way we can.

This handbook provides a great deal of information about the program's various requirements and procedures. Please keep it handy for future reference, since there are bound to be questions along the way.

If you have questions, please contact Judith S. Kaufman, Doctoral Director at Judith.S.Kaufman@Hofstra.edu.

Best of luck as your doctoral adventure unfolds!

Sincerely,

The Hofstra Learning and Teaching Doctoral Faculty

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Timeline of Doctoral Coursework

<u>Year</u>	<u>Sem.</u>	<u>Course</u>	<u>S.H.</u>	<u>Day & Time</u>
<u>Year 1</u>				
	Fall			
		CT 363	3	Wed. 4:30-6:20 PM
		CT 360	3	Wed. 6:30-8:20 PM
	Winter			
		Specialization course*	0-3	
	Spring			
		CT 365	3	Wed. 4:30-6:20 PM
		CT 290	3	Wed. 6:30-8:20 PM
	Summer			
		CT 364 (Summer Session 1)	3	Tues./Thurs. 6:30-8:20 PM
		CT 361 (Summer Session 2)	3	TBA
		Specialization courses	0-12	
<u>Year 2</u>				
	Fall			
		RES 260	3	Wed. 4:30-6:20 PM
		CT 400	3	Wed. 6:30-8:20 PM
	Winter			
		Specialization course	0-3	
	Spring			
		RES 263	3	Wed. 4:30-6:20 PM
		FDED 223	3	Wed. 6:30-8:20 PM
	Summer			
		SOE 264 (Summer Session 1)	3	Mon./Wed. 4:30-6:20 PM
		Specialization courses	0-9	
<u>Year 3 (Fall)</u>				
		CT 500 (Qualifying)	3-9	(Adviser)
<u>Year 3 (Spring), Year 4</u>				
		CT 601	3	(Adviser)
		CT 602 (603 if necessary)	3-9	(Adviser)
		CT 604 (605 if necessary)	3-12	(Adviser)

* A total of 15 s.h. in specialization coursework is required, with advisement.

2. Advisement

Initial Assignment of Adviser. At the outset of the program, many students are not sure which Area of Specialization to select, or which research area to pursue. We need you to have an Adviser matched to your interests and goals, so assigning an Adviser can be difficult until the student's choices are made. Accordingly, the Program Director typically serves as students' Adviser in the first year (and sometimes beyond).

Once you have a better idea of which specialization to select, the Program Director will work with you to come up with options concerning who your "permanent" Adviser should be. This choice will be based on what kinds of interests you have and what kind of work you'd like to do moving forward.

Advisers must be faculty members in Hofstra's School of Education. Assignments are made by agreement of the student, faculty member, and Program Director. Adviser assignments require the Program Director's approval.

Once you and the Program Director have a possible Adviser in mind, you must approach this individual and formally ask him or her to serve as your Adviser. If he/she agrees to serve in this capacity, complete Form B (see Appendix B below), ask your Adviser to sign it, and then forward it to the Program Director. If he/she does not wish to serve, contact the Program Director and the two of you will work together to get an Adviser assigned.

Changing Advisers. Should you wish to change Advisers at any point in the program, you have the right to do so. Start by contacting the Program Director to discuss your advisement situation. If a change is deemed necessary, reach out to the faculty member you'd like to work with (to determine his or her willingness to serve as your Adviser). If the answer is yes, complete the Change of Adviser form included in the Appendices below (Form E), ask the new Adviser to sign it, and submit it to the Program Director. If the answer is no, contact the Program Director to consider next steps. Adviser changes require the approval of the Program Director and new Adviser.

3. Plan of Studies

Early on in the program, you and your Adviser will complete a Plan of Studies. This document sets out which courses you will take, when you will take them, and how other program requirements will be met. A Plan of Studies form is included in Appendix A below (Form A; note this is a 2-page form). It's a good idea for you and your adviser to revisit the Plan of Studies from time to time, making mid-course corrections as needed.

4. Choosing an Area of Specialization

The doctoral program requires that you choose an Area of Specialization, which you declare using Form C (Appendix B below). You are required to complete 15 semester hours of coursework in your chosen area. There are 13 areas to choose from, including six that are interdisciplinary and seven that are focused on a single academic subject, as specified below:

Interdisciplinary Studies

- Arts and Humanities
- Early Childhood Education
- Human Development and Educational Psychology
- Integrated Instruction in Mathematics, Science, and Technology
- Multicultural/Urban Education
- Special Education

Single-Subject Studies

- Applied Linguistics (languages other than English and ESOL/Bilingual)
- Art Education
- English Education
- Mathematics Education
- Physical Education
- Science Education
- Social Studies Education

As noted, students frequently have diverse interests at the outset of the program, so they are often unsure which specialization to choose. This is NOT a problem! As you take courses in the first year (and beyond), you will be exposed to new things, and that will help you decide which specialization is right for you. Doctoral programs often open doors that students didn't even know existed, so having an open mind can be a huge asset.

Once you have decided upon an Area of Specialization, you and the Program Director can start to think about whom your Adviser should be, and that's when you get to work on Form B (described above and included in Appendix B). The Area of Specialization is also recorded on your Plan of Studies.

Specialization courses are typically completed in the summer and winter terms during the first two years of the program. See Appendix A for the specific coursework requirements in each Area of Specialization.

5. Coursework Requirements

The program requires a minimum of 60 semester hours of coursework distributed in several categories, as specified below (see Timeline on page 5 of this handbook).

Core Component. "Core" courses (15 s.h.) are typically completed in the first two years of the program. Included are the following:

- CT 360 Systems and Interpretive Models in Curriculum Design, 3 s.h.
- CT 361 Human Development and Learning, 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.
- CT 365 Research on the Brain and Learning, 3 s.h.

Research Methods Component. Coursework in research methods (18 s.h.) also are completed in the program's first two years, including the following:

- CT 290 Dissertation Design in Curriculum and Instruction, 3 s.h.
- 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.
- RES 280a Introduction to Education Research, 3 s.h.
- FDED 223 Analysis of Qualitative Data, 3 s.h.
- SOE 264 Research and Writing Literature reviews in Education, 3 s.h.

Specialization Component. Students are required to complete 15 semester hours of coursework in their Area of Specialization. Specialization courses are chosen collaboratively by the student and his/her Adviser. The Adviser must approve all courses used to fulfill specialization requirements.

Students must complete a “petition” form that officially registers their Area of Specialization with the university. This form is typically completed in class during the first two years of the program.

Should you and your Adviser select courses other than the ones listed for your Specialization (see Appendix A), you must complete Hofstra's Waiver and Substitution form (available in Hagedorn Hall room 291 or at this web address:

http://www.hofstra.edu/pdf/StudentAffairs/StudentServices/acdrec/acdrec_waiversub.pdf). Should you opt to substitute more than one course, a single form can be used – there's no need to have a separate form for each course.

Qualifying Component. Prior to undertaking the program's Qualifying Procedures (described below), students must complete a minimum of 30 s.h. of coursework including the following: CT 290, 360, 361, 363, 400; RES 260 and 263; and 9 s.h. of coursework in the Specialization Component. Once these requirements are met and the student opts to begin the Qualifying Procedures, the student enrolls in CT 500 Practicum in Learning and Teaching (3 s.h.). CT 500 is an independent study taken with the Adviser. Contact the program Director to arrange for CT 500 to be scheduled.

Dissertation Courses. Once the Qualifying Procedures have been completed, the student takes Dissertation courses including (but not limited to) CT 601, CT 602, and CT 604 (described below). A minimum of 9 s.h. is required, but students often need 12.

Prior to enrolling in CT 601 at the outset of the Dissertation Phase, students must complete all Qualifying Procedures and 51 s.h. of coursework including all courses in the Core Component, Research Methods Component, and Qualifying Component.

Students in the Dissertation Phase must enroll in two 600-level courses per school year until program completion. At minimum, they are required to complete one semester each of CT 601, 602 and 604, totaling nine semester hours.

Should students need additional time to complete the Dissertation Proposal, an additional semester of CT 602 may be required. Students who do not complete the Dissertation Proposal after two iterations of CT 602 are required to enroll in CT 603. Students unable to complete the Dissertation Proposal in CT 603 are dismissed from the program. Three semester hours only are applied to the degree regardless of how many iterations of CT 602 and 603 are enrolled.

Should students need additional time to complete the Dissertation, one or two additional semesters of CT 604 may be required. Students who do not complete the Dissertation after three iterations of CT 604 are required to enroll in CT 605. Students unable to complete the Dissertation in CT 605 are dismissed from the program. Three semester hours only are applied to the degree regardless of how many iterations of CT 604 and 605 are enrolled.

6. Transfer of Coursework into the Program

A total of 12 semester hours in coursework can be considered for transfer credit, subject to approval by the student's Adviser and the Program Director. Courses previously applied to an initial master's degree are typically NOT approved for transfer credit, but courses completed for a Certificate of Advanced Study or a second (or third) master's typically are.

Transfer credits are applicable only to meet requirements in the Specialization Component. Transfers are not permitted for the Core Component, Research Methods Component, Qualifying Component, or Dissertation Component.

All courses considered for transfer must be completed prior to the student's matriculation into the doctoral program. Courses completed after matriculation (at institutions other than Hofstra) are applicable only with the Provost's approval, pursuant to Hofstra regulations. Students are urgently advised to consult with their Adviser and the Program Director before enrolling in courses at other institutions, since post-matriculation transfer credits are not always approved by the Provost's office.

To transfer in a course, two forms are needed. Start with the Request for Transfer Credit form (Form D; see Appendix B). Once this form has been signed by the Adviser and Program Director, submit it to the program Director. Then fill out Hofstra's Transfer of Credit form and submit it to the Department Chair. You can procure this form in room 291 of Hagedorn Hall, the department office. More than one course can be placed on a single form, in case you have multiple courses to transfer in.

Please note that coursework you may have taken in pursuit of certification in educational administration usually includes six semester hours of transferrable coursework: three semester hours for the elective in educational administration; and three semester hours in the Area of Specialization.

7. Waiver and Substitution of Coursework

Substituting Courses. Students meeting specialization requirements sometimes take courses other than those indicated in the Program Description for the Area of Specialization they have chosen (see Appendix A for the requirements in each area). In such cases, you and your Adviser should complete Hofstra's Waiver and Substitution Form indicating all courses to be substituted (and all courses to be replaced). All such waivers require the approval of the student's Adviser, the Program Director, and Hofstra administration. Note that more than one waiver-and-substitution can be placed on a single form.

Independent Studies. "Independent Study" courses are frequently completed by doctoral students in fulfillment of specialization requirements. These necessitate a Waiver and Substitution form only

when they substitute for a course specifically indicated in the coursework requirements for the student's Area of Specialization.

8. Qualifying Procedures

Coursework Requirements to Begin Qualifying Procedures. Before you begin the dissertation phase of the program, you are required to complete successfully the following courses:

- CT 290, 360, 361, 363, 365, 400
- FDED 223
- RES 260 and 263
- 9 s.h. of coursework in the Specialization Component

Qualifying Exam and Qualifying Paper. In April of your second year, as you near the end of your course work, you are ready to select a Dissertation Adviser. You should arrange to meet with your adviser prior to taking SOE 264, the literature review course (taken in Summer I, following the completion of your year of quantitative and qualitative courses). You may not register for the Qualifying Exam (given in August) until you have successfully completed and received letter grades for your course work. Once you have selected your Dissertation Adviser, passed SOE 264, and passed your Qualifying Exam, you are ready to enroll in CT 500, an independent study supervised by your Dissertation Adviser. The goal of this independent study is to support you as you complete your Qualifying Paper.

Appointment of Dissertation Committee Members. You'll need to set up a Dissertation Committee comprised of your Adviser and two other faculty members (subject to approval of the Adviser and Program Director). Full-time faculty members at Hofstra are eligible to serve; other individuals may be appointed with the approval of the Adviser and Program Director.

You and your Adviser should collaborate in recruiting committee members. Once you have someone in mind, ask him or her to serve on the committee, and inform your Adviser whether he or she agreed to do so.

Select committee members who add needed expertise to your team. You may wish to appoint someone with expertise in research methods and someone with expertise in your content area.

To get started, have a meeting with your Adviser to make some plans for getting a dissertation committee put together. Once you have the committee put together, fill out Form F (below) and procure the necessary signatures.

Qualifying Examination. The Qualifying Examination takes place on the third "business" day in August. On exam day you have from 9:30 AM to 4:30 PM to write a pair of essays (1500-2000 words) using Hofstra computers, usually in room 63 of Hagedorn Hall. The two essays are as follows:

1. *Qualitative Methods.* Write an essay that proposes a qualitative research project.
2. *Quantitative Methods.* Use SPSS to analyze a dataset (provided) and prepare a report document.

Please report to the department office at 9:30 AM on exam day. You may bring to the exam any print materials you wish to consult (e.g., books, journals, notes). Electronic devices are permitted as long as they are NOT connected to the internet, used for voice calls, email, or text-messaging, or are otherwise linked to the outside world.

You are NOT permitted to discuss the exam with anyone afterward, and you'll be asked to sign a non-disclosure agreement before the exam.

The exam is graded by the professors who taught the courses in the Research Methods Component. Students who fail one or more questions on the Qualifying Examination may take them again, but they must pass on the second attempt to remain matriculated.

Qualifying Paper Proposal and Qualifying Paper. In addition to passing the Qualifying Exam, you must complete a satisfactory Qualifying Paper Proposal (QPP) and Qualifying Paper (QP). Let's start with an overview of the end product, the QP, and then double back to look at the procedures for producing both the QPP and QP.

A Qualifying Paper is typically a *review of literature* in the area in which the student aims to do dissertation work. A scholar must know what has already been researched to be able to add something new to the research corpus. So you'll need to dig into the library databases to procure 15-25 pieces of published work and then pull them together in a review paper. This paper will summarize what the literature says and then add a concluding section that describes what future research is needed and why.

But before you can write the QP, you need to write a QPP, which is a short (5 page) document in which you present a proposal for a literature review. The QPP describes (a) what the QP will attempt to do, (b) what benefit will come from doing it, and (c) how the paper will do the job (which databases you will search; which bodies of literature are relevant; how literature will be selected; how it will be organized/categorized). Include a 150-word abstract. The QPP need not include citations or references, but you can add them if you wish.

Here is a summary of the steps for completing a QPP:

1. Write 150-word QPP abstract
2. Send QPP abstract to Adviser
3. Revise QPP abstract as directed by Adviser
4. Upon Adviser's approval, write QPP (about 5 pages)
5. Send QPP to Adviser
6. Revise QPP as directed by Adviser
7. Resubmit QPP to Adviser
8. Upon Adviser's approval, get he/she to sign Form G and send it to the Administrative Assistant to the Doctoral Program.

After your Adviser has signed off on your QP, it's time to actually to the literature search and write the review.

Here is a summary of the steps for completing a QP:

1. Carry out literature review for your QP
2. Write 150-word QP abstract (long on research findings and short on conceptual/theoretical material)
3. Send QP abstract to Adviser
4. Revise QP abstract as directed by Adviser
5. Resubmit QP abstract to Adviser
6. Upon Adviser's approval, write QP (long on research findings and short on conceptual/theoretical material)
7. Send QP to Adviser (send completed draft; do not send parts piecemeal)
8. Revise QP as directed by Adviser
9. Resubmit QP to Adviser
10. Upon Adviser's approval, send QP to committee members
11. Revise QP as directed by committee members
12. Resubmit QP to adviser and committee members
13. Upon approval by Adviser and committee members, get Form H signed and send it to the Administrative Assistant to the Doctoral Program.

Your QP should have lots of citations in the text and a complete *References* section at the end. Use APA style for everything.

In your literature search, concentrate on *research* – not theory, opinion, or advocacy. In the field of education there are a great many publications that set out theories, state opinions, and/or advocate for something. These can be valuable contributions, but you should concentrate your QP on *actual research findings* as much as possible in the body of the QP. Conclude your paper with a discussion of how this research relates to and informs your interest in – and possible future investigation into – the topic.

Multiple versions of your QPP and QP are usually required, based on feedback from committee members. Thankfully, SOE 264 is designed to help you with all this. Use APA style always. A model QP is on reserve at the Curriculum Materials Center under the name “Torff.”

To remain matriculated in the program, you must complete a satisfactory Qualifying Paper within one year following completion of the Qualifying Examination. Should you take longer than a semester to complete the qualifying procedures, your Adviser may require you to enroll in CT 351 and CT 352 until you are finished.

Please note that you must enroll each fall and spring term in order to remain matriculated. If your Adviser does not require you to enroll in CT 351 or CT 352 to complete the Qualifying Procedures, you can pay a nominal matriculation fee for any semester in which you do not plan to enroll for a course or independent study.

9. Dissertation Procedures

The Dissertation is a publication-quality research report growing out of your research work in the doctoral program. Although the Dissertation is typically devoted to a similar topic as the Qualifying Paper, there is no requirement that it do so. Prior to undertaking Dissertation Procedures, you must complete all Qualifying Procedures and 51 s.h. of coursework.

Dissertation Proposal Course Sequence. The program's Dissertation Procedures begin when you enroll in CT 601, an independent study with your Adviser. Following a single semester in CT 601, you must enroll in CT 602, also an independent study with your Adviser. CT 601 and CT 602 are designed to give you support as you develop your Dissertation Proposal (described below).

Students who do not complete a satisfactory Dissertation Proposal in two semesters of 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 you find you must interrupt work toward the degree, you may request a waiver but must maintain matriculation (see University Regulations).

Note that you must enroll in CT 602 even if your Dissertation Proposal was approved during CT 601 (pursuant to Hofstra regulations regarding dissertation work). Note also that CT 601 and CT 602 may not be taken during the same semester.

Appointment of Examiners. The program's Dissertation Procedures require you to appoint two additional individuals to review and approve your Dissertation Proposal and Dissertation. These individuals, called Examiners, need not be Hofstra faculty members but must hold earned (not honorary) doctoral degrees. Appointment of Examiners must be approved by your Adviser and the Program Director. A form for appointment of Examiners can be found in Appendix B (Form J).

Dissertation Deadlines. When students are nearing the end of the program they are sometimes in a hurry to graduate, and that's certainly understandable. But faculty need time to review student work, especially works as long as dissertations. So please be aware of the following deadlines for dissertation submissions:

- Graduation in May: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before March 1 and (b) to the Dissertation Committee members and Examiners on or before April 1, and the Oral Examination must be held on or before May 15.
- Graduation in August: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before June 1 and (b) to the Dissertation Committee members and Examiners on or before July 1, and the Oral Examination must be held on or before August 10. Note that August graduations are uncommon, and require that the Adviser, Dissertation Committee members, and Examiners explicitly agree to be available in the summer months.
- Graduation in December: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before October 1 and (b) to the Dissertation Committee members and Examiners on or before November 1, and the Oral Examination

must be held on or before December 15.

Should you miss any of these deadlines, program completion will be moved to the next graduation.

Please note that Hofstra holds Commencement Exercises only in May and December. You should plan to attend so that you can participate in a “hooding” ceremony and have some photographs taken on your big day.

Dissertation Proposal: Initial Draft. A Dissertation Proposal is a detailed description of the research to be completed for the Dissertation (see recommended format for Dissertation Proposals in Appendix D). The Dissertation Proposal is typically between 4000 and 12,000 words. Make sure your Dissertation Proposal includes a 150-word abstract.

The initial drafts of the Dissertation Proposal should be submitted to the Adviser only. Numerous drafts may be necessary before the Advisor gives preliminary approval of the Dissertation Proposal. Once the Dissertation Proposal has the Adviser’s preliminary approval, it should be sent to the other Dissertation Committee members and the Examiners. Several additional rounds of revision are likely to be required as the Dissertation Committee members and Examiners offer their input.

Dissertation Proposal Hearing. Once the Dissertation Proposal has the preliminary approval of all three members of the Dissertation Committee and the two Examiners, you must participate in a Dissertation Proposal Hearing – a meeting that includes you, the members of the Dissertation Committee (including the Adviser), and the Examiners. At this meeting (informally called a “proposal defense”), the Dissertation Committee members and Examiners must come to an agreement as to how the final revisions of the Dissertation Proposal are to proceed.

When a time and date are set for the Dissertation Proposal Hearing, call the Administrative Assistant to the Doctoral Program (516-463-5768) to locate a room for the Hearing.

Once the room has been arranged, send an e-mail message to the Program Director and Administrative Assistant to the Doctoral Program specifying the following:

- The title of the Dissertation Proposal
- The time, date, and place of the Dissertation Proposal Hearing
- The Adviser’s name
- The names of the two additional members of the Dissertation Committee
- The names of the two Examiners

A minimum of 10 days before the date of your Dissertation Proposal Hearing, please mail or deliver a hard copy of your Dissertation Proposal to the Administrative Assistant to the Doctoral Program. Make sure this hard copy is printed on paper punched with holes for a three-ring binder.

Once the hard copy of the Dissertation Proposal is received, the Administrative Assistant to the Doctoral Program will disseminate official notice of the Dissertation Proposal Hearing. This will include notification of all departments in the School of Education and a posting on the wall in Hagedorn Hall. Both the notification and posting will indicate that the Dissertation Proposal is available for review, and they will specify 1) the time, date, and place of the Dissertation Proposal

Hearing, 2) your name and the title of the Dissertation Proposal, and 3) the names of the Adviser, the members of the Dissertation Committee, and the Examiners.

Dissertation Proposal: Final Draft. Following the Dissertation Proposal Hearing, you must produce a final draft of the Dissertation Proposal. This final draft must include all revisions agreed upon at the hearing. This draft is sent to the members of the Dissertation Committee and the Examiners.

Once the members of the Dissertation Committee and Examiners give final approval of the Dissertation Proposal, the members of the Dissertation Committee and the Examiners will sign an approval form provided by the department. Once all signatures are in place, submit this form to the Program Director.

Here is a summary of the steps for completing a Dissertation Proposal and Dissertation Proposal Hearing:

1. Enroll in CT 601 and 602 (see Appendix below)
2. Design your dissertation research project (in collaboration with adviser)
3. Write 150-word DP abstract (long on research methods and short on conceptual/theoretical material)
4. Send DP abstract to Adviser
5. Revise DP abstract as directed by Adviser
6. Resubmit DP abstract to Adviser
7. Upon Adviser's approval, write DP (long on research methods and short on conceptual/theoretical material)
8. Send DP to adviser (send completed draft; do not send parts piecemeal)
9. Revise DP as directed by Adviser
10. Resubmit DP to Adviser
11. Upon Adviser's approval, send DP to committee members and examiners
12. Revise DP as directed by committee members and examiners
13. Resubmit DP to Adviser, committee members, and examiners
14. Upon preliminary approval by Adviser, committee members, and examiners, arrange a "proposal defense" (use *doodle.com* to arrange a date/time)
15. Prepare a PowerPoint presentation (10-15 minutes) of your proposal (long on research methods and short on conceptual/theoretical material)
16. Participate in proposal defense; be sure to audio-record the proceedings
17. Revise DP as directed by Adviser, committee members, and examiners
18. Upon approval of DP by Adviser (as well committee members and examiners, should they opt to so require), you are ready to seek IRB approval.

Institutional Review Board. Once the Dissertation Proposal has received final approval from the three members of the Dissertation Committee and the two Examiners, you must complete an application to Hofstra's Institutional Review Board (IRB). Approval of Hofstra's IRB is required for your Dissertation research to begin. See Appendix C for IRB information and an IRB application.

In the exceedingly rare case in which the IRB takes issue with a student's proposed research, the student must draft a revised Dissertation Proposal. This revised draft must be approved by the members of the Dissertation Committee and the Examiners before it can be re-submitted to the IRB.

Dissertation Course Sequence. Once your Dissertation Proposal has been approved by the members of the Dissertation Committee, the Examiners, and the IRB, you are eligible begin work on your Dissertation.

As you begin your Dissertation work, you must enroll in CT 604. In the likely event that you are unable to complete your Dissertation and Oral Examination in a single semester, you are required to re-enroll in CT 604 one or more times until your Dissertation and Oral Examination have received final approval. You may enroll in CT 604 a maximum of three times. That's a year and a half – plenty of time to get the work done.

Pursuant to Hofstra regulations, students must enroll in a minimum of two 600-level courses per school year (inclusive of winter, spring, summer, and fall terms). This rule applies once the student enrolls in CT 601. It is very common for students to take CT 601, then CT 602, and then two iterations of CT 604.

Students who do not satisfactorily complete a Dissertation and Oral Examination in three semesters of 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 you must interrupt work towards the degree, you may request a waiver but must maintain matriculation (see University Regulations).

Dissertation and Oral Examination. Initial drafts of the Dissertation are submitted to the Adviser only. The Adviser's comments will certainly result in numerous rounds of revision, to ensure that your work reaches the highest quality. Make sure your Dissertation includes a 150- to 250-word abstract.

Once the Adviser gives his/her consent, the student submits the Dissertation to the members of Dissertation Committee and the Examiners. Again, numerous revisions are highly likely as the Dissertation Committee and Examiners make comments and suggestions.

Once the Dissertation has the preliminary approval of all three members of the Dissertation Committee and the two Examiners, you must participate in an Oral Examination – a meeting that includes you, the members of the Dissertation Committee (including the Adviser), and the Examiners. You will be required to present your work at this meeting (informally called a “dissertation defense”), and the Dissertation Committee members and Examiners must come to an agreement as to how the final revisions of the Dissertation are to proceed.

When a time and date are set for the Oral Examination, contact the Administrative Assistant to the Doctoral Program to locate a room for the Oral Examination. Please note that scheduling of the Oral Examination cannot take place until all five readers have agreed that the dissertation is sufficiently developed for this examination to proceed.

Once the room has been arranged, send an e-mail message or letter to the Administrative Assistant to

the Doctoral Program specifying the following:

- The title of your Dissertation
- The time, date, and place of the Oral Examination
- The Adviser's name
- The names of the two additional members of the Dissertation Committee
- The names of the two Examiners

A minimum of 10 days before the date of your Oral Examination, please mail or deliver a hard copy of the Dissertation to the Administrative Assistant to the Doctoral Program. Make sure this hard copy is printed on paper punched with holes for a three-ring binder.

Once the hard copy of the Dissertation is received, the Administrative Assistant to the Doctoral Program will disseminate official notice of the Oral Examination. This will include notification of all departments in the School of Education and a posting on the wall in Hagedorn Hall. Both the notification and posting will indicate that the Dissertation is available for review, and they will specify 1) the time, date, and place of the Oral Examination, 2) your name and the title of the Dissertation, and 3) the names of the Adviser, the members of the Dissertation Committee, and the Examiners.

You should prepare a PowerPoint presentation of your work guided by the "Recommended Format for Dissertations" in Appendix E, but also include your plan for dissemination of the research. This presentation should under no circumstances exceed 15 minutes in length. Select carefully what to include and what to omit, to keep the focus on the main points you want to make; 15 minutes will go by very quickly. It's essential to rehearse repeatedly using a stopwatch, to polish your presentation and ensure that it covers all essential information and stays within the 15-minute limit.

Be prepared to answer numerous questions about your work. Trying to anticipate what these questions might be is a guessing game, but it's one that might make you better prepared for the Oral Examination.

One of the Examiners will serve as Chair of the Oral Examination. Upon approval of the Oral Examination and final approval of the Dissertation, all members of the Dissertation Committee and both Examiners sign an approval form provided by the department. In most cases the Dissertation Committee members and Examiners conclude that a final round of revisions is needed. Dissertation Committee members and Examiners may decide to review the final draft of the Dissertation themselves, or they may defer to the Adviser to supervise the final revisions.

Once your dissertation has been completed and approved, you will need to (a) submit a copy to the Administrative Assistant to the Doctoral Program, (b) submit it online to the Hofstra library (see page 47), and (c) file for graduation (see form in Appendix).

Here is a summary of the steps for completing a Dissertation and Oral Examination:

1. Enroll in CT 604 at least once
2. Carry out dissertation research
3. Write 150-word dissertation abstract (long on methods and findings and short on conceptual/theoretical material)

4. Send dissertation abstract to Adviser
5. Revise dissertation abstract as directed by Adviser
6. Resubmit dissertation abstract to Adviser
7. Upon Adviser's approval, write dissertation (see suggested format in Handbook)
8. Send dissertation to adviser (send completed draft; do not send parts piecemeal)
9. Revise dissertation as directed by Adviser
10. Resubmit dissertation to Adviser
11. Upon Adviser's approval, send dissertation to committee members and examiners
12. Revise dissertation as directed by committee members and examiners
13. Resubmit dissertation to Adviser, committee members, and examiners
14. Upon preliminary approval by Adviser, committee members, and examiners, arrange an "oral examination" (use *doodle.com* to arrange a date/time)
15. Prepare a PowerPoint presentation (10-15 minutes) of your research (long on findings and implications of the findings and short on conceptual/theoretical material)
16. Participate in oral examination; be sure to audio-record the proceedings
17. Revise dissertation as directed by adviser, committee members, and examiners
18. Upon final approval of Dissertation by adviser (as well committee members and examiners, should they opt to so require), complete Hofstra's procedures for completion of the degree (submitting the dissertation to the library, filing for graduation).
19. Once the final draft is approved, you need to file for graduation with the university registrar and submit a final draft of your Dissertation to the Administrative Assistant to the Doctoral Program.
20. Submit your thesis to the library online (see page 47).
21. File for graduation (form in Appendix).
22. Celebrate! It's easy to get a little down after completing so huge an undertaking; the best way to counter the post-thesis blues is to reward yourself lavishly.

Dissertation Deadlines. When students are nearing the end of the program they are sometimes in a hurry to graduate, and that's certainly understandable. But faculty need time to review student work, especially works as long as dissertations. So please be aware of the following deadlines for dissertation submissions:

- Graduation in May: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before March 1 and (b) to the Dissertation Committee members and Examiners on or before April 1, and the Oral Examination must be held on or before May 15.
- Graduation in August: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before June 1 and (b) to the Dissertation Committee members and Examiners on or before July 1, and the Oral Examination must be held on or before August 10. Note that August graduations are uncommon, and require that the Adviser, Dissertation Committee members, and Examiners explicitly agree to be available in the summer months.

- Graduation in December: The final draft of the Dissertation (which addresses the final round of comments from the adviser) must be submitted (a) to the Adviser on or before October 1 and (b) to the Dissertation Committee members and Examiners on or before November 1, and the Oral Examination must be held on or before December 15.

Should you miss any of these deadlines, program completion will be moved to the next graduation at the earliest.

Please note that Hofstra holds Commencement Exercises only in May and December. You should plan to attend so that you can participate in a “hooding” ceremony and have some photographs taken on your big day.

10. Policy on Academic and Professional Standards

Should a student’s work be judged by the faculty to be of insufficient quality, a meeting will be held to discuss a plan for remediation. This meeting typically includes the student, the Adviser, and the Program Director, and may include other individuals as well. The remediation plan will be set out in a Memorandum of Agreement that must be signed by the student, the Adviser, and the Program Director. Should the student refuse to sign this agreement, his/her matriculation in the program will be terminated. The plan will include a deadline (60 or more days following the meeting) by which all missing or inadequate work must be satisfactorily completed. If the missing or inadequate work is not satisfactorily completed by the deadline, the student’s matriculation will be terminated.

Students must maintain a minimum GPA of 3.5 each semester, and receive no more than one course grade of B or lower per semester. Additionally, students may receive no more than three B’s or lower in the doctoral program. Students who fail to meet any of these requirements will be dismissed from the program.

Students must resolve all incompletes prior to taking the qualifying examination.

A grade of C or lower in any course is grounds for dismissal from the program.

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, Health and 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.

All graduation requirements must be met within a ten-year period following initial matriculation into the program, inclusive of leaves of absence. Students who must interrupt work toward the degree may request a leave of absence but must maintain matriculation (see Academic Policies and Procedures).

11. Taking a Temporary Leave from Doctoral Studies

Circumstances sometimes necessitate that students take a leave from their doctoral studies. At the same time, University regulations mandate that students maintain matriculation in the program. Hence, students must pay a nominal “matriculation fee” in any and all semesters (fall and spring only) in which students do not enroll for a course (any course, including 200-, 300-, 400-, 500-, and 600-series courses).

Note that you may have to pay a matriculation fee if it takes longer than expected for you to complete the Qualifying Procedures. Contact Financial and Academic Records to arrange this payment.

APPENDIX A: SPECIALIZATION REQUIREMENTS

Coursework, 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

FDDED 285 - Art in New York City; Semester Hours: 3

CT 276 - Educating for Civic Engagement; Semester Hours: 3

Electives - Semester Hours: 9

CT 250 - Gender Issues in the Classroom; Semester Hours: 3

CT 272 - Technology and the Teaching of Writing; Semester Hours: 3

ELED 233 - Curriculum and Instruction in Creative Arts; Semester Hours: 3

ELED 224 - Multicultural Literature in the Curriculum; Semester Hours: 3

ELED 277 - Classroom Strategies in Teaching Writing; Semester Hours: 3

ELED 278 - Writing and Children's Literature; Semester Hours: 3

LYST 220 - Literature in the Lives of Young Children; Semester Hours: 3

LYST 221 - Literature for Adolescents and Young Adults; Semester Hours: 3

LYST 247 - Language, Discourse, and Cinema: Implications for Schooling; Semester Hours: 3

LYST 260 - Cultural and Historical Perspectives of Writing; Semester Hours: 3

LYST 261 - Writing Pictures Painting Stories as Mindful Social Practice; Semester Hours: 3

LYST 263 - Teachers as Writers; Semester Hours: 3

LYST 352 - Literature and the Imagination Conference; Semester Hours: 1

SED 277 - Drawing for Teachers; Semester Hours: 3

CT 271 - Current Issues in Art Education and Curriculum Design; Semester Hours: 3

CT 238 - Curriculum Design in Art Education

SED 239 - Pedagogical Approaches to Art History; Semester Hours: 3

Additional electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHAЕ, PESP, RES, and SPED

Early Childhood Education

Required - Semester Hours: 9

CT 371 - Current Trends in Early Childhood Curriculum Development; Semester Hours: 3

CT 372 - Model Building and Curr. Development in Early Childhood Education; Semester Hours: 3

CT 373 - Advanced Curriculum Development in Early Childhood Settings Semester Hours: 3

Electives - Semester Hours: 6

ELED 270 - Methods for Study of and Research With Young Children; Semester Hours: 3

ELED 271 - Early Childhood Curriculum; Semester Hours: 3

ELED 272 - Curriculum Innovations in Early Childhood Programs; Semester Hours: 3

ELED 273 - Early Childhood Professional Portfolio; Semester Hours: 3

ELED 274 - Curriculum Supervision of Early Childhood Centers; Semester Hours: 3

LYST 214 - Language and Literacy in Early Childhood and Childhood; Semester Hours: 3

LYST 216 - Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write; Semester Hours: 3

Additional electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHAЕ, PESP, RES, and SPED

Human Development and Educational Psychology

Required - Semester Hours: 9

CT 219 - Cognition and Instruction; Semester Hours: 3

CT 266 - Immigrant Children in the U.S. School; Semester Hours: 3

SED 253 - Teaching for Thinking; Semester Hours: 3

Electives - Semester Hours: 6

CT 210A - Emerging Technologies for Teaching and Learning; Semester Hours: 3

RES 243 - Development of Educational Research Instruments; Semester Hours: 3

SPCH 209 - Developmental Psycholinguistics; Semester Hours: 3

SPED 272 - Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application; Semester Hours: 4

Additional electives, with advisement, CT, COUN, ELED, PSY, RES, SED and SPED

Science, Technology, Engineering, and Mathematics

Electives - Semester Hours: 15

CT 210A - Emerging Technologies for Teaching and Learning; Semester Hours: 3

ELED 231 - Curriculum and Instruction in Science; Semester Hours: 3

ELED 232 - Curriculum and Instruction in Mathematics; Semester Hours: 3

ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design; Semester Hours: 3

CT 239 - Children's Engineering; Semester Hours: 3

CT 212 - Computer-Assisted Instruction; Semester Hours: 3

CT 253 - Teaching for Thinking; Semester Hours: 3

Additional electives, with advisement, in CT, ELED, RES, and SED

Multicultural/Urban Education

Required - Semester Hours: 6

CT 320 - Locating Ourselves in the Transformative Curriculum in Urban and Multicultural Communities; Semester Hours: 3

CT 321 - Analysis and Development of Curriculum for Urban and Multicultural Communities; Semester Hours: 3

Electives - Semester Hours: 9

FDED 233 - Children of Color: The Social Construction of Race in America's Schools; Semester Hours: 3

FDED 240 - Urban Education; Semester Hours: 3

FDED 242 - Foundational Perspectives in Multicultural Education; Semester Hours: 3

FDED 247 - The Family as Educator: Multicultural Dimensions; Semester Hours: 3

FDED 248 - Multicultural Education in the Metropolitan Area; Semester Hours: 3

LYST 208 - Language, Culture and Identity: Literacy Issues for Teachers and Children; Semester Hours: 3

LYST 209 - Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults; Semester Hours: 3

LYST 212 - Family, Community, and School Literacies: Cultural Perspectives; Semester Hours: 3

LYST 213 - Introduction to Bilingual and Biliteracy Instruction for Children and Adolescents; Semester Hours: 3

LYST 247 - Language, Discourse, and Cinema: Implications for Schooling; Semester Hours: 3

LYST 251 - Children and Adolescents as Ethnographers in Communities and Schools; Semester Hours: 3

LYST 271 - Family, Community, School and Workplace Literacy; Semester Hours: 3

Additional electives, with advisement, in CT, EADM, ELED, FDED, SED, RES and SPED

Special Education

Required - Semester Hours: 6

SPED 270 - Professional Issues and Problems; Semester Hours: 3 OR

SPED 310 - Critical Issues in Special Education Across the Life Span; Semester Hours: 3

SPED 300 - Special Topics: Advanced Seminar in Special Education; Semester Hours: 3

Choice of one of two strands (with advisement) - Semester Hours: 9

Special Education Leadership

SPED 200 - Administration and Supervision of Special Education; Semester Hours: 3

SPED 272 - Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application; Semester Hours: 4
SPED 273 - Curriculum Development and Evaluation; Semester Hours: 3
SPED 313 - Technology for Populations With Special Needs; Semester Hours: 3

Disability Studies

SPED 311 - International Perspectives in Special Education; Semester Hours: 3
SPED 312 - Contemporary Cultures and Special Education; Semester Hours: 3
SPED 314 - Practicum: College Teaching and Field Setting; Semester Hours: 3
SPED 315 - Public Policy and Local Practice in Special Education; Semester Hours: 3

II. Single-Subject Studies

Applied Linguistics (languages other than English and TESOL/Bilingual)

Electives - Semester Hours: 15

CT 226 - Linguistics for Teachers of English-Language Learners; Semester Hours: 3
LING 202 - Phonetics and Phonology; Semester Hours: 3
LING 203 - Morphology and Syntax; Semester Hours: 3
LING 206 - Sociolinguistics; Semester Hours: 3
LING 207 - Dialectology; Semester Hours: 3
LING 210 - Second Language Acquisition; Semester Hours: 3
LING 211 - A Pedagogical Grammar for Teachers of English as a Second Language; Semester Hours: 3
LING 231 - Discourse Analysis; Semester Hours: 3
LING 262 - Applied Linguistics; Semester Hours: 3
Additional electives, with advisement, in CT, EADM, ELED, FDED, LYST, RES, SED, and SPED

Art Education

Required - Semester Hours: 12

CT 271 - Current Issues in Art Education and Curriculum Design; Semester Hours: 3
FDED 285 - Art in New York City; Semester Hours: 3
CT 238 - Curriculum Design in Art Education; Semester Hours: 3
SED 239 - Pedagogical Approaches to Art History; Semester Hours: 3

Electives – Semester Hours: 3

CT 219 - Cognition and Instruction; Semester Hours: 3
ELED 253 - STEM Field Consultation; Semester Hours: 1
LYST 261 - Writing Pictures Painting Stories as Mindful Social Practice; Semester Hours: 3
SED 208 - Multicultural Curriculum and Teaching; Semester Hours: 3
CT 253 - Teaching for Thinking; Semester Hours: 3
SPED 210 - The Creative Arts in Special Education; Semester Hours: 3
SED 277 - Drawing for Teachers; Semester Hours: 3
CAT 235 - Creativity; Semester Hours: 3
CAT 211 – Child and Adolescent Development in Art Therapy Counseling; Semester Hours: 3
ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design; Semester Hours: 3
SED 274 - Teaching about Race, Class and Ethnicity in the United States; Semester Hours: 3
SED 271 – Intersections of History and Geography; Semester Hours: 3
Additional electives, with advisement, in AH, CT, EADM, ELED, FA, FDED, RES, SED, and SPED

English Education

Required - Semester Hours: 9

CT 272 - Technology and the Teaching of Writing; Semester Hours: 3

SED 240 - Current Trends in Secondary Education; Semester Hours: 3

SED 270 - Current Issues and Trends in English Education; Semester Hours: 3

Electives - Semester Hours: 6

CT 208 - Multicultural Curriculum and Teaching; Semester Hours: 3

LYST 209 - Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults; Semester Hours: 3

LYST 219 - Creating a Reading and Writing Workshop for Teachers; Semester Hours: 3

LYST 221 - Literature for Adolescents and Young Adults; Semester Hours: 3

LYST 250 - Literacy Teacher as Researcher; Semester Hours: 3

LYST 251 - Children and Adolescents as Ethnographers in Communities and Schools Semester Hours: 3

LYST 262 - Understanding What a Writer Knows; Semester Hours: 2

LYST 275 - Literacy Teaching and Professional Development; Semester Hours: 3

LYST 277 - Literacy Teacher as Professional Writer; Semester Hours: 3

SED 231 - Interdisciplinary Approaches to Curriculum and Instruction; Semester Hours: 3

SED 251 - Special Readings Seminar; Semester Hours: 1-4

SED 252 - Special Readings Seminar; Semester Hours: 1-4

SED 275 - The Cooperating Teacher in the Teacher-Training Program; Semester Hours: 3

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

Mathematics Education

Required - Semester Hours: 6

CT 390 - Theories of Learning Mathematics; Semester Hours: 3

CT 278 - Integrating STEM in Grades 5-12; Semester Hours: 3

Electives - Semester Hours: 9

CT 210A - Emerging Technologies for Teaching and Learning, 3 s.h.

CT 211A - Computer Authoring and Scripting Environments, 3 s.h.

CT 216 - Applications of IT in Mathematics Education; Semester Hours: 3

CT 219 - Cognition and Instruction; Semester Hours: 3

CT 253 - Teaching for Thinking; Semester Hours: 3

CT 277 - Middle Level Mathematics Curriculum; Semester Hours: 3

ELED 232 - Curriculum and Instruction in Mathematics; Semester Hours: 3

ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design; Semester Hours: 3

MATH 233 - Geometry; Semester Hours: 3

MATH 202 - Mathematical Logic; Semester Hours: 3

MATH 280 A-Z - Fundamentals of Pre-College Mathematics; Semester Hours: 3

MATH 298, 299 A-Z - Advanced Topics ; Semester Hours: 3

SED 234 - Curriculum and Instruction in Mathematics: STEM (7-12); Semester Hours: 3

Additional electives, with advisement, in CT, MATH, RES and SED

Physical Education

Required - Semester Hours: 9

PESP 210 - Pedagogical Trends and Issues in Physical Education and Sport; Semester Hours: 3

PESP 212 - Scientific Trends and Issues in Physical Education and Sport; Semester Hours: 3

MSPE 300 - Departmental Seminar; Semester Hours: 3

Electives, with advisement - Semester Hours: 6

Choice of one of three strands:

Physical Education Leadership

PESP 214 - Contemporary Curriculum Perspectives in Physical Education; Semester Hours: 3
PESP 217 - Research Implications on Curricula Trends in Physical Fitness; Semester Hours: 3
HPR 218 - Sport and the Law; Semester Hours: 3
PESP 219 - Comparative Studies in Physical Education and Sport; Semester Hours: 3
PESP 224 - Implementing Motor Learning Theories; Semester Hours: 3
HPR 225 - Analysis of Movement; Semester Hours: 3
PESP 226 - Character Development and Sport; Semester Hours: 3
MSPE 237 A-Z - Special Topics; Semester Hours: 1-3

Adventure Education

PESP 241 - Theoretical Foundations of Adventure Education; Semester Hours: 3
PESP 243 - Adventure Education Technical Skills Development; Semester Hours: 3
PESP 245 - Facilitating and Processing in Adventure Education; Semester Hours: 3
PESP 254 - Introduction to Adventure Education and Social Development Challenges; Semester Hours: 3
MSPE 237 A-Z - Special Topics; Semester Hours: 1-3

Strength and Conditioning

PESP 280 - Exercise Prescription and Fitness Programming; Semester Hours: 3
HPR 290 - Scientific Foundations of Strength and Conditioning; Semester Hours: 3
HPR 292 - Strength and Conditioning Techniques; Semester Hours: 3
MSPE 237 A-Z - Special Topics; Semester Hours: 1-3

Science Education

Electives - Semester Hours: 15

CT 391 - Assessment and Evaluation in Science; Semester Hours: 3
CT 392 - Curriculum and Instruction in Science in Middle Level and High School Education; Semester Hours: 3
CT 219 - Cognition and Instruction; Semester Hours: 3
CT 393 - Constructivist Science Education; Semester Hours: 3
CT 394 - History of Science Education in the United States; Semester Hours: 3
ELED 231 - Curriculum and Instruction in Science; Semester Hours: 3
ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design; Semester Hours: 3
CT 253 - Teaching for Thinking; Semester Hours: 3
SED 235 Curriculum and Instruction in Science; Semester Hours: 3
Additional electives, with advisement, in BIO, CHEM, CT, EADM, ELED, FDED, GEOL, RES, SED, SPED, and PHYS

Social Studies Education

Required - Semester Hours: 9

SED 236 - Curriculum and Instruction in Social Studies; Semester Hours: 3
SED 242 - Global History in the Curriculum; Semester Hours: 3
SED 276 - Teaching United States History - A Projects Approach; Semester Hours: 3

Electives - Semester Hours: 6

CT 276 - Educating for Civic Engagement; Semester Hours: 3
CT 320 - Locating Ourselves in the Transformative Curriculum in Urban and Multicultural Communities; Semester Hours: 3
CT 321 - Analysis and Development of Curriculum for Urban and Multicultural Communities; Semester Hours: 3
FDED 233 - Children of Color: The Social Construction of Race in America's Schools Semester Hours: 3
FDED 242 - Foundational Perspectives in Multicultural Education; Semester Hours: 3
CT 253 - Teaching for Thinking; Semester Hours: 3
Additional electives, with advisement, in CT, EADM, ELED, FDED, LYST, RES, SED, and SPED

APPENDIX B: FORMS AND COVER PAGES

On the following pages please find various forms for use in the Doctoral Program in Learning and Teaching. All are specific to the program except the ones indicated as “university-wide.”

Form A Plan of Studies

Use this form, in collaboration with your Adviser, to set up a plan for your doctoral studies. As you move through the program, add to this plan and revise it as necessary.

Form B Adviser Assignment Form

Use this form to designate a SOEHHS faculty member as your Adviser. These assignments require the approval of the Program Director and the Adviser. Submit this form to the Program Director once it has been signed.

Form C Declaration of Area of Specialization (“Petition Form” – has Hofstra logo in upper left corner)

Use this university-wide form to formally declare your Area of Specialization. Submit this form to the Program Director once it has been completed. Note that you are transferring FROM *Doctoral Program in Learning and Teaching – no specialization* and you are transferring TO *Doctoral Program in Learning and Teaching – (add Area of Specialization here)*. Make sure to put down the exact wording of your Area of Specialization.

Form D Request for Transfer of Graduate Credits (optional)

Use this university-wide form to obtain university approval for transfer credits (limit of 12 s.h., permitted for specialization requirements only).

Form E Waiver and Substitution Form (optional)

Use this university-wide form to substitute one course for another (typically permitted for specialization requirements only).

Form F Change of Adviser Form (optional)

Use this form if you wish to switch to a new Adviser. Such changes require the approval of the Program Director and the new Adviser. Submit this form to the Program Director once it has been signed.

Form G Dissertation Committee Appointment Form

When you have met the requirements necessary to enter into the program’s Qualifying Procedures, use this form to appoint two additional faculty members to serve on your three-person Dissertation Committee. (The Adviser is the first member and Chair.) Dissertation

Committee appointments require the approval of the Adviser and the Program Director. Submit this form to the Program Director once it has been signed.

Form H Approval Form for Qualifying Paper Proposal

Once your Adviser has approved your Qualifying Paper Proposal, have him/her sign and date this form and forward it to the Program Director.

Form I Approval Form for Qualifying Paper

Once your Adviser and the other Dissertation Committee Members have approved your Qualifying Paper, have them sign and date this form and forward it to the Program Director.

Form J Examiner Appointment Form

After you have completed the Qualifying Procedures, use this form to appoint two faculty members to serve as Examiners (additional Dissertation reviewers). All Examiner appointments require the approval of the Adviser and the Program Director. Submit this form to the Program Director once it has been signed.

Form K Title Page for Dissertation Proposal

Use this as a guide for the cover page of your Dissertation Proposal.

Form L Title Page for Dissertation

Use this as a guide for your Dissertation cover page.

Form M Approval Form for Dissertation Proposal

Form N Approval Form for Dissertation

Form O Graduate Graduation Application Form

Use this university-wide form when all degree requirements have been met and you are ready to graduate.

Doctoral Program in Learning and Teaching

PLAN OF STUDIES
(Form A)

Date: _____

Student's name: _____

Adviser: _____

Area of Specialization: _____

Year of matriculation: _____

Adviser Assignment Form _____ (Requires approval of Adviser and Program Director)
Specialization Declaration Form _____ (Requires approval of Adviser and Program Director)

Coursework

Core Courses (15 s.h.)

CT 360 _____
CT 363 _____
CT 365 _____
CT 364 _____
CT 361 _____

Research Courses (18 s.h.)

CT 290 _____
RES 260 _____
CT 400 _____
RES 263 _____
FDED 223 _____
SOE 264 _____

Specialization Courses (15 s.h.; can include up to 12 s.h. in transfer credits)

1. _____
2. _____
3. _____
4. _____
5. _____

Qualifying Procedures (Prerequisites: CT 360, 361, 363, 400; RES 260, 263; and 9 s.h. of Specialization coursework)

CT 500 _____ (Must be completed at the beginning of the Qualifying Procedures)

Dissertation Committee Appointment Form _____ (Requires approval of Adviser and Program Director)

Qualifying Examination Part 1 _____

Qualifying Examination Part 2 _____

Qualifying Paper Proposal _____ (Requires approval of Adviser)

Qualifying Paper _____ (Requires approval of members of Dissertation Committee)

Dissertation Procedures (Requires completion of all Qualifying procedures)

Examiner Appointment Form _____ (Requires approval of Adviser and Program Director)

CT 601 _____ (Must be completed at the beginning of the Dissertation Phase)

CT 602 _____ (Must be completed in the semester following CT 601)

CT 604 _____ (May be taken only after Dissertation Proposal has been approved)

Dissertation Proposal _____ (Requires approval of members of Dissertation Committee and Examiners)

Dissertation and Oral Exam _____ (Requires approval of Dissertation Committee and Examiners)

Note: 12 s.h. in transfer credit are permitted, for specialization coursework only, subject to approval of Adviser, Program Director, and university administration.

For additional information, see the *Doctoral Program in Learning and Teaching: Student Handbook*.

Doctoral Program in Learning and Teaching

ADVISER ASSIGNMENT FORM
(Form B)

Date: _____

Student's name: _____

Student's year of matriculation: _____

Adviser's name: _____

Required Signatures

Student:

_____	_____	_____
Name	Signature	Date

Adviser:

_____	_____	_____
Name	Signature	Date

Program Director:

_____	_____	_____
Name	Signature	Date



Office of Academic Records
Memorial Hall
Room 207
Hempstead, NY 11549-1260

Student 700 #

PETITION: *Transfer of graduate degree program*
To be sent to department from which student wishes
Transfer.

NAME: _____
Last First Middle Former Name

ADDRESS: _____
Number Street

City State Zip Code

TELEPHONE: _____ DATE OF PETITION: _____

I request permission to transfer my degree status from the graduate program in _____
to the graduate program in _____

I understand that this is my one and only opportunity to so petition. Should I subsequently request another change of degree must file a formal application with the Office of Admissions, including the appropriate application fee.

SIGNATURE OF STUDENT

FOR USE OF DEPARTMENT FROM WHICH STUDENT WISHES TO TRANSFER:

DATE: _____

Recommended by Department of _____

Signature of adviser or Chairperson

DEPARTMENT

PLEASE NOTE:

This form, once signed, must be forwarded with the student's records to the OFFICE OF ACADEMIC RECORDS FOR
PROCESSING

See Form D included separately

See Form E included separately

Doctoral Program in Learning and Teaching

CHANGE OF ADVISER FORM
(Form F)

Date: _____

Student's name: _____

Student's area of specialization: _____

Student's year of matriculation: _____

Previous adviser's name: _____

Requested adviser's name: _____

Required Signatures

Student:

Name

Signature

Date

Requested Adviser:

Name

Signature

Date

Program Director:

Name

Signature

Date

Doctoral Program in Learning and Teaching

DISSERTATION COMMITTEE APPOINTMENT FORM
(Form G)

Date: _____

Student's name: _____

Adviser's name: _____

Student's area of specialization: _____

Required Signatures

Student:

Name

Signature

Date

Adviser:

Name

Signature

Date

Program Director:

Name

Signature

Date

Committee Member's name _____

Committee Member's signature _____

Committee Member's name _____

Committee Member's signature _____

Doctoral Program in Learning and Teaching

APPROVAL FORM FOR QUALIFYING PAPER PROPOSAL
(Form H)

Date: _____

Student's name:

Student's Area of Specialization:

Title of Qualifying Paper:

Required Signature

Adviser:

Name

Signature

Date

Doctoral Program in Learning and Teaching

APPROVAL FORM FOR QUALIFYING PAPER
(Form I)

Date: _____

Student's name:

Student's Area of Specialization:

Title of Qualifying Paper:

Required Signatures

Adviser:

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

Committee member:

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

Committee member:

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

Doctoral Program in Learning and Teaching

EXAMINER APPOINTMENT FORM
(Form J)

Date: _____

Student: _____ Adviser: _____

Student's area of specialization: _____

Committee Members: _____

Required Signatures

Student:

Name

Signature

Date

Adviser:

Name

Signature

Date

Program Director:

Name

Signature

Date

First Examiner's name: _____

First Examiner's Affiliation: _____

First Examiner's Signature: _____

Second Examiner's name: _____

Second Examiner's Affiliation: _____

Second Examiner's Signature: _____

Form K: Title Page for Dissertation Proposal

[Title of Dissertation Proposal]

By

[Student Name]

A Dissertation Proposal
Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Education
in
Learning and Teaching

At

Hofstra University, Hempstead, New York

[Date]

Approved for content and style by:

[Name and Signature of Chair]

Chair of Dissertation Committee

<Name of Committee Member>

<Name of Committee Member>

<Name of Committee Member>

<Name of Committee Member>

Form L: Title Page for Dissertation

[Title of Dissertation]

By
[Student Name]

A Dissertation
Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Education
in
Learning and Teaching

At
Hofstra University, Hempstead, New York

[Date]

Approved for content and style by:

[Name and Signature of Chair]

Chair of Dissertation Committee

<Name of Committee Member>

<Name of Committee Member>

<Name of Committee Member>

<Name of Committee Member>

Form M: Approval Form for Dissertation Proposal (note: bring 5 copies to the Oral Defense)

Hofstra University
School of Education
Teacher Education Programs

Dissertation Proposal Approval Form

Student:

Date/Time:

Title of Dissertation:

Dissertation Committee Members:

Examining Committee:

Evaluation:

- ☐ The Dissertation Proposal is acceptable with revisions as noted
- ☐ The Dissertation Proposal requires major revision:
- ☐ Revisions subject to approval of adviser only
- ☐ Revisions subject to approval of all members of Dissertation Committee and Examining Committee
- ☐ The Dissertation Proposal is not acceptable

Signature:

Name

Signature

Date

Form N: Approval Form for Dissertation (note: bring 5 copies to the Oral Examination)

Hofstra University
School of Education
Teacher Education Programs

Dissertation – Oral Examination

Student:

Date/Time:

Title of Dissertation:

Dissertation Committee Members:

Examining Committee:

Evaluation:

_____ The Dissertation is acceptable with revisions as noted

_____ The Dissertation requires major revision:

_____ Revisions subject to approval of adviser only

_____ Revisions subject to approval of all members of Dissertation Committee and
Examining Committee

_____ The Dissertation is not acceptable

Signature:

Name

Signature

Date

APPENDIX C: RUBRICS FOR ASSESSMENT OF QUALIFYING EXAM

Rubric for Assessment of Quantitative-Research Essays

Dimension	4 points	3 points	2 points	1 point	0 points	Comments (optional)
Description of research questions, participants, and sampling procedure						
Description of variables, measures, and instruments						
Description of appropriate data-analytic procedures						
Presentation of descriptive statistics (with tables if appropriate)						
Evaluation of assumptions inherent in statistical procedures used						
Execution of data analytic procedures on SPSS						
Presentation of research results						
Interpretation of research results vis-à-vis the research questions						

Total: _____ of 32 points (Passing: 24-32)

Rubric for Assessment of Qualitative-Research Essays

Dimension	4 points	3 points	2 points	1 point	0 points	Comments (optional)
Articulates the role of the researcher in qualitative inquiry						
Articulates relevant goals and related research questions						
Articulates an interactive conceptual framework						
Provides thoughtful detail of method						
Articulates the advantages and limitations of qualitative research for this study						
Articulates potential threats to validity						
Identifies relevant ethical issues						
Writes and organizes clearly with grammatically correct usage						

Total: of 32 points (Passing: 24-32)

APPENDIX D: REVIEW BY INSTITUTIONAL REVIEW BOARD (IRB)

Whenever research is conducted that involves the use of human participants, Hofstra's *Institutional Review Board* (IRB) must approve the research before data are collected. The IRB serves to uphold ethical guidelines regarding the protection of human subjects of research, as outlined in the "Belmont Report" produced by the U.S. Department of Health and Human Services: <http://www.hhs.gov/ohrp/policy/belmont.html>.

The Belmont Report. The Belmont Report sets out three principles relevant to ethics in educational research. First, research projects must demonstrate *respect for persons*, such that potential participants receive full disclosure regarding research protocols and are afforded the opportunity to make informed decisions whether to participate, free of coercion or undue influence. When asking participants for informed consent, it is important they be given information including, but not limited to, the research procedure, its purposes, risks and anticipated benefits, and a statement offering them the opportunity to ask questions and/or withdraw from the study at any time. Moreover, the researcher should ascertain that participants comprehend the information regarding the research protocols, especially when the project involves youthful or cognitively challenged participants. The project's informed-consent procedures must be outlined in detail in the application submitted for IRB approval. The application should include copies of all informed-consent forms and, if necessary, a description of procedures for procurement of parental or third-party consent. If the research design requires that information about the research be withheld from participants during data collection, a compelling argument must be made as to why incomplete disclosure is necessary. All potential risks to participants must be disclosed. The prospectus should also elucidate a debriefing plan to be conducted for participants at the conclusion of data collection.

The second ethical principle, *beneficence*, requires researchers to assess and report the risks and benefits presented by the research. The IRB will review this section of the application and determine the extent to which the risks presented to participants are justified and outweighed by the benefits. This ethical principle also mandates that the prospectus provide a justification for the selection of the sample targeted in the study. If vulnerable populations are involved (including underprivileged children and families, racial/ethnic minorities, or individuals in ill health), the application should state why such a sample has been selected.

The third ethical principle, *justice*, has to do with describing which population is expected to reap the benefits of any research conclusions, and which population will likely bear any burdens of these conclusions. If a vulnerable population is sampled, the prospectus must demonstrate that other, less vulnerable populations will not solely benefit from the research being conducted, while the risks are imposed only on the vulnerable population involved in data collection. The researcher must show how the sample is representative of the target population and how the study has potential to benefit that group of individuals.

Submitting a proposal to the IRB. An application for IRB review may be found in the appendix of this handbook, including a coversheet for all proposals. The application must include the following:

1. Purpose of the research
2. Procedures for data collection

3. Sampling information
 - Procedure for selection of participants
 - Demographic information of participants
 - Letter of permission from the organization(s) from which data will be procured, if applicable
 - Remuneration for participants, if applicable
 - Procedures to safeguard confidentiality
 - Procedures for parental or third-party consent, if necessary
4. Questions to answer
 - Will participants/subjects come into contact with mechanical or electrical equipment that may present a physical danger?
 - What benefits are anticipated for the sample participants?
 - What risks or discomforts are anticipated for the participants, including physical, psychological, social, or legal risks? If there are risks, what attempts to minimize these risks are planned?
 - Does the project use deception? If so, why is it necessary to accomplish the research goals?
 - What benefits are anticipated for the sample participants?
5. Attachments
 - Copies of surveys, instruments, and/or interview protocols
 - Information to be given to sample participants
 - Copy of informed consent form.

Expedited Review. Under some circumstances, an educational researcher may request an expedited IRB review. Most research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, or quality assurance methodologies may be reviewed by the IRB through expedited procedures if, and only if, the research activities present no more than minimal risk to human subjects. “Risk” in this case refers not only to the health risks of the participants, but risk to their financial standing, employability, insurability, reputation, or psychological well-being. If your research qualifies, the IRB application must also include a request and rationale for expedited review. For more information about expedited review see <http://www.hhs.gov/ohrp/policy/exprev.html>.

An IRB application can be found on the following page.

**Application for IRB Review
Coversheet for all Proposals**

Name: _____

Department: _____

E-mail Address: _____

Telephone Numbers: Hofstra _____ Other _____

Purpose of Research:

☐

Course

Course Instructor: _____

☐

Dissertation

Dissertation Chairperson: _____

☐

Other

Title of Research: _____

I certify that I have read the *Belmont Report on Ethical Principles and Guidelines for the Protection of Human Subjects of Research* found at
<http://www.hhs.gov/ohrp/policy/belmont.html>.

Signed: _____

Date Submitted: _____

Attachments:

- (a) Full proposal, or information requested on Page 2 of this application.
- (b) Request for exemption, expedited review or full review. Include rationale.

Information Necessary for IRB Review

Purpose of Research

Data Collection Procedures

Sample

- Selection process
- Demographics
- Letter of permission from the organization with which the sample is affiliated, if applicable
- Remuneration for participants, if applicable
- Steps to safeguard confidentiality
- Steps in parental consent, if necessary

Questions to Answer

1. Will participants/subjects come into contact with mechanical or electrical equipment that may present a physical danger?
2. What benefits are anticipated for the sample participants?
3. What risks or discomforts are anticipated for the sample participants, including physical, psychological, social or legal risks? If there are risks, what attempts to minimize these risks are initiated?
4. Does the project use deception? If so, why is it necessary to accomplish the research goals?

Attachments

- Copies of surveys, instruments, interview protocols
- Information to be given to sample participants
- Copy of informed consent form

Information for Expedited Review

In requesting an expedited review, please refer to “Categories of Research That May Be Reviewed by the Institutional Review Board (IRB) through an Expedited Review Procedure” found at: <http://www.hhs.gov/ohrp/policy/exprev.html>

APPENDIX E: RECOMMENDED FORMAT FOR DISSERTATION PROPOSALS

I. Abstract

Provide a 200-word statement that summarizes Part II and Part III below. Do not exceed 200 words.

II. Introduction

- A. *Research area (topic statement)*. Provide a statement of the topic for your research work.
- B. *Review of related literature*. Provide a review of the literature on this topic (encompassing both theory and research, but strongly emphasizing research evidence – be sure to include the “n,” the sample, and the statistical results for each study discussed).
- C. *Problem statement*. Provide a statement of what is missing or lacking in the literature. (“It remains unclear whether...”)
- D. *Research questions and/or hypotheses*. State one or more questions your research will endeavor to answer. You may also discuss what you think the results will be (your hypotheses), and why.
- E. *Rationale*. Make a persuasive argument as to why the research should be done.

III. Methods

- A. *Participants*. Provide a summary of the individuals who will participate in the study, how these participants will be selected, and why these participants constitute an appropriate and unbiased sample.
- B. *Research design*. Summarize the strategies that will be used to address the study's research questions.
- C. *Variables and measures (instruments)*. Describe the variables that will be measured/explored in the study, identifying the variables as independent and dependent.
- D. *Data collection procedure*. Describe the procedure by which data will be collected in the study.
- E. *Data-analytic procedure*. Describe the procedure by which data will be analyzed in the study, including statistical procedures and/or qualitative-analysis procedures used.

IV. Conclusion

Conclude your Dissertation Proposal with the recap of what you want to do, how you intend to do it, and what good will come of it once you are finished.

APPENDIX F: RECOMMENDED FORMAT FOR QUANTITATIVE DISSERTATIONS

I. Abstract

Provide a 200-word summary of Parts II, III, IV and V below. Do not exceed 200 words.

II. Introduction

- *Research area (topic statement).* Provide a statement of the topic for your research work.
- *Review of related literature.* Provide a review of the literature on this topic (encompassing both theory and research, but strongly emphasizing research evidence).
- *Problem statement.* Provide a statement of what is missing or lacking in the literature. (“It remains unclear whether...”)
- *Research questions and/or hypotheses.* State one or more questions your research endeavored to answer. You may also discuss what you thought the results would be (your hypotheses), and why.
- *Rationale.* Make a persuasive argument as to why the research should be done.

III. Methods

- *Participants.* Provide a summary of the individuals who participated in the study, how these participants were selected, and why these participants constitute an appropriate and unbiased sample.
- *Research design.* Summarize the strategies used to address the study's research questions.
- *Variables and measures (instruments).* Describe the variables that were measured/explored in the study, identifying the variables as independent and dependent.
- *Data collection procedure.* Describe the procedure by which data were collected in the study.
- *Data-analytic procedure* (sometimes found in the results section, in part). Describe the procedure by which data were analyzed in the study, including statistical procedures and/or qualitative-analysis procedures used.

IV. Results

Don't come up short on detail in your summary of the findings reported in the results section, no matter what methods you employed.

V. Discussion

After a brief summary of the study's goals, methods, and results, discuss the implications/recommendations that grow out of your work. How do your results contribute to the literature on this topic? What implications do your results have for educational practices and policies? What are the limitations of your study, and what directions for future research do you recommend?

RECOMMENDED FORMAT FOR QUALITATIVE DISSERTATIONS¹

I. Abstract

Provide a 150-250-word summary of Parts II, III, IV and V below.

II. Introduction

- *My interest in the topic.* My path that led me to my research goals and questions
- *Research area (topic statement).* My statement of the research topic.
- *Research goals and questions.* Personal, practical and intellectual goals. Particularistic, realist, and process questions,
- *Purpose and significance.* Make a persuasive argument as to why the research should be done.

III. Conceptual Framework. (What is your tentative theory of the phenomena you are investigating? What do you think is happening and why?)

- *Personal Experience.*
- *Review of Literature.* Use the literature; don't let the literature use you. Provide a review of the literature on this topic (encompassing both theory and research, but strongly emphasizing research evidence).
- *Thought Experiments.*
- *Pilot Studies*
- *Researcher Identity.* What values and biases do you need to be aware of?
- *Reiterate Research Questions.*
- *In what paradigm(s) is your conceptual framework embedded? What are your rationales?*

IV. Methods (including rationales for any revisions--from the proposal--in the setting, participants, research design, data collection)

- *Setting.* Gaining access and entry. Describe the setting and context with rich, relevant details.
- *Participants.* What kind of sampling did you use? How were these participants selected? What were the criteria used to select the participants? What are the rationales for the criteria used? Provide a relevant summary description of the individuals who participated in the study,
- *Research design.*
 - What decisions have you made about data collection?
 - What are the data sources?
 - How will you triangulate?

¹ Based in Maxwell, Joseph, A. (2013). *Qualitative research design. An interactive approach* (3rd. Edition). Thousand Oaks, CA: Sage Publications.

- What decisions have you made about data analysis?
 - Describe the procedure by which data were analyzed in the study. Provide detailed examples that allow the reader to follow your coding process.
- Provide a rationale for your research design: Link your methods to the research questions
- Describe how your research design maximizes the validity of your study

- Ethical Issues and Plans for Resolution.
 - Describe each potential issue and your plans for resolution
 - In cases where the ethical issue is unresolvable, provide a rationale why the element is still important to your research design
 - Provide a summary statement of your plans to resolve ethical issues and minimize negative impact as it relates to the validity of your study
- Limitations and Possibilities.

V. Findings

- *What I learned about the phenomenon*
 - For each aspect you present, provide evidence—data—to back it up
- *How my researcher identity shaped my findings (productively and not)*
 - Have you represented the participants' voices and the data, or are they interrupted by your biases and assumptions?

VI. Discussion

- *Which findings fit with the existing literature?*
- *What, if anything, surprised you about the findings?*
- *What were some of the gaps, contradictions, and other possibilities?*
- *Validity.*
 - Consider how you might be wrong
 - Make a case for why you are right
- *Ethics.*
 - What issues remain unresolved?
 - How have you minimized the negative impact of the study on the participants, etc.?
- *Significance and Implications.* How my results contribute to the literature; how they inform a variety of areas: learning, curriculum, instruction, assessment, teacher education, professional development, research, etc.
- *Reflection on the process and product of your qualitative research.*
- *Reflection on your researcher identity.*

APPENDIX G: SUBMISSION OF DISSERTATIONS TO THE HOFSTRA LIBRARY

From Kristine Moccia of Axxin Library:

Effective Fall 2012, all students must submit their Hofstra University Master's Thesis or Doctoral Dissertation **online** through the UMI ETD Administrator. The Serials Office of Axxin Library is available to guide you through the submission process and assist you with any questions or problems you may have.

Your thesis or dissertation **must be completely finalized before submitting**. This means that all editing is completed, the manuscript has been accepted by the department, and all required signatures are included on the title page. Specifics about formatting, title page requirement, and/or copyright page requirements (typically for dissertation students only) must be obtained from the particular department. The Serials Department of the Axxin library does not have this information.

Preparing your Manuscript for Online Submission:

Once your thesis or dissertation is completely finalized, you will need to incorporate the signed title page into the manuscript and convert the entire thesis/dissertation into a PDF.

Step-by-step instructions are [here](#)

(http://www.hofstra.edu/pdf/Library/Thesis_Submission.pdf)

Online Submission:

Once your manuscript has been converted into a PDF with the signed title page:

- Go to <http://dissertations.umi.com/hofstra>
- Click on "submit my dissertation/thesis"
- Click on "create an account"

You will be guided through the steps of submitting your manuscript in PDF format for digital publishing. If you are unable to complete the process in one sitting, you can save your information at any time and continue your submission later. FAQs are included throughout the site. If you wish to consult the FAQs before beginning the process, you can do so at <http://www.etdadmin.com/cgi-bin/main/faq?siteId=19>.

A few notes about the submission process:

- The publishing fee will be waived for all online submissions.
- Copyright is required for dissertations. It is optional for thesis. There is a cost for copyright registration.
- A microfilm of your manuscript will automatically appear in your "cart" at check-out. This microfilm is required and will automatically be sent to the Serials Department of the Axxin Library for inclusion into the Hofstra University Archive.

- The library no longer binds print copies. If you wish to have bound copies, you can either order them directly from the UMI ETD Administrator during the online submission process, or you can have copies bound at a copy shop such as Kinko's or Staples.

Once your manuscript is submitted, the Serials Department of the Axinn Library will review your submission and contact you via email. If you do not hear from us or have any questions about submitting your thesis or dissertation, feel free to contact Kristine Moccia at 516-463-6439, Kristine.Moccia@hofstra.edu, or Sarah (Sally) Glasser at 516-463-5959, Sarah.Glasser@hofstra.edu. You can also contact ETD Technical Support at 877-408-5027.