Molloy College

Doctoral Student Handbook 2018-19

Ed.D. Program in Educational Leadership for Diverse Learning Communities
Ed.D. Program in Educational Leadership for Diverse Learning Communities

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DIRECTOR’S WELCOME

Dear Doctoral Student,

It is my sincere privilege to welcome you to the Molloy College Doctoral Program in Educational Leadership for Diverse Learning Communities. The Division of Education at Molloy College is a very special place where much time and effort are devoted to collaborative, scholarly and practitioner-oriented academic endeavors. We sustain a culture of mutual respect with a low faculty-to-student ratio, which allows for engagement with our students via ongoing dialogue for personal mentoring as well as for collaborative inquiry and practice.

Your choice to pursue an advanced degree in education with a special focus on social justice and equity is a clear indication of your ongoing commitment to serve diverse populations and offer them the highest quality education possible. We, the faculty of the Division of Education, pledge to offer you the same.

A comprehensive, rigorous, and research-based curriculum is designed to prepare you for contemporary educational leadership roles in support of diverse environments. We are confident that our program will respond to the varied research interests of our doctoral students, including leadership for social justice, culturally responsive pedagogies and special populations such as English language learners (ELLs), students with disabilities and other special needs or gifted populations. Your culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and advocacy for diverse student populations. You will enjoy ongoing formal and informal opportunities to be engaged with other cohort members and doctoral faculty in field-based research projects.

This unique experience awaiting you at Molloy also includes our collaborative inquiry model using a multiple mentorship approach. Through this approach, you will be supported and guided through the intellectual challenges of each phase of the dissertation process. On behalf of the doctoral faculty and the entire Division of Education, I wish you much success in this program.

Sincerely,

Andrea Honigsfeld, Ed.D.
Associate Dean and Director of the Ed.D. Program
Division of Education
Molloy College
MOLLOY COLLEGE MISSION STATEMENT AND GOALS

Mission Statement

Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

A Molloy College education challenges students to maintain high personal and professional standards, to be aware of their responsibilities to preserve and protect the environment, and to improve the quality of life for themselves and their neighbors in an ever-changing global society.

The Doctoral Program in Education, Educational Leadership for Diverse Learning Communities, reflects the mission of the Division of Education rooted in the Dominican tradition of study, spirituality, service, and community. The program provides a value-centered experience that embraces intellectual, ethical, spiritual, and social development in an environment where academic freedom, a spirit of inquiry, and respect for each individual’s worth and dignity prevail.

The three components of our Signature Pedagogy include: field-based, practitioner-oriented research that addresses authentic, contemporary educational topics concerning diversity, inquiry-driven, ethical leadership that responds to current local, state, national, and international educational trends, multiple mentorship that includes ongoing support by a cohort advisor and a dissertation mentor to facilitate students’ progress of study, advisement, and research development.

The comprehensive, rigorous, and research-based curriculum is designed to prepare doctoral graduates to act as contemporary educational leaders in diverse environments with a focus on advocacy for equitable education in its broadest sense. The culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and field-based research to support diverse populations. Ongoing opportunities will be created for students to be engaged with doctoral faculty in collaborative inquiry.

Goals

The broad-based goals of the program are to prepare educational leaders and advocates who possess:

- Knowledge of leadership, diversity and advocacy for equity education
- Knowledge of various research methods, data collection and assessment techniques
- The ability to communicate research findings and inform issues of diversity
- Skills and dispositions for ethical decision making for issues in equity, diversity and public policy
- Vision, pedagogical knowledge and critical thinking skills to question and challenge inequities in schools and communities
- Understanding, appreciation and respect for the value of collaborative approaches to problem-solving, leadership and action research
- Skills and competency to think locally and globally to build partnerships, share leadership techniques and demonstrate integrity of the highest magnitude in order to effect change.

Graduates of the Educational Leadership for Diverse Learning Communities (Ed. D.) program are prepared to:

- Serve as leaders in advancing the field of education for diverse learners through practitioner-oriented authentic research, collaborative inquiry, and policy analysis
- Participate fully in diverse educational communities to promote the creation of knowledge that advocates for reform initiatives in equity education
- Generate, test and extend knowledge through research and theory development and disseminate the findings to directly impact schooling and education
- Influence educational policy to advance best practices at the local, regional, state, and national levels
- Integrate research in educational equity with practice through coursework, fieldwork, dissertation writing, publication, and active membership in scholarly, professional organizations
- Embrace the Molloy College hallmark of the Four Pillars of the Dominican tradition of study, spirituality, service, and community
- Support the ideals of educational reform, collaboration and change through the stewardship of teaching and leading
- Examine educational service delivery models and determine if they are fair, equitable, and just
- Develop the strategies to foster shared decision making and build teacher capacity to support student learning needs in diverse communities
- Initiate and advance approaches to develop research that informs instruction and determines best practices for student achievement
Ed.D. PROGRAM OVERVIEW

Doctor of Education Program Philosophy

Doctoral education fosters the highest level of scholarly inquiry to promote self-transformation, enabling graduates to demonstrate excellence in leadership, education, and service. A Doctor of Education degree represents the culmination of the formal educational process. Through scholarly inquiry and intellectual engagement, the graduate will provide leadership and advocacy for diverse learner needs and generate new knowledge by designing and conducting research to advance the understanding of societal changes and needs.

The Molloy College Division of Education offers a unique contribution to doctoral education, the field of education, the local and regional communities and the larger society. The Division is responding to an emerging need to prepare teachers, teacher and departmental leaders and instructional and curricular leaders who will contribute by offering leadership to spearhead reform initiatives closely tied to the actual practices of those involved in the doctoral program. This response is a natural progression from Molloy's history of teacher education at the undergraduate and graduate levels as well as its mission, vision and the conceptual framework of its educational unit.

In the Doctor of Educational Leadership for Diverse Learning Communities (Ed.D.) our purpose is to prepare highly qualified and effective practitioners and professionals, including teachers, administrators, counselors, individuals in higher education, and future instructional leaders who will advocate for programs and policies for diverse learners—English learners, students with disabilities, children of poverty, students with limited formal education, nontraditional learners, and so on—and contribute to the advancement of knowledge concerning the organizational, structural, and cultural conditions that are vital for providing educational equity for all.

Program Signature Pedagogy

Three components of the Molloy College Ed.D. Program referred to as signature pedagogy— the unique characteristics for how teaching and learning take place—are as follows:

1. Field-based, Practitioner-Oriented Research

Molloy faculty work with doctoral program students to develop modes of inquiry for creating a systematic and orderly way to observe curricular and instructional issues and develop a plan of action to address authentic, contemporary educational topics concerning diverse learners. Throughout the course of the doctoral studies, Molloy faculty work closely with all doctoral students to bridge the gap between theory and practice in order to become agents of change and assure equity in their current and future educational settings.

2. Inquiry-Driven, Ethical Leadership

The Division of Education is committed to developing leaders who are:

- Well versed in the importance of ethical decision making
• Aware of—and responsive to—current local, state, national and international educational trends
• Knowledgeable of the historical underpinnings of the American educational experience
• Informed policymakers willing to make instructional, programmatic and policy changes in local school settings, which are necessary for educational achievement for all

3. Multiple Mentorship

A unique mentoring design has been created to ensure that all students receive the necessary guidance toward completion of their doctoral studies. The initial advisor (Ed.D. Program Director), the cohort mentor (Faculty Advisor) and the dissertation mentor (Dissertation Chair) work in collaboration to facilitate each student’s progress of study, advisement, and research development. The cohort mentor guides the doctoral student through the program’s required coursework and a dissertation mentor is selected during year 2 while finalizing a dissertation topic.

Throughout the Molloy doctoral experience, the program emphasizes ethical leadership, innovative instruction, curriculum changes and public policy as it applies to diversity and the diverse needs of all learners.

Admission Requirements

Acceptance into the Educational Leadership for Diverse Learning Communities (Ed D.) program is based on the following broad set of requirements:

(a) Successful completion of a Master's degree in education or related field
(b) 3.5 GPA in graduate studies
(c) Current teaching/administrative license or other comparable state licensure in a related field (if applicable)
(d) A minimum of three years of post-Master's employment
(e) A written essay to assess organized thinking and writing skills
(f) Submission of GRE results. An official report of scores, no more than 5 years old, from the Graduate Record Examination.
(g) Evidence of past scholarship such as previous publications, presentations, and workshops
(h) Recommendations from three professionals who must speak to the potential of the applicant as a scholar including at least one from a former faculty and at least one from a recent employer
(i) A current curriculum vitae (professional résume)
(j) A written statement of career goals after achieving the Ed.D.
(k) Advanced computer skills
(l) An onsite interview with the Doctoral Admissions Committee

Non-Matriculated Students

Students whose admission process is incomplete but wish to earn credits for specific required courses for the degree can request permission of the Associate Dean (Director of the Ed.D. Program) to enroll
for one semester. Non-matriculated students should be aware that no more than 6 credits may be completed as a non-matriculated student and that non-matriculated status can be maintained for a maximum period of one semester.

**Transfer Credit Policy**

Up to 9 credits may be transferred into the Molloy College Ed.D. Program as stipulated below.

**Transferring credits (graduate, post-graduate or doctoral) from other institutions to satisfy the cognate requirements:**

All matriculated students may transfer up to 6 credits of coursework based on the following criteria:

- The course must have been taken with the past 10 years
- The course must either be duplicative of courses required within the program and/or congruent with the student’s focus for cognates that support the dissertation.
- The course must have been taken after an initial master’s degree.
- The course may have been a part of a second master’s degree or a post master’s certificate.
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of B or above.
- If the coursework is done in a field other than education, the course must be relevant toward the Ed. D. and/or the student’s dissertation research.
- A student requesting transfer of credit should submit the Transfer Credit-Course Waiver Request Form an official copy of the transcript and a copy of the course description to the Director of the Ed.D. Program.

Note: If a doctoral student does not have any credits to transfer to satisfy the cognate requirements, he or she may fulfill this requirement by taking up to 6 graduate, post graduate or doctoral credits at Molloy College or at another accredited institution. Prior to registration, the student must seek approval of Ed.D. Program Director whether the courses are taken at Molloy College or another institution.

**Transferring credits from professional institutes:**

- Cognate requirements may be satisfied by the documentation of a completed intensive professional institute at an accredited or nationally recognized professional organization that resulted in a certificate or credential that the student has earned.
- Doctoral students requesting cognate substitutes must submit detailed documentation about the professional institute including: Goals or objectives, program descriptions, curriculum, program completion requirements, transcripts (including grades if applicable) and/or copies of earned certificates and credentials.
- Time spent earning each certificate/credential cannot be shorter than 5 days.

All transfers of credit must be approved by the Associate Dean and Director of the Ed. D. Program and the Office of the Registrar.
Transferring credits (doctoral) from other institutions to satisfy doctoral course requirements:

Students who have begun doctoral studies at another institution may transfer 3 doctoral credits toward coursework in addition to the transfer of credits for the cognate requirement.

- The course (600 level or above) may have been part of a doctoral degree or may have been counted toward a doctoral degree at the institution where it was taken.
- The course must be duplicative of a doctoral core course required within the Molloy Ed.D. program
- The course must have been taken within the past 5 years
- The course may have been a part of a doctoral degree or may have been counted toward a doctoral degree at the institution where it was taken
- The student must have taken the course at an accredited institution
- The student must have earned a grade of B or above.
- A student requesting transfer of credit should submit the request, an official copy of the transcript and a copy of the course description to the Director of the Ed.D. Program.
- If a doctoral core course is waived due to credit transfers, the doctoral student may be required to audit that course to ensure the integrity of the Molloy College doctoral experience.

Course Waiver Requests

Occasionally, a student is admitted to the Doctoral Program who presents the credentials of having experience that is equivalent to a required course. In this instance, the student may request a waiver of course. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course. A Transfer Credit-Course Waiver Request Form may be submitted by the student’s advisor and Ed.D. Director for approval by the Office of Academic Affairs. These requests are reviewed and are subject to denial. If approved, an acceptable course may be substituted for the required course or a requirement may be waived. At the Ed.D. Program Director’s discretion, the student may be asked to audit the course upon approval of the waiver.

All transfers of credit and course waivers must be approved by the Associate Dean and Director of the Ed. D. Program and the Office of the Registrar.
Ed.D. IN EDUCATIONAL LEADERSHIP DEGREE REQUIREMENTS

To earn the Ed.D. in Educational Leadership for the Diverse Learning Community degree at Molloy College Division of Education, the doctoral student must:

1. Have earned a minimum of 54 graduate level semester credits beyond the Master's Degree as follows:
   a. Earned 45 graduate level semester credits in courses beyond the master's degree, a minimum of 36 of these credits must have been earned at Molloy College.
   b. Earned a minimum of 9 credits for the dissertation requirements. Six credits are the dissertation seminars and 3 additional credits are beyond the 45 graduate level credits in dissertation “progression.”
   c. Up to nine graduate/doctoral level semester credits may be transferred and applied to the 45 graduate level semester requirement for the Ed.D. program with approval. (see p. 9)

2. Meet the Cumulative Grade Point Average Requirement. Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). If the GPA falls below 3.2 it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 will be dismissed from the program.

2. Pass a written Doctoral Comprehensive Examination after completing all credit requirements for the Ed.D. Program; Prior to the administration of the exam, students must submit the Notification to take the Doctoral Comprehensive Examination form. After successful completion of the Doctoral Comprehensive Exam, the student must file an Application for Candidacy before beginning the dissertation sequence.

3. Finalize the Chair and Members of student Dissertation Committee and file the Dissertation Committee Membership Form. Students must notify the Ed.D. Program and their advisor about any changes to their Dissertation Committee through submission of the Change in Dissertation Committee Membership form.

4. Present a proposal to a dissertation committee and defend it before initiating the dissertation research process. To schedule the presentation of the proposal, students must submit the Scheduled Meeting of the Proposal Defense form.

5. Complete the dissertation sequence.

6. Pass the final Oral Doctoral Dissertation defense. The Oral Defense of Dissertation form will be completed by the Committee Chair.

9. Submit the final approved Doctoral Dissertation in the approved format to the Molloy College Library and copies to ProQuest and the Dean of Graduate Affairs, the Director of the Ed.D. Program and the Committee Chair.

10. Complete application materials for graduation and the Ed.D. degree in accordance with prevailing Molloy policies.
Ed.D. PROGRAM COURSE SEQUENCE
(Effective Fall 2018)
Doctor of Education in Educational Leadership for Diverse Learning Communities

Year 1 core courses:
EDU 6020: Introduction to Educational Research 3
EDU 6040: Change Leadership for Equity, Social Justice and Excellence 3
EDU 6060: Ethical, Moral and Legal Issues in Educational Leadership 3
EDU 6080: Quantitative Research 3

Year 2 core courses:
EDU 6120: Learning, Cognition, and Diversity 3
EDU 6140: Qualitative Research 3
EDU 6160: Critical Issues in Education 3
EDU 6180: Preparing for the Dissertation 3

Year 3 core courses:
EDU 6220: Curriculum Theories and Best Practices for the Diverse Learner 3
EDU 6240: Research Internship 3
EDU 6260: Collaborative Leadership in 21st Century Diverse Educational Organizations 3
EDU 6280: Dissertation Research Design 3

Summer Institute:
EDU 6300: Educational Assessment for the Diverse Learner 3
(3 credits are required for the degree, repeatable for 0 credit for professional development for a course fee)

Cognates (Electives)*:
EDU 5230: Teacher as the Educational Leader in Partnerships for Collaborative Education 3
EDU 5240: Topics of Education, Observation, Supervision and Policy for the Reflective Practitioner 3
*See Transfer Policy in Molloy College Graduate Catalog

Total Course Credits 45
Prior to beginning the Dissertation Sequence, a Doctoral Comprehensive Examination must be passed (see p.15)

Dissertation Sequence:
EDU 7000: Dissertation Seminar–Part One 3
EDU 7001: Dissertation Seminar–Part Two 3
EDU 7010: Dissertation Progression 3
EDU 7020: Dissertation Continuation 1
(If necessary, continued enrollment for 1 credit per semester until dissertation defense)

Minimum Total Program Credits (including Dissertation Sequence) 54
DISSERTATION SEQUENCE OPTIONS

Option 1

May
Comprehensive Exam

Summer A
EDU 7000
(3 credits)

Fall
EDU 7001
(3 credits)

Spring
EDU 7010
(3 credits)

Summer/Fall
EDU 7020
(1 credit)
If needed

Option 2

August
Comprehensive Exam

Fall
EDU 7000
(3 credits)

Spring
EDU 7001
(3 credits)

Summer A
EDU 7010
(3 credits)

Summer/Fall
EDU 7020
(1 credit)
If needed

Fall
EDU 7010
(3 credits)

Spring
EDU 7020
(1 credit)
If needed
DISSERTATION REQUIREMENTS

Academic Advising

The Director of the Ed.D. Program advises all newly admitted students prior to enrollment as well as during their first academic year in the program. Thereafter, each cohort of students is assigned to a Faculty Advisor, who will serve as the Cohort Mentor.

The Cohort Mentor/Faculty Advisor:

- Guides the student through the plan of study.
- Maintains a digital copy of Advising Progression Checklist and student record each semester, giving a copy to the Director of the Ed.D. Program
- Provides academic counseling to facilitate the program of study, transition procedures, and selection of the Doctoral Dissertation Committee.
- Provides advising to facilitate career planning.

When the student's dissertation committee has been approved, the Chair of the Dissertation Committee and the Cohort Mentor will jointly serve as the student's Faculty Advisor until graduation.

Student Responsibilities in the Advisement Process:

- Initiate written requests in advance for accommodations applicable to the Americans with Disability Act.
- Supply documents required to fulfill transfer requests for coursework.
- Read written communiques and adhere to policies and procedures applicable to the Doctoral Program. (These may change during a student's enrollment).
- Initiate any changes to the Program of Study in writing to faculty advisor (courses, leave of absence, re-entry, resignation).
- Communicate with faculty advisor at least twice during each semester to discuss progress and program planning.
- Obtain advisor signatures on required forms.
- Communicate any personal changes during the program in a timely manner with the advisor and Director of the Ed.D. Program, especially phone, email, and address information.
- Meet deadlines for requests, forms, applications including documents related to the research internship, progression in the program, the Comprehensive Exam, and the dissertation sequence.

Plan of Study

In collaboration with his/her faculty advisor, each student is guided through the Ed.D. Program Plan of Study of study which constitutes a unified program, aligned to the framework of doctoral program requirements and the student's research interests and career goals. Advisors can assist students in selecting cognates in conjunction with developing their research proposal. Through mentorship in the program of study, advisors should guide the student to develop an area of research to begin formulating a proposal as early as possible.
Academic Benchmarks

Benchmarks provide a tool for the assessment of students’ learning in the doctoral program. The Ed.D. Program includes five benchmarks assignments which are uploaded to the Chalk & Wire e-portfolio system. **Before applying for candidacy, the first three benchmark assignments must be uploaded to Chalk & Wire.**

Benchmark I- Ethical, Moral and Legal Issues in Educational Leadership (EDU 6060) Position Paper is submitted at the end of the first year and relates to the ethical leadership project.

Benchmark II- Preparing for the Dissertation: The Literature Review (EDU 6180) occurs during the second year when the students complete their literature review for chapter two of their dissertation. The final paper in this course is the benchmark submission.

Benchmark III- Research Design Final (EDU 6280) occurs during the third year when students are evaluated on their research design for chapter three of their dissertation. The final paper in this course is the benchmark submission.

Benchmark IV- Dissertation Proposal takes place once a student’s dissertation committee decides the student is ready to present his/her dissertation.

Benchmark V - Final approved dissertation.

Chalk & Wire e-portfolio System

Students will be required to use Chalk&Wire e-portfolio system during their matriculation through the program in order to: submit benchmark assessment artifacts, submit their comprehensive examination artifacts, and build their electronic portfolio. Instructions for using Chalk&Wire are available throughout the student's program experience and are integrated directly into Molloy College's Learning Management System. The e-portfolio will be used to oversee the research and dissertation progress. The system has a built-in collaborative tool that provides a communication platform for feedback between the instructor and the student, as well as the goal-setting features which allows for close monitoring of the dissertation progress.

Comprehensive Examination

The purpose of the Doctoral Comprehensive Examination is to determine whether the student meets minimum criteria for knowledge of educational leadership and research methods at the doctoral level. The written examination is designed to test the student’s knowledge related to analysis and synthesis of the doctoral curriculum content. The content will include theory, research, and specialized substantive knowledge. Students must have completed all course work except cognates and the dissertation sequence before taking the examination.

The procedure for the Comprehensive Examination is as follows:

a. During the Spring semester, when the student is projected to complete the course work sequence (inclusive of the cognate requirements) and prior to beginning the Doctoral Dissertation Sequence, the student will file a **Notification of Intent to Take the Doctoral**
Comprehensive Exam. The examination will be scheduled with consultation of the student and Director of the Ed.D. Program after the end of the semester.
b. The examination will be graded by members of the Doctoral Comprehensive Examination Committee. The examination will be graded as either “eligible for candidacy”, “eligible for candidacy with conditions” or “not eligible for candidacy” by the committee. If there is not a unanimous decision about the grade, the Ed.D. Director will reconcile differences in evaluations.
c. A student may be assessed as “not yet eligible for candidacy” only once. A student receiving a grade of “not yet eligible for candidacy” will meet with the academic advisor, who will provide feedback and guidance to assist the student in preparing for a second administration of the Doctoral Comprehensive Examination.
d. A second grade of “not yet eligible for candidacy” will result in dismissal from the program.
e. The written comprehensive examination must be successfully passed before a student begins the dissertation sequence. After successfully passing the examination, the student is considered eligible for candidacy.

The comprehensive exam will comprise two components. The first component will consist of a take-home leadership journey essay and portfolio. The second component will include an on-site essay exam on the topic of research methods.

Part 1. Leadership journey essay. In an essay of 2,000 words maximum, students will describe the education leadership journey they have constructed during their time in the doctoral program explaining how they evolved as a social justice scholar and leader. The student will identify four artifacts that represent turning points in this leadership journey. Artifacts may come from course assignments or outside experiences, but they need to be closely aligned to the social justice themes and research. Examples of artifacts are a paper written for a course, a publication, a written description of a K-16 curriculum the student developed, meaningful samples of fieldwork assignments, materials related to an organizational change process in the student’s workplace, materials related to a conference presentation, and so on.

Artifact memos. For each artifact selected, the student will prepare an artifact memo. The artifact memo serves as a cover sheet for the artifact and provides the following information:
1. Name of artifact:
2. Approximate date(s) of its production:
3. Rationale for choosing artifact (50 words):
4. Explanation of context in and purpose for which it was produced (100 words):
5. Summary of the meaning of the artifact to the student’s leadership journey consistent with what the student has written in the leadership journey essay (100 words), including page number reference.

(Adapted from the University of Massachusetts--Lowell Ed.D. handbook.)

Part 2. The second part of the comprehensive exam is an on-site written essay of 2,000 – 2,500 words, approximately 8-10 pages, which demonstrates readiness to move on to the independent work of the dissertation. In the qualifying paper, the student will be given three scenarios of research problems of practice. The student will choose one of the problems and design a qualitative or quantitative study based on the chosen problem. Students will be asked
to describe the problem in more depth, elaborate on the context of the study, and significance for studying their chosen problem. The student will explain the methodology--purpose statement, research questions, design, data collection procedures and materials, sampling criteria, data analysis, and anticipated results or conclusions.

Application for Candidacy

With successful completion of the Comprehensive Examination, the student is deemed by faculty as qualified to conduct the research necessary for the dissertation and submits an application for candidacy form to the Director of the Ed.D. Program Application for Candidacy Form. The student must be admitted to candidacy at least 2 semesters prior to anticipated graduation. Upon review that the student has fulfilled all criteria, a letter verifying candidacy status will be issued. The student will then maintain matriculation through the dissertation process.

Dissertation

Each student is required to conduct original, independent research that contributes to knowledge development in education. With approval of the Director of the Ed.D. Program, the student must select three members to serve on their Dissertation Committee; a Dissertation Chair from the Ed.D. faculty, another committee member who must be a Molloy faculty member and a third committee member who may also be someone from Molloy or may be from outside the college. The Dissertation Committee Membership Form must be submitted for approval to the Director of the Ed.D. Program. A written dissertation proposal must be approved by all members of the student's Dissertation Committee. The final proposal must also receive Institutional Review Board (IRB) approval before the study may be initiated.

Dissertation Committee Roles and Responsibilities:

1. Dissertation Chair
2. Research Design Specialist
3. Content Specialist

The dissertation committee chair, in conjunction with the other selected committee members, helps guide the doctoral student through the intellectual stages and institutional requirements of the dissertation work.

The chair and committee members should,

- Coach the student about his/her working style and what the student can do to contribute to a good working relationship.
- Refer the student to appropriate resources, if they become aware of significant problems or weaknesses (e.g., in the student's writing, research-related skills, or personal life).

1. Responsibilities of the Chair.

- Assist the student to select and refine the dissertation topic.
- Help the student formulate a long-term plan for the research and writing of the dissertation, including a timetable and tentative completion date. Ask the student to revise the plan, if needed.
• Reach agreement with the student as to the frequency of consultations and work submitted for critique.
• Seek a progress report from the student at least once a term.
• Work with the student to schedule and plan for committee meetings.
• If a member of the committee is not responding to the student's communication or failing to review the draft sections of the dissertation in a reasonable amount of time, the chair will coach the student about how to proceed, or intervene directly if the problem is severe. If all efforts fail, the student will consider finding a replacement.
• Take responsibility for dealing with conflicts among committee members. (e.g., personal conflict and intellectual disputes that create a roadblock for the student).
• Emphasize data collection and record keeping.
• Review ethical issues, including human subject protections.
• Build backup ideas into the research project.
• Follow the student's development and make adjustments in assignments.
• Be aware of conflicts, and take steps to mediate as necessary.

2. Responsibilities of the Committee Members.

• In collaboration with the Dissertation Chair, provide timely and thorough guidance to a student on dissertation development and/or manuscript drafts.
• Respond to student drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student if more time is needed within that 10 working day window. It is also important to keep the Chair informed of feedback being provided to students outside of the formal defense settings.

3. Responsibilities of the Student

Students are ultimately responsible for the crafting and execution of the dissertation project through all of its phases including the completion of a final manuscript that has been properly edited and follows all of the expected conventions described in their course work. In addition, students are expected to:
• Refer to the Chair as the central point of contact for the development of ideas, selection of an appropriate committee and development of early drafts; the approval point for submission of materials to the Committee; and the gatekeeper of a final manuscript for submission to the Ed.D. Program Director.
• Schedule regular meetings with the Chair to discuss the project and its development and when directed/suggested by the Chair, with members of the Committee.
• Obtain and maintain human subjects research certification- CITI certification https://about.citiprogram.org/en/homepage/ upon approval of the dissertation proposal
• Submit all their own, original work and as appropriate to the conduct of research, properly cite the works of others that inform the study. Students should be familiar with policies on academic dishonesty and plagiarism. Misconduct in these arenas is treated seriously and can result in academic dismissal. [See the Molloy College Graduate Catalog re: Honor Pledge and Academic Honesty]
• Complete IRB proposal paperwork.
• Take personal initiative to move the project forward and to discuss with the Chair any problems that may arise.
• Be aware of and accountable to established defense date and manuscript submission deadlines.
• Recognize that crafting a dissertation is an iterative process between the student and the Chair, and at key moments, between the student, the Chair, and the Committee. As such, students are expected to be responsive to feedback provided in a timely manner if they are to expect the same from the Chair and/or the Committee. Students need to also be respectful of the fact that Chairs and Committees have many other duties pressing on their time. Thus, realistic expectations around holiday and vacation times as well as normal busy periods (e.g., ends and starts of semesters) are necessary.

**Dissertation Defense**

Each student is required to successfully defend the completed dissertation as evaluated by the Dissertation Committee. The committee will approve the dissertation with no changes, minor changes, or major changes. The final oral dissertation defense is scheduled following completion of the dissertation and approval by all members of the student's Dissertation Committee. The dissertation defense is an oral presentation and inquiry open to all faculty, students, and community as deemed appropriate by the Director of the Ed.D. Program.

**Graduation**

The final completed dissertation with all changes requested by the committee must be approved by the Dissertation Chair, the Ed.D. Program Director and the Dean of Graduate Affairs. Dissertation submissions will follow Molloy College standards and include submission to the Molloy College Library via the ETD system (https://molloy.libguides.com/etd). The ETD program is a streamlined process for students to submit their dissertation for electronic publishing and inclusion in ProQuest's Dissertations & Theses full text database as well as Molloy's Institutional Repository (Digital Commons).

In addition, the student must submit an approved Application for Graduation Form with all required signatures and an application fee, according to the deadlines in the Academic Calendar.

The commencement ceremony held annually in May is managed by the Office of Student Affairs. Special dates are planned for the distribution of caps and gowns, celebrations, commencement rehearsals, hooding and class night and ceremonies.

Students must maintain continuous registration until graduation of one hour of credit in EDU 7020 for each semester while engaged in dissertation activity after the required 9 credit hours are completed in EDU 7000, 7001 and 7010. Students are dismissed from the Ed.D. program upon failing to enroll for two consecutive academic semesters. However, a dismissed student may reapply and be reviewed for readmission. If readmitted, the student continues to be subject to the stated time limits.

**Length of Time to Complete Requirements**

A student has a period of nine (9) years after admission to complete program requirements. A student must be admitted to candidacy within five years after admission to the doctoral program and at least one academic year before the anticipated date on which the degree is to be conferred. The student
must complete all program requirements within four years following admission to candidacy. Any variation from this must be approved in writing by the Office of Academic Affairs and through submission of this form, Request for Change in Time Requirement.
PROFESSIONAL DISPOSITIONS IN THE DOCTORATE OF EDUCATION PROGRAM

Doctoral students are individually and collegially expected to meet the following expectations for professional dispositions and conduct during the duration of being a matriculated student in the Doctor of Educational Leadership for Diverse Learning Communities. If necessary, students will be required to meet with the Division Dean, Ed.D. Program Director and ultimately with the Dispositions Committee to discuss the appropriateness of their dispositions. Students who consistently demonstrate a lack of dispositions needed for leadership for diversity, equity and social justice, will be required to withdraw from the doctoral education program.

Foundations
To demonstrate foundational professional attitudes and conduct, doctoral students will:
- Embrace the Molloy College hallmark of the Four Pillars of the Dominican Tradition of study, spirituality, service, and community
- Respond to current local, state, national and international educational trends
- Become knowledgeable of the historical underpinnings of the diverse American educational experience
- Understand public policy as it applies to issues of diversity
- Understand the political and civic purposes of schooling in diverse communities
- Act as agents of continuous improvement

Ethics
To demonstrate ethical dispositions and conduct, doctoral students will:
- Be well versed and able to articulate the importance of ethical reflection and decision making
- Display ethical decision making regarding issues of equity, diversity, and public policy
- Recognize and support innovative instructional leadership
- Respect and advocate for learners as individuals and recognize students with differing racial, ethnic, religious, linguistic and cultural backgrounds; academic abilities and achievement; diverse social and emotional needs; expectations in gender and sexual orientation; socioeconomic backgrounds and others
- Challenge and offer solutions for inequities in schools and communities
- Recognize or challenge the inappropriate use of resources in diverse communities
- Demonstrate integrity towards issues of social justice

Leadership
To demonstrate leadership attitudes and conduct, doctoral students will:
- Embrace and advocate for constructs of diversity, social justice, and equity in diverse learning communities
- Build partnerships which serve diverse learning communities
- Act in the role of informed policymakers willing and prepared to make instructional, programmatic, or policy changes in local educational settings and beyond
- Listen actively and respond appropriately to diverse viewpoints
- Seek opportunities to draw upon current education policy and research as sources of analysis and critical reflection to improve practice
Serve as leaders to advance the field of education through authentic research, collaborative inquiry, and critical policy analysis

Scholarship
To demonstrate scholarly attitudes and conduct, doctoral students will:

- Develop and self-evaluate a personal and professional vision for the education of diverse learning communities
- Demonstrate commitment to scholarship and the intensive study of diversity and leadership
- Show dedication to the in-depth study of social justice including ways to build capacity in self and among others
- Understand various research methods, data collection, and assessment techniques as tools to further scholarship and educational theory
- Communicate, critique, and analyze research findings which inform issues of diversity and advance the study of diversity, social justice, and equity
- Participate fully in all phases of coursework, field work, and scholarship
- Integrate research with fidelity for dissertation development and publication
- Understand, appreciate, and demonstrate respect for the value of collaborative approaches to problem-solving, leadership, and scholarly research
- Maintain active membership in scholarly and professional organizations

Disposition Probation
Doctoral students are expected to meet the standards of professional behavior, including: being present on campus to meet the academic and research expectations of the Ed.D. program; communicating in a timely, respectful and professional manner; complying with the institutional policies and procedures; complying with the Professional Dispositions in the Doctorate of Education Program. If necessary, students will be required to meet with the Division Dean, Ed.D. Program Director and ultimately with the Dispositions Committee to discuss the appropriateness of their dispositions. Students who consistently demonstrate a lack of dispositions needed for leadership for diversity, equity and social justice, and does not show improvement within a semester after the disposition meeting will be required to withdraw from the doctoral education program.

Communication Guidelines for Students and Faculty

In order to sustain best practices in communications for supervision and advising, all text-based communications pertaining to coursework or matriculation must be accomplished using your Molloy College email or the Canvas mail and discussion boards.
ACADEMIC POLICIES AND PROCEDURES

Molloy College Catalog

Each student is required to review the Molloy College Catalog and the Molloy College Student Handbook during the first semester of the program and is expected to review the policies and procedures described. Students are accountable for adhering to the published, current policies and procedures in force during their program of study.

Ed.D. Program policies for the following topics and all other topics not addressed in this Handbook are congruent with those found in the Molloy College Graduate Catalog https://www.molloy.edu/documents/Catalogs/Graduate_Catalog_2018_2020.pdf and the Molloy College Student Handbook https://www.molloy.edu/Documents/Student%20Life/studenthandbook1718final_2017.pdf

Please see the Molloy College Graduate Catalog for the following topics:

Academic Integrity
Honor Code
Matriculation
Continuous Matriculation
Withdrawals and Temporary Leave
Program Readmission/Re-Entry
Grading Policy
Grade Appeal Policy
Repeating Courses
Academic Probation
Incompletes
Dismissal from Program
Health of Student
Student Health Services
Disability Support Services
Privacy Rights of Students
Ed.D. DOCTORAL COURSE DESCRIPTIONS

COGNATES
Elective cognate course descriptions may be reviewed in the Education Master's-level Course Descriptions. Refer to the Molloy College graduate catalog for EDU 5230 and EDU 5240 information.

EDU 6020 INTRODUCTION TO EDUCATIONAL RESEARCH
This introductory course in educational research is designed to offer an overview to the entire doctoral program through the lens of the educational leader. Participants will review the nature of educational research including research problems, questions, hypotheses, experimental designs, data analyses, research methodologies, proposal writing and critical analysis of published research. Emphasis will be placed on procedures used by researchers to select subjects as well as collect and analyze data; methods for synthesizing research findings and preparing reports also will be addressed. The course will focus on library research skills, database searches, IRB protocol and writing using APA style among other important research skills. It will promote the knowledge and skills necessary for locating, understanding, and evaluating published research in education, centering on research, which exemplifies the scientific method. 3 credits

EDU 6040 CHANGE LEADERSHIP FOR EQUITY, SOCIAL JUSTICE AND EXCELLENCE
This course will focus on leadership for effective school-based programs in the context of diverse learning communities. Attention to policies and practices regarding equity, social justice, and the purpose of public education will be explored. Highly regarded and emerging research underlying student access to quality curriculum and instruction will be examined. Personal and community biases will be analyzed in terms of culture, gender, language diversity, poverty, privilege, religion, special needs, sexual orientation, social class and race. The equitable distribution of high levels of student learning across race and class in non-public schools and school cultures that foster equity and academic excellence will be explored. Doctoral students will develop an understanding of the leadership capacities needed to ensure access and academic equity for all members of the school community. Course participants will be provided opportunities to examine issues and frameworks related to equity, diversity and social justice and their implications for leadership in varied educational settings. Through coursework, group work, an equity audit and situational case studies, students will be challenged to examine their knowledge, skills and attitudes toward these critical issues, become sensitive to the plight of disenfranchised and marginalized student populations and understand how to proactively respond to them. 3 credits

EDU 6060 ETHICAL, MORAL AND LEGAL ISSUES IN EDUCATIONAL LEADERSHIP
This course will focus on the study of ethical theory and its application to selected moral and legal issues in education. Examination of the ways in which educational leaders are responsible for change and decision-making, especially as they relate to diversity and special needs of students will be addressed. This course will explore the meaning of morality and offer a practical ethical theory that can be applied to the situations educators often face on a daily basis. The course also will consider the role conscience plays in moral decisions that may influence policies and procedures affecting the lives of others. Utilizing a problem-based approach that recognizes the ambiguity inherent within situations that school leaders confront, this course will offer participants a cogent and clear ethical framework to address moral and legal issues. The course will provide a critique of the educator's own moral sensitivity in relation to instructional and curricular choices and in relation to the behavior and expectations of students. Participants will investigate and ethically assess current educational issues relative to federal, state and local decisions and examine the major forms of justice, individual, distributive and social, as they affect students, parents and teachers. Participants will be exposed to a complex set of issues relating to ethical behavior in institutional settings, including academic integrity, curriculum choices, student assessment, parental involvement, community relations and administrative-staff conflict. Through readings, case analyses, and other means of investigation, the consequences of ethical and unethical practice and their impact on individuals and school organizations is examined. The National Education Association Code of Ethics will be studied and applied to twenty-first century educational leadership. Ultimately, the principal goal of this course will be to develop an ethical framework from which school leaders can make informed decisions regarding moral and legal issues in education. 3 credits
EDU 6080 QUANTITATIVE RESEARCH
This course in quantitative research is designed to introduce participants to the fundamentals of statistical reasoning and methodology in educational research settings. Emphasis will be placed on the applied knowledge and skills needed for designing research, writing problem statements and hypotheses, selecting subjects and gathering data to test hypotheses. The primary goals of the course will be to introduce students to the process of data analysis and essential statistical methods used in educational research. Topics will include exploring and summarizing data, probability distributions used in hypothesis testing, randomization tests, bivariate correlation and simple linear regression. Most statistical analyses will be performed using SPSS. Students will interpret graphs and statistical results, learn how to create graphs and tables and report statistical findings in the form of a professionally written document. The organization, analysis, and interpretation of research findings in light of the concepts of statistical conclusion validity, internal validity, construct validity and external validity will also be stressed. 3 credits

EDU 6120 LEARNING, COGNITION AND DIVERSITY
In this course, participants will explore both historical and current learning theoretical principles, concepts and research findings, especially as they relate to education and diversity. Specifically, behavioral and social cognitive theories, emotional and social intelligences, as well as brain-based learning theories will be examined. Participants will analyze the applications of these theories to instructional practices for diverse learners. The cognitive, cultural, linguistic, educational and personality factors that contribute to variations among diverse learners will be considered. As a result of in-depth study and research of learning theories and their applications, participants will develop advanced skills and abilities as decision makers and problem solvers to enhance student learning in diverse settings. Topics such as brain development, language processing, intrinsic and extrinsic motivation, metacognition, attention, problem solving, reasoning, developmental disorders of learning and cognition, individual differences in learning, childhood and adolescent brain development, and cognitive processes as well as cultural contexts and influences will be addressed. 3 credits

EDU 6140 QUALITATIVE RESEARCH
This course will introduce participants to various approaches to designing and implementing qualitative research including concepts, methods and related issues as it is conducted in educational settings. The techniques for and issues in gathering, analyzing and reporting qualitative data will be examined. This course aims to provide participants with an introduction to theoretical perspectives, which underlie each methodological approach. Participants will have opportunities to explore the theoretical and philosophical foundations of qualitative inquiry while applying these principles in a research project. As an outcome, participants will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a pilot research project related to their area of interest. 3 credits

EDU 6160 CRITICAL ISSUES IN EDUCATION
This course will examine the critical issues of schooling within the context of the social, political, economic and cultural aspects of today’s society. Through the lens of leadership and while acknowledging the challenge of equity, class participants will consider economic access, educational policies, critical pedagogy, existing teaching and learning programs, as well as models of successful schools and their resources. By historically linking the development of the American system of education to current practice, the purposes of democratic and universal education will be discussed and analyzed. The ways in which schools and institutions of learning are implicated in a continuum of social agendas will be recognized. Additionally, the themes of social mobility, competing goals, evaluation/assessment, technology and innovation will be woven throughout the course as students share their own experiential knowledge and relate it to research-based educational frameworks in an effort to understand the transformative nature of education and how it may affect student populations and learning outcomes. 3 credits

EDU 6180 PREPARING FOR THE DISSERTATION: THE LITERATURE REVIEW
Topic selection for dissertation and writing the literature review will be the main focus of this course. It is designed to facilitate the dissertation research topic selection and the development of the preliminary literature review chapter of the dissertation. By the end of the course, each student will be expected to identify an area of professional interest and a research topic that will serve as the foundation for his or her dissertation. Students will review, evaluate and critique applicable literature and summarize their findings by preparing a comprehensive literature review and a professional presentation on the major findings. As an outcome, students will gain insight into the research process and its practical application for improving educational practices as well as make progress toward their dissertation completion. This course will be linked to the "Critical Issues in Education" course taught in the
same semester for greater integration of theory, research, and practice and for helping course participants identify contemporary issues in education as their potential topics for dissertation research. Individual conferences with the course professor, joint seminars with the instructor of the "Critical Issues in Education" course, as well as guest speakers will enhance the course experience. 3 credits

EDU 6220 CURRICULUM THEORIES AND BEST PRACTICES FOR THE DIVERSE LEARNER
Through research and in-depth study, participants in this course will analyze and evaluate curriculum approaches and instructional methodologies for inclusive instruction of diverse learners. This analysis will be grounded in participants’ understanding of curriculum theory, curriculum history and the politics of curriculum. The implementation of effective curriculum and instructional approaches that employ current research-based methods, technology and assessment techniques will be addressed. Participants will compare national standards of education with the approaches of curriculum design in other countries and research resources and organizations that support international collaboration. They will research, analyze and evaluate effective models of curriculum planning, including problem-based learning, interdisciplinary curriculum design and literacy-based content-area curriculum. Current trends in curriculum will be explored. Ethical issues regarding curriculum design, implementation and assessment will be considered. Participants will learn how to contextualize curriculum to best meet the needs of diverse learners. 3 credits

EDU 6240 RESEARCH INTERNSHIP
The research internship is designed to provide doctoral students with the opportunity to conduct specialized field research in educational settings. The internship will allow course participants an opportunity to explore a specific research interest under the guidance of a faculty member. Learners may choose to work with a faculty member in the Division of Education, or in certain situations may choose to work with a professor in another Division, or even a professor from another university. The intent of the research internship is to connect doctoral students with their passion for learning, and help them articulate and implement a research methodology. Alternately, this course may be taken as an independent research study to pilot the course participant’s future doctoral research project on a smaller scale or to pilot a research tool or instrument the learner plans to use in his or her dissertation. Appropriate internships are those that will allow doctoral learners the opportunity to create and demonstrate new strategies and methodologies for conducting research in educational settings. 3 credits

EDU 6260 COLLABORATIVE RESEARCH IN THE TWENTY-FIRST CENTURY DIVERSE EDUCATIONAL ORGANIZATIONS
This course will focus on the knowledge and skills educational leaders need to work collaboratively and foster an appreciation of cultures in schools with diverse student populations. The purpose of this course will be to build a foundation for leadership in both theory and practice that transcends differences by developing participants’ knowledge and understanding of collaborative partnerships. Developing leaders with the necessary training and requisite skills for bridging cultures in schools with constantly changing demographic populations will be an important dimension of this course. Examination of the conceptual, organizational, political, social, and moral dimensions of collaborative instructional leadership practices as well as the design and implementation and assessment of integrated, collaborative service delivery models will be explored. Shared leadership, building community and enhancing schools as professional learning organizations will be highlighted. Through discussion of the research and literature, examination of case studies, and team-oriented projects, participants will clarify their own understandings of collaborative leadership, sustainable change, collaborative professional development and the opportunities and challenges of collaboratively leading diverse institutions of learning. 3 credits

EDU 6280 DISSERTATION RESEARCH DESIGN
This course is designed for students who are beginning their dissertation projects. The aim of the course will be to give students the tools to conceptualize their projects in terms of research questions, study design, methodology, data collection, qualitative and quantitative analyses, and interpretation of results. The course will review various designs of research and the preparation of research proposals. This course will contrast the issues, problems and strategies related to qualitative research versus statistical analysis of quantitative research and discuss mixed methodologies. The class will discuss issues related to theory formation and hypothesis testing; creating measurement protocols; descriptive and causal inference; longitudinal, comparative and case study research; field data collection; working with texts and analyzing qualitative and quantitative data, interpreting results; and, finally, dissertation write-up. Students will be expected to combine the theoretical aspects of research with the knowledge base of their specialty areas of study. Students will be expected to define acceptable
questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. 3 credits

EDU 6300 EDUCATIONAL ASSESSMENT OF THE DIVERSE LEARNER
The five-day summer institute course will explore the theoretical principles of educational assessment, measurement and evaluation necessary to address the educational needs of ELLs, SWDs, and other diverse groups. Specifically, the characteristics of a sound test, basic statistical techniques in testing, the implementation of test data in the diagnosis, remedial/enrichment instruction and use of test data to evaluate effectiveness of programming will be addressed through the use of case studies of the individual assessment process for at-risk students. In addition, the impact of computer-based adaptive assessment tools on an individual, class, grade and school-wide level will be explored with an emphasis on the use of data-driven decision-making and data management for educational institutions will also be addressed, along with the critical and current issues in assessment. Participants will investigate issues of accountability related to individual and group assessment processes; legislation that influences criteria for successful school districts; and data driven decision making that impacts teacher accountability. (Offered Summer Only) 3 credits

EDU 7000 DISSERTATION SEMINAR: PART I
The dissertation will be part one of the culmination of doctoral study. The dissertation seminar will be taken after the completion of all required coursework and successful pass on comprehensive exam. This series of seminars will provide the opportunity for the student to develop and refine the dissertation. Students will propose original research and develop their doctoral thesis proposals. Having completed drafts of the Research Prospectus (Chapter 1) and Proposed Methodology (Chapter 3) in the "Dissertation Research Design" course, the students will complete the first 3 chapters of their dissertation. Proposal defense will be completed by the end of the semester and students move to candidacy status. Students will be expected to define acceptable questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. Accordingly, the seminars will not focus on a specific content area but instead are designed to provide students with an overview of the requirements for completing a doctoral dissertation, and a forum for discussing dissertation-related concerns and issues with other students. In particular, the seminar will emphasize the development of the conceptual and research skills necessary for the completion of the doctoral dissertation, including the formulation of the dissertation proposal (selection of an area and topic, formulation of appropriate research questions/hypotheses, rationales etc.), the development of the skills necessary for identifying and critically evaluating published research relevant to the chosen dissertation topic, as well as an appropriate research methodology for empirically evaluating the hypotheses proposed. Ethical issues in the conduct of research and in the preparation of a written dissertation proposal will also be discussed. Throughout the seminars, exercises and assignments will be geared towards helping the students to identify their own area of research; to critically evaluate relevant empirical research; to develop a workable research question and set of hypotheses; and to select appropriate methodological approaches relevant to the questions/hypotheses generated. 3 credits

EDU 7001 DISSERTATION SEMINAR: PART II
EDU 7001 is the second part of the dissertation seminar and is designed to support students with their dissertation development. 3 credits

EDU 7010 DISSERTATION PROGRESSION
Dissertation Progression provides the opportunity for the student to develop and refine the dissertation. Following the Dissertation Seminar, the student registers for Dissertation Progression and then, if needed, Dissertation Continuation. The student must be registered in the semester that the completed dissertation is defended. 3 credits

EDU 7020 DISSERTATION CONTINUATION
If needed, Dissertation Continuation is taken to refine the dissertation until defense. The student must be registered in the semester that the dissertation is defended. 1 credits
DOCTORAL TRANSFER CREDIT/COURSE WAIVER REQUEST FORM

Student's Name: ___________________________ ID# ___________________
(Print Name of Student)

Student’s Program of Study: __________________________________________

Transfer Course Number: ______ Course Title: __________________________
Transfer institution: __________________ Transfer Course Grade ______
Equivalent to Molloy College Equivalent Catalog Course Number: __________
Title of Molloy College Equivalent Course: ______________________________

Transfer Course Number: ______ Course Title: __________________________
Transfer institution: __________________ Transfer Course Grade ______
Equivalent to Molloy College Equivalent Catalog Course Number: __________
Title of Molloy College Equivalent Course: ______________________________

ADDITIONAL COMMENTARY: __________________________________________
_______________________________________________________________________

Only graduate-level courses from an accredited institution may be accepted for transfer and applied to a graduate-level degree. Credits transferred must be equal to or greater than the credits given for the Molloy course equivalent. The Admissions' Office must have an official transcript on file before the transfer of credits can be approved. The Registrar's Office will record the approved credits onto the student’s record.

Associate Dean of Division’s Name (Please Print): ________________________________

Associate Dean of Division’s Approval Signature: __________________ Date: __________

Registrar's Office Use Only:
Date transfer credits entered: ___________________________ Initials: ______________

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NOTIFICATION OF INTENT TO TAKE DOCTORAL COMPREHENSIVE EXAMINATION

This form is to be completed by the EdD Student by midterm in the semester they will complete all coursework and cognates. This form must be signed by the student’s advisor.

It is submitted to the Doctoral Program Office. After receiving this form, the Director of the EdD Program will schedule the examination with consultation of the student after the end of the semester.

Date: ________________________

Name: _________________________________    Molloy College ID:___________________

Address:_____________________________    Molloy email:_______________________

____________________________    Telephone (C):____________________

Telephone (W)___________________________    Telephone (H):____________________

Advisor verifies that all coursework has been completed prior to exam:

Name:________________________________________________________

Signature:_____________________________________________________

Student verification:

Signature: _____________________________________________________

Scheduled Examination Date:_____________________________________

Outcome: ___ eligible for candidacy       ___ Not eligible for candidacy

Re-scheduled Examination Date_____________________________________

Outcome: ___ eligible for candidacy       ___ Not eligible for candidacy

Letter of candidacy issued: ___________________________________
APPENDIX C

Molloy College Division of Education
Doctoral Education Program

APPLICATION FOR CANDIDACY

This form is to be completed by the Ed.D. Students when they have completed all coursework and are ready to begin the dissertation sequence. It must be signed by the student’s advisor and submitted to the Doctoral Program Office. After receiving this form, the Director of the Ed.D. Program will schedule a consultation with the student to review next steps.

Date: _______________________

Name: ___________________________  Molloy College ID__________________
Address: ___________________________  Molloy email______________________
________________________________________  Fax Number ___________________
Telephone (W)__________  Telephone (C)__________  Telephone (H)__________

Advisor verifies that required coursework completed is completed and the student has successfully passed the comprehensive exam.

Advisor Name: ____________________________
Signature: __________________________________________

Director of the Ed.D. Program Director: _________________________
Signature: __________________________________________

***A copy of the student's transcript must be attached.
APPENDIX D
Molloy College Division of Education
Doctoral Education Program

DISSERTATION COMMITTEE MEMBERSHIP FORM
This form can be completed by the student prior to receipt of the certificate of candidacy that is issued upon completion of the comprehensive examination and all required coursework. It indicates willingness of committee members to serve on the Dissertation Committee. This form should be submitted before midterm during enrollment in EDU 7000 Dissertation Seminar- Part I by the student or following. Submit this form to the Doctoral Program Office.

Upon receipt the Director of the Ed.D. Program will meet with the student, review their advising portfolio submitted annually by their advisor and verify that coursework other than all cognates has been completed. The chair will be appointed by the end of the semester when the student is enrolled in EDU 7000 Dissertation Seminar- Part I. The full committee will be approved when the student has completed candidacy. Upon appointment of the Chair, advising will transfer to the chair.

Student Name: __________________________ Molloy College ID ________________

Pre-Candidacy Advisor: __________________________

Proposed dissertation topic/area/title: __________________________________________

The Ed.D. Student will seek signatures from invited Dissertation Chair and Committee Members. Signatures below indicate willingness to serve:

Chair: __________________________
Email: __________________________ Date Invited: __________

Member: __________________________
Email: __________________________ Date Invited: __________

Member: __________________________ Affiliation (if non Education or Molloy*) __________
Email: __________________________ Date Invited: __________

Optional Member/Consultant: __________________________ Affiliation __________
Email: __________________________ Date Invited: __________

The Ed.D. Program Director will approve the student's Dissertation Committee members and send each member a confirmation email.

Ed.D. Program Director Approval: __________________________
Date: __________________________

NOTE: If the member is not a faculty member in the Molloy College Division of Education their CV shall be attached. The majority of the committee shall be Molloy College Division of Education Faculty. Optional members are added for specific expertise. CHANGES IN THE DISSERTATION COMMITTEE MUST BE APPROVED BY THE Director of the Ed.D. Program
APPENDIX E
Molloy College Division of Education
Doctoral Education Program

CHANGE IN THE DISSERTATION COMMITTEE FORM

Student Name: ______________________  Molloy College ID ________________

Advisor/Dissertation Chair: ____________________________

Proposed dissertation title: __________________________________________

_____________________________________________________________

This form must be submitted to the Doctoral Program Office for Approval

Member withdrawing: _____________________________________________

Reason:  O Health/Death  O Left Molloy  O Conflict of Interest  O Other ______

New Member:

Name: ______________________  Affiliation: ________________

Email: ______________________  Date Approved: _____________

Member withdrawing: _____________________________________________

Reason:  O Health/Death  O Left Molloy  O Conflict of Interest  O Other ______

New Member:

Name: ______________________  Affiliation: ________________

Email: ______________________  Date Approved: _____________

Member withdrawing: _____________________________________________

Reason:  O Health/Death  O Left Molloy  O Conflict of Interest  O Other ______

New Member:

Name: ______________________  Affiliation: ________________

Email: ______________________  Date Approved: _____________
APPENDIX F
Molloy College Division of Education
Doctoral Education Program

Scheduling the Oral Dissertation Defense for the Doctorate

REQUEST FOR ORAL DISSERTATION DEFENSE APPROVAL FORM

This form is obtained from the Doctoral Program Office when the student and the Dissertation Committee decide the student is ready to defend their dissertation and the Committee has approved the draft of the dissertation.

Student name: ___________________________  Molloy College ID: ________________

Doctoral Program: ___________________________  Date: ____________________

Title of Dissertation: ______________________________________________________

________________________________________________________________________

Chair of Dissertation: ____________________________________________________

Short Bio sketch: (Describe in one paragraph your professional career and current interests that relate to the dissertation.)

This form is submitted to the Director of the Ed.D. Program along with an abstract of the dissertation. The Director then schedules the 2 hour defense after consultation with the student and Dissertation Committee. Defenses may only be scheduled during the academic year when classes are in session since the defense is open to the community. The Director of the Ed.D. Program reserves the room and confirms with Student that the date has been set.

Two weeks before the defense the student must provide the approved draft copy of the dissertation to 1) each member of the Dissertation Committee, 2) Doctoral Program Office, 3) Molloy College Library Reserved Section under the Chair of the Dissertation Committee’s name.

At the defense the student brings at least 4 copies of the Dissertation Signature Page for signatures of all committee members. These may be signed that day if the committee agrees no substantive changes are needed or within 2 weeks when substantive changes approved by the committee. If the defense is unsuccessful it may only be repeated once.
APPENDIX G

Molloy College Division of Education
Doctoral Education Program

SCHEDULED MEETING OF THE PROPOSAL DEFENSE

This form is to be completed by the student and forwarded to the Office of Academic Affairs when the Chair indicates the student is ready to defend their proposal. The date and location will be set with a minimum of 2 weeks’ notice and disseminated to the student and Molloy Community along with the two-page summary of the proposal.

When the form is submitted the student will also deliver to the Office of Academic Affairs, Doctoral Program Office, Office of the Dean of the Education Division and each committee member 1) first 3 chapters of dissertation previously approved (Introduction, Review of the Literature, Research Design), 2) two page dissertation proposal summary, 3) any consent forms, 4) reference page, 5) all instruments to be used and evidence of permission and/or structured interview guides, 6) letter of support from the proposed setting 7) Names and addresses of the IRBs required to review for approval. After the Defense the Office of the Doctoral Program sends copies of the signed form to the Office of Academic Affairs for final approval. Copies of all materials are kept in the student’s file.

Student Name ________________________________   Molloy ID____________________
Email: _______________________________     Telephone: ____________________

Title of Protocol: ____________________________________________________________

Scheduled Date: _____________________________________________________________

The following is signed at the meeting:

Recommendation of the Division of Education Dissertation Committee:

_____ APPROVE- Proposal and supporting materials are accepted unanimously by the committee as submitted or with minor revisions/changes as recommended

_____ REVISE- Substantial changes to the proposal are required. A revised proposal may be submitted and the Chair and members will review and approve. The Defense is not repeated unless the entire topic is changed.
Approval Signatures:

Chair: _________________________________________________________

Member: _______________________________________________________

Member: _______________________________________________________

Member: _______________________________________________________

Optional Member: ________________________________________________
APPENDIX H

ADVISING PROGRESSION CHECKLIST
STATUS IN THE Ed.D. PROGRAM

<table>
<thead>
<tr>
<th>Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Does the student have transfer credits? If so, have they been approved?</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 1 maintained 3.2 GPA <em>(Note here any incompletes, If GPA Under 3.2, Leave of Absence)</em></td>
</tr>
<tr>
<td>Year 2</td>
<td>Year 2 maintained 3.2 GPA <em>(Note here any incompletes, If GPA Under 3.2, Leave of Absence)</em></td>
</tr>
<tr>
<td>Year 3</td>
<td>Year 3 maintained 3.2 GPA <em>(Note here any incompletes, If GPA Under 3.2, Leave of Absence)</em></td>
</tr>
<tr>
<td>Year 4</td>
<td>Year 4 maintained 3.2 GPA <em>(Note here any incompletes, If GPA Under 3.2, Leave of Absence)</em></td>
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<tr>
<td>Year 5</td>
<td>Year 5 maintained 3.2 GPA <em>(Note here any incompletes, If GPA Under 3.2, Leave of Absence)</em></td>
</tr>
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<td>Benchmarks</td>
<td>Has Benchmark I been uploaded?</td>
</tr>
<tr>
<td></td>
<td>Has Benchmark II been uploaded?</td>
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<tr>
<td></td>
<td>Has Benchmark III been uploaded?</td>
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<td>Has Benchmark IV been uploaded?</td>
</tr>
<tr>
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<td>Has Benchmark V been uploaded?</td>
</tr>
<tr>
<td>Eligibility</td>
<td>Eligible for Comprehensive Examination?</td>
</tr>
<tr>
<td>Exams</td>
<td>Comprehensive Exam Taken – Date</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exam Passed and Eligible for Candidacy</td>
</tr>
<tr>
<td>Candidacy</td>
<td>Application for Candidacy Approved [Must be achieved by end of Year 5]</td>
</tr>
<tr>
<td>Committee</td>
<td>Dissertation Committee Approved</td>
</tr>
<tr>
<td>Proposal</td>
<td>Proposal approved by Dissertation Committee</td>
</tr>
<tr>
<td>IRB</td>
<td>Proposal approved by Molloy IRB</td>
</tr>
<tr>
<td>Enrolled</td>
<td>Enrolled dissertation sequence : Write in Semesters here [Minimum candidacy 1 year]</td>
</tr>
<tr>
<td>Enrolled</td>
<td>Enrolled dissertation sequence: Write in Semesters here</td>
</tr>
<tr>
<td>Enrolled</td>
<td>Enrolled dissertation sequence: Write in Semesters here</td>
</tr>
<tr>
<td>Defense</td>
<td>Dissertation Defense (oral) completed</td>
</tr>
<tr>
<td>Chair</td>
<td>Dissertation Chair approved dissertation with all changes</td>
</tr>
<tr>
<td>Copyright</td>
<td>Copyright documents completed</td>
</tr>
<tr>
<td>Documents</td>
<td>Copies dissertation to __ Molloy College Library Archives, __Director PhD Program, __Division of Education, __Dissertation Abstracts (ProQuest)</td>
</tr>
<tr>
<td>Graduation</td>
<td>Graduation*</td>
</tr>
</tbody>
</table>

**Student Scholarship:**
*Please attach an updated CV prior to graduation including a list of any grant, publication, presentation of poster or podium, awards or other signs of scholarly productivity. Provide a full citation (Authors, co-authors), date (if submitted, in press, e-publication, add that here), title, source (e.g. book chapter is in, journal, conference, event), location city, state, country if out of US. If published in journal include: volume, issue, pages, DOI. If grant include: PI, Co-Investigators, date submitted, title, funding agency (If federal grant give mechanism type, If Molloy give fund, If foundation give title of call for applications if applicable), total budget, proposed funded timeframe, and status (submitted, approved, funded or not funded).*
### APPENDIX J

**Ed.D. PROGRAM PLAN CHECKLIST**

(Update Annually and Submit to Director Ed.D. Program)

ENTER NEW DATE if plan is revised. ENTER NEW DATE if enroll in different semester—grade will indicate completed. Do not delete old plan. Two columns for grade are for if an Incomplete is given once or if course is repeated (Maximum once).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Grade</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td><strong>Year 1 Core Courses (12 credits):</strong></td>
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</tr>
<tr>
<td>EDU 6020</td>
<td>Introduction to Educational Research</td>
<td>3</td>
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<tr>
<td>EDU 6040</td>
<td>Change Leadership for Equity, Advocacy and Excellence</td>
<td>3</td>
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<tr>
<td>EDU 6060</td>
<td>Ethical, Moral, and Legal Issues in Educational Leadership</td>
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<tr>
<td>EDU 6080</td>
<td>Quantitative Research</td>
<td>3</td>
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<td></td>
<td><strong>Year 2 Core Courses (12 credits):</strong></td>
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<tr>
<td>EDU 6120</td>
<td>Learning, Cognition, and Diversity</td>
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<tr>
<td>EDU 6140</td>
<td>Qualitative Research</td>
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<tr>
<td>EDU 6160</td>
<td>Critical Issues in Education</td>
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<tr>
<td>EDU 6180</td>
<td>Preparing for the Dissertation: The Literature Review</td>
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<td></td>
<td><strong>Year 3 Core Courses (12 credits):</strong></td>
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</tr>
<tr>
<td>EDU 6220</td>
<td>Curriculum Theories and Best Practices for the Diverse Learner</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 6240</td>
<td>Research Internship</td>
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<tr>
<td>EDU 6260</td>
<td>Collaborative Leadership in 21st Century Diverse Educational Organizations</td>
<td>3</td>
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<tr>
<td>EDU 6280</td>
<td>Dissertation Research Design</td>
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<tr>
<td></td>
<td><strong>Summer Institute-offered every summer (3 credits):</strong></td>
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<tr>
<td>EDU 6300</td>
<td>Educational Assessment of the Diverse Learner</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Prior to the Dissertation Sequence, a Doctoral Comprehensive Examination must be successfully passed</strong></td>
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<tr>
<td></td>
<td><strong>Dissertation Sequence (9 or more credits):</strong></td>
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<tr>
<td>EDU 7000</td>
<td>Dissertation Seminar- Part I</td>
<td>3</td>
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<tr>
<td>EDU 7001</td>
<td>Dissertation Seminar- Part II</td>
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<tr>
<td>EDU 7010</td>
<td>Dissertation Progression</td>
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<tr>
<td>EDU 7020</td>
<td>Dissertation Continuation (optional-continued enrollment for 1 credit per semester until dissertation defense)</td>
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<tr>
<td></td>
<td><strong>Cognate I</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Cognate II</strong></td>
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</tr>
</tbody>
</table>

Cognates are chosen by the student and advisor to support the student’s learning needs and/or dissertation. If the cognate is to be taken at another college or university or a required course waived and another substituted, approval of the EdD Program Director is required.
APPENDIX K

Molloy College Division of Education
Doctoral Education Program

ORAL DEFENSE OF DISSERTATION FORM

At the oral defense, the Committee will confer privately after the public presentation of the summary and overview of the study, questions and answers. The committee then votes on if the student passed or failed. If the candidate is unsuccessful permission must be obtained from the Dissertation Committee and Director of the Ed.D. Program to repeat the defense. Two failures constitute failure as a candidate.

Student name: ______________________  Molloy ID: __________________
Doctoral Program: _______________________  Date: _________________
Title of Dissertation:
_________________________________________________________________
_________________________________________________________________

Chair of Dissertation: ______________________________________________

___ Passed. The committee unanimously agrees that the dissertation defense has been successful and the changes required in the dissertation are not substantial. The candidate will complete these minor revisions within two weeks and submit the final copy to the Chair for approval.

___ Failed. The committee agrees that the dissertation defense was unsuccessful and the changes required in the dissertation are substantial. The candidate will meet with the Chair who will outline expected changes. These must be submitted to the Dissertation Committee and Office of Doctoral Program before another defense may be scheduled. Upon the approval of the committee and Ed.D. Program Director a new Oral Dissertation Defense for the Doctorate REQUEST FOR APPROVAL FORM may be submitted.

Date: __________
Chair: ______________________________________________
Member: ______________________________________________
Member: ______________________________________________
Member: ______________________________________________
Optional Member: ______________________________________


The signed copy of this form must be forwarded to the Office of the Doctoral Program for filing in the student record.

Full Name of Student: _________________________________________________________

We the dissertation committee for the above candidate for the Doctor of Education Degree (Ed.D.) hereby recommend acceptance of the dissertation on ________________ (date).

__________________________________________
Full name, degrees, rank, College, Chair

__________________________________________
Full name, degrees, rank, Committee Member

__________________________________________
Full name, degrees, rank, Committee Member

__________________________________________
Full name, degrees, rank, Committee Member

__________________________________________
Andrea Honigsfeld, Ed.D.
Associate Dean, Director of the Ed.D. Program
Division of Education

This dissertation is accepted by the Office of Graduate Academic Affairs on
Date: __________________________

__________________________________________
Kathleen Maurer Smith, Ed.D.,
Associate Dean
Office of Graduate Academic Affairs
APPENDIX L

Molloy College Division of Education
Doctoral Education Program

REQUEST CHANGE IN TIME REQUIREMENT
Form Request Modify Deadline to Complete Requirements

The maximum time from admission to graduation in the Ed.D. Program in Education is 9 years. The student must be admitted to candidacy (pass Comprehensive Examination) within 5 years after admission. The student may not graduate in less than 1 year after admission to candidacy. The student must graduate within 4 years following admission to candidacy. ANY variation in these time limits must be approved by the Director of the Ed.D. Program and the Office of Academic Affairs.

Student Name: ___________________________ Molloy ID: _________________________
Email: ______________________ Telephone: ______________________
Year admitted to Ed.D. Program in Education _______________________________________
Year admitted to Candidacy for Ed.D. _____________________________________________
Exception requested (what deadline changed and for how long) ____________________

What is reason for change? (Please explain in one paragraph the reason the deadline will not be met e.g. health, technology failure, research issues).

Request not Approved
Approved Change deadline for Comprehensive Examination to ______________________
Approved Change in deadline for Graduation to _________________________________
Signature Director of Ed.D. Program __________________________ Date _______________
Signature Office of Academic Affairs __________________________ Date _______________