

Learning and Teaching, Doctoral Program (EdD) in

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Leading to the degree of Doctor of Education (EdD), 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.

Scholarship assistance is available based on a combination of financial need and academic excellence.

Students may enroll on a part-time or full-time basis. Practicing educators who plan to continue working during their doctoral studies are encouraged to apply. In the fall and spring semesters, students travel to campus one day per week, typically Wednesdays, with one course at 4:30 p.m. and another at 6:30 p.m. Summer and winter courses also are available. Even on a part-time basis, the program can be completed in four years or less.

Only 10 to 12 applicants are accepted each year, allowing faculty to provide extensive mentorship for doctoral students.

Application for Admission

Apply before May 1 for admission in the subsequent fall semester. Applications completed after May 1 will be considered late and will be reviewed only if there are openings.

Admission Requirements

1. A completed application form. An application form completed [online](#).
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. Student copies of transcripts must be uploaded to the application website. Official transcripts must be sent to Hofstra's Graduate Admission Office.
3. An official report of scores on the GRE. Register [online](#). Student copies of score reports must be uploaded to the application website. Applicants need to request that official score reports by submitted to Hofstra's Graduate Admission Office.
4. A typed statement of intent and rationale for pursuing doctoral studies (500-1000 words). This statement must be uploaded to the application website.
5. Three professional references from individuals who can attest to the applicant's potential for doctoral studies. These references must be entered online at the website of the ETS Personal Potential Index (PPI). Applicants should [visit this link](#) and register for a PPI applicant account, and then direct recommenders to the PPI website to enter their

recommendations. Applicants are NOT required to upload PPI results to the [application website](#).

6. A minimum of two years of successful full-time teaching experience or the equivalent.
7. 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 EdD 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. 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 [Teacher Education Programs](#).

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 elective below.)

- [CT 360 - Theories of Curriculum Design](#) Semester Hours: 3
- [CT 361 - Human Development and Learning](#) Semester Hours: 3
- [CT 363 - Models of School and Classroom Inquiry](#) Semester Hours: 3
- [CT 364 - Mentorship and Staff Development in Learning and Teaching](#) Semester Hours: 3
- [CT 365 - Research on the Brain and Learning](#) Semester Hours: 3

Elective in CT, EADM or FDED - Semester Hours: 3

including one of the following (or other courses, with advisement):

- [CT 362 - Advanced Curriculum Theory and Development](#) Semester Hours: 3
- [EADM 275 - Creating Learning Organizations](#) Semester Hours: 3
- [FDED 200 - Philosophy of Education](#) Semester Hours: 3
- [FDED 230 - History of Education in the United States](#) Semester Hours: 3
- [FDED 233 - Children of Color: The Social Construction of Race in America's Schools](#) Semester Hours: 3
- [FDED 234 - Race, Ethnicity, and Gender in American Education](#) Semester Hours: 3
- [FDED 242 - Foundational Perspectives in Multicultural Education](#) Semester Hours: 3
- [FDED 252 - Ethics for Educators](#) Semester Hours: 3

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

- [CT 400 - Qualitative Methods of Inquiry in Learning and Teaching](#) Semester Hours: 3

- [FDED 222 - Qualitative Research Methods](#) Semester Hours: 3
- *or*
- [FDED 223 - Analysis of Qualitative Data](#) Semester Hours: 3

- [RES 260 - Inferential Statistics in Educational Research](#) Semester Hours: 3
- [RES 263 - Advanced Statistical Methods in Educational Research](#) Semester Hours: 3

Electives in Research Methods (with advisement) - Semester Hours: 0-3

- [EADM 357 - Applied Research in Educational Settings](#) Semester Hours: 4
- [EADM 359 - Naturalistic Inquiry in School Leadership I](#) Semester Hours: 4
- [EADM 360 - Naturalistic Inquiry in School Leadership II](#) Semester Hours: 4
- [RES 240 - Measurement and Evaluation in Education](#) Semester Hours: 3
- [RES 243 - Development of Educational Research Instruments](#) Semester Hours: 3
- [RES 280-289 A-Z - Special Topics](#) Semester Hours: 1-4
(taken as Introduction to Educational Research, 3.s.h.)
- Other electives, with advisement, in CT, RES and PSY.

Internship Component - Semester Hours: 3

- [CT 500 - Practicum in Learning and Teaching](#) Semester Hours: 3

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](#) Semester Hours: 3
- [ELED 233 - Curriculum and Instruction in Creative Arts](#) Semester Hours: 3

Electives - Semester Hours: 9-12, with advisement:

- [CT 250 - Gender Issues in the Classroom](#) Semester Hours: 3
- [CT 272 - Technology and the Teaching of Writing](#) 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 352 - Literature and the Imagination Conference](#) Semester Hours: 1
- Other electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHAЕ, PESP 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 Curriculum Development in Early Childhood Education](#) Semester Hours: 3

- [CT 373 - Advanced Curriculum Development in Early Childhood Settings](#) Semester Hours: 3

Electives - Semester Hours: 6-12

- [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
- Other electives, with advisement, in CT, EADM, ELED, FDED, LYST, MHAЕ, PESP 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: 6-9

- [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
- Other electives, with advisement, CT, COUN, ELED, PSY, RES, SED and SPED

Integrated Instruction in Mathematics, Science, and Technology

Required - Semester Hours: 15

- [CT 210A - Emerging Technologies for Teaching and Learning](#) Semester Hours: 3
- [ELED 231 - STEM Instruction in the Sciences](#) Semester Hours: 3
- [ELED 232 - STEM Instruction in the Mathematics Curriculum](#) Semester Hours: 3
- [ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design](#) Semester Hours: 3
- [CT 239 - Children's Engineering in the STEM Classroom](#) Semester Hours: 3

Electives - Semester Hours: 0-3

- [CT 212 - Computer-Assisted Instruction](#) Semester Hours: 3
- [SED 253 - Teaching for Thinking](#) Semester Hours: 3
- Other electives, with advisement, in CT, ELED 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: 9-12

- [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**
- [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**
- **Other electives, with advisement, in CT, EADM, ELED, FDED, SED, 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: 9-12

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: 15-18

- [CT 226 - Linguistics for Teachers of English-Language Learners](#) Semester Hours: 3
- [LING 210 - Second Language Acquisition](#) Semester Hours: 3
- [LING 262 - Applied Linguistics](#) 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 241 - Miscue Analysis and Retrospective Miscue Analysis](#) Semester Hours: 3
- [LYST 244 - Advanced Retrospective Miscue Analysis](#) Semester Hours: 3
- [RES 241 - Testing and Evaluation of Bilingual Students](#) Semester Hours: 3
- [SPCH 209 - Developmental Psycholinguistics](#) Semester Hours: 3
- 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](#) 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
- [SED 253 - Teaching for Thinking](#) Semester Hours: 3
- [SPED 210 - The Creative Arts in Special Education](#) Semester Hours: 3
- 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](#) 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: 6-9

- [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 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, SED, SPED

Mathematics Education

Required - Semester Hours: 3

- [CT 390 - Theories of Learning Mathematics](#) Semester Hours: 3

Electives - Semester Hours: 12-15

- [CT 212 - Computer-Assisted Instruction](#) Semester Hours: 3
- [CT 219 - Cognition and Instruction](#) Semester Hours: 3
- [CT 277 - Middle Level Mathematics Curriculum](#) Semester Hours: 3
- [ELED 232 - STEM Instruction in the Mathematics Curriculum](#) Semester Hours: 3
- [ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design](#) Semester Hours: 3
- [MATH 202 - Mathematical Logic](#) Semester Hours: 3
- [MATH 203 - Topology](#) Semester Hours: 3
- [MATH 212 - Abstract Algebra](#) Semester Hours: 3
- [MATH 241 - Probability](#) Semester Hours: 3
- [MATH 242 - Statistics](#) Semester Hours: 3
- [MATH 271 - Mathematical Models in the Natural Sciences](#) Semester Hours: 3
- [MATH 285 - History of Ancient and Medieval Mathematics](#) Semester Hours: 1
- [MATH 287 - Problem Solving Through Computers and Calculators](#) Semester Hours: 3
- [MATH 288 - Finite Mathematics Through Computers](#) Semester Hours: 3
- [SED 253 - Teaching for Thinking](#) Semester Hours: 3
- Other electives, with advisement, in CT, MATH 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: 9

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

Required - Semester Hours: 6

- [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**

Electives - Semester Hours: 9-12

- [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 - STEM Instruction in the Sciences](#) **Semester Hours: 3**
- [ELED 235 - Intersections of Science, Technology, Engineering, Mathematics and Curriculum Design](#) **Semester Hours: 3**
- [SED 253 - Teaching for Thinking](#) **Semester Hours: 3**
- **Other electives, with advisement, in CT, EADM, ELED, FDED, SED, SPED, BIO, CHEM, GEOL, PHYS**

Social Studies Education

Required - Semester Hours: 15

- [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**

Elective - Semester Hours: 0-3

- [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**
- [SED 253 - Teaching for Thinking](#) **Semester Hours: 3**
- **With advisement, in CT, EADM, ELED, FDED, LYST, SED, SPED**

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 (1,000-1,500 words), and a Qualifying Paper (7,500-10,000 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](#) 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](#) Semester Hours: 3
- † [CT 602 - Dissertation Proposal Preparation](#) Semester Hours: 3
- †† [CT 603 - Extended Dissertation Proposal Advisement](#) Semester Hours: 3 (if necessary)
- ††† [CT 604 - Dissertation Advisement](#) Semester Hours: 3
- †††† [CT 605 - Dissertation Extension](#) Semester Hours: 3 (if necessary)

† - 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.

†† - 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 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.

Dissertation Proposal

Prior to enrollment in [CT 601](#) 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. Following successful completion of CT 601, students enroll in [CT 602](#) and begin work on the Dissertation Proposals (5,000-10,000 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 [Academic Policies and Procedures](#)).

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 Dissertation 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 [Academic Policies and Procedures](#)).

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 Dissertation Committee in reviewing and approving the Dissertation and Oral Examination.

3. With the Adviser's consent, the student submits the Dissertation to the full Dissertation Committee and the Examiners.
 4. Upon preliminary approval of the Dissertation by a majority among the members of the Dissertation 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 Dissertation Committee and the Examiners, the student is awarded the degree of Doctor of Education (EdD).
-