Hunter College School of Education

Ed. D. in Instructional Leadership

Doctoral Student Handbook

2016-2017

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Message from the School of Education Dean

Dear EdD Candidate,

On behalf of our world-class faculty, I'm pleased to welcome you to the Hunter College Education Doctoral program in Instructional Leadership. Undertaking doctoral studies can be both challenging and exciting. You will have the opportunity to learn in depth from faculty with expertise in a broad range of disciplines and in a variety of research traditions. You will also be expected to conduct your own program of research that will benefit educational practice and policy. We are prepared to support you in your efforts and celebrate your accomplishments along the way.

This handbook is designed as a resource to guide you through the program. It can answer many of your questions about the program, policies, and logistics in SOE and Hunter. I hope you'll make yourself familiar with the content of the handbook as well as other resources at Hunter.

Best wishes for success in our program!

Michael Middleton
Klara and Larry Silverstein Dean

INTRODUCTION

Welcome to the inaugural cohort of Hunter College's Ed.D. in Instructional Leadership. This handbook describes the process of completing your doctoral degree in Instructional Leadership at Hunter College. Topics addressed include an overview of the program, course and progress requirements, and policies that guide the coordination of the doctoral program. You should plan all phases of your doctoral program in consultation with your faculty advisor. All program faculty are committed to helping you achieve the most productive and meaningful graduate education experience possible. *Given this is the inaugural year of the program, the policies found in this document are subject to change. Students should consult their advisor or program co-coordinators if questions arise.*

ED.D. PROGRAM IN INSTRUCTIONAL LEADERSHIP

Program Description

The new Doctor of Education (Ed.D.) degree in Instructional Leadership will prepare experienced educators to become effective practitioner leaders able to translate current research into policy and practice. The program will prepare teacher leaders, department chairs, administrators and other education professionals to transform K-12 education, driving better educational experiences and outcomes across larger systems. The program will set them up for success by providing clinically-focused doctoral training and a deep grounding in the research on educational practice, particularly as it applies to urban settings and suburban settings with increasingly diverse student populations. Students will develop the ability to synthesize and apply new research to improve educational experiences and outcomes for students, and the skills to communicate their insights effectively as leaders in schools and communities.

Program Highlights

- Designed to meet the needs of working educators, organized as a cohort with a part-time schedule with a part-time cohort model

- Focused on interpreting and translating current research into practice

- Committed to serving the needs of urban public schools and communities

- Leverages the strength and expertise of faculty with a wide range of research and practitioner experience and who are engaged with current scholarship and practice

- Provides opportunities to expand the breadth of knowledge across the field and depth of knowledge in a particular area of interest

Course of Study
Sample Schedule

Year	Fall	Spring	Summer
1	Intro Doctoral Seminar Ed Policy & Reform	Statistics 1st REPAC*Course	Instructional Leadership Core Course 1
2	Qualitative Methods Quantitative Methods	2nd REPAC Course Special Topics Elective	Instructional Leadership Core Course 2 Instructional Leadership Core Course 3
3	3rd REPAC Course Special Topics Elective	4th REPAC Course Special Topics Elective	Special Topics Elective
Students take a qualifying exam at the end of the third year to advance to dissertation candidacy. *REPAC- Research on Effective Practice and Curriculum		

	Fall	Spring
4	Dissertation Introductory Seminar	Dissertation Advisement
5	Dissertation Advisement	Dissertation Advisement

Curricular Structure

The curriculum is structured into five distinct categories:

- 15 credits for the Instructional Leadership Core (ILC)

- 12 credits for the Research Toolkit, which will serve as the critical and analytic foundation for all students

- 12 credits of Research on Effective Practice and Curriculum (REPAC)

- 12 credits of Special Topics courses that will deepen their knowledge of the field, standards of research practice, and the status of current work in the field.

- Finally, the dissertation sequence of 9 credits will introduce, support, and ultimately supervise a student's production of original research in the field.

Course Descriptions

Instructional Leadership Core

Introductory Doctoral Seminar in Educational Research

This course introduces students to the landscape of educational research by studying the origins of various epistemologies and their impact upon all aspects of research, including: questions asked; theoretical frameworks used; methodological design employed; specific data collection; findings, analysis, and interpretation of data; and, implications for the field of education. By engaging with a broad array of educational research, students will forge connections among research, theory, practice, and policy, to develop a sense of their own philosophical grounding and interests that will inform their future research.

Enhancing Achievement through Family and Community Relationships

This course examines current research on the impact of family, school, and community partnerships on student achievement. Key features of this course include an examination of how social, cultural, economic, and political forces influence such partnerships and a review of researched-based strategies for developing mutually beneficial and sustainable partnerships.

Effective Professional Development of Teachers

In-depth study of research and practice in professional development for educators. Students will explore the literature about effective methods, contexts, and delivery of coaching, mentoring, and professional learning for teachers and other educators. Focus on understanding the strengths and weaknesses of different approaches to professional development, and on learning how to assess the appropriateness of a professional development strategy with respect to content and the teacher population to be served.

Education Policy and School Reform

In this course students will explore educational policy and its effect on practice. Students will analyze current school reform and discuss policy changes facing educators at the local, state and

national level. Current school reform topics to be discussed include the Common Core Standards, the rise in charter schools and the evaluation of effective teaching.

Professional Writing

This course explores a range of educational and school-based writing genres and writing for a variety of audiences. Resources and practices related to developing and writing grant proposals and the research process are addressed.

Research Toolkit
Statistics and Statistics Computing in Education

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Quantitative Research Methods and Measurement

The purpose of this course is to increase students' understanding of quantitative research methods and design issues relevant to the pursuit of research in education, with a focus on correlational, experimental and quasi-experimental design. This course also addresses essential issues in the measurement of educational constructs, including the following topics: reliability, validation, item analysis, test bias, dimensionality, item response theory, and the use of high-stakes testing in educational policy.

Qualitative Research Methods

The course will introduce students to qualitative research methods in education. Topics include the purposes and types of qualitative research, research ethics, designing a qualitative research study, data collection and analysis, and writing up and disseminating the results of qualitative research studies.

Electives

Depending on interest, there may be elective methods courses, i.e., evaluation, action research or case study research.

Research on Effective Practice and Curriculum (REPAC):
Research on Effective Practice and Curriculum in Teaching English Language Learners (REPAC: ELL)

Research on effective pedagogy, instructional practices and curriculum development for English language/Dual language learners. Emphasis is placed on several areas of inquiry: (1) Second Language Learners and Learning, to include understanding types of multilingual learners; (2) effective Instructional Practices, to include both bilingual and ESL approaches; and (3) research on Content-Language Integrated Curriculum.

Research on Effective Practice and Curriculum in Special Education (REPAC: SPED)

This course examines current research in Special Education and its implementation. A host of theoretical approaches to the teaching of students with disabilities will be addressed and critiqued. Particular attention will be paid to research on differentiating instruction and interventions that serve the needs of diverse students in urban schools.

Research on Effective Practice and Curriculum in Literacy (REPAC: Content)

This course examines current research in curriculum and its implementation along a variety of contents. A host of theoretical approaches to the teaching of particular subjects and their relation to skills development will be addressed and critiqued. Particular attention will be paid to research on instruction and interventions that serve the needs of diverse students in urban schools.

Special Topics
Depending on interest, special topic courses may be offered related to: 1) disciplinary subjects taught in school (e.g. literacy math, arts and humanities), 2) the learning process, or 3) other areas related to education and human development.

Dissertation Sequence
Dissertation Proposal Seminar

This course provides an opportunity for doctoral candidates to review and practice completing the principle components of a dissertation with peer and faculty support.

Dissertation Advisement 1

 This course provides an opportunity for doctoral candidates to identify an appropriate dissertation topic, identify a dissertation committee, and obtain approval for a dissertation proposal conduct under the supervision of the dissertation chair.

Dissertation Advisement 2

 This course provides an opportunity for doctoral candidates to conduct applied research in the field of instructional leadership under the supervision of the dissertation chair.

Dissertation Advisement 3

 This course provides an opportunity for to conduct doctoral candidates applied research in the field of instructional leadership under the supervision of the dissertation chair.

ADVISING

Advisor Selection
During the first year of the program, the Introductory Doctoral Seminar faculty (David Connor and Marshall George for 2016-2017) will be the advisors for all students in the program. At the

end of the first year, David and Marshall, in consultation with faculty, will assign advisors to individual students based on students' interests. During and no later than the end of the third year of the program, students will select a dissertation advisor, who may or may not be the faculty advisor assigned to them earlier in the program.

Advisor and Student Responsibilities

Faculty advisors serve as facilitators of your doctoral learning experience. Early in the program, the primary responsibility of your faculty advisor is to offer feedback on your progress in the program and to start the discussion of your initial research interests. You can anticipate meeting with him or her at least once a semester. As you approach the dissertation phase of the Program, you will identify a faculty member who will serve as the Chair of your dissertation committee (discussed below). Because faculty advisors play a large role in the development of doctoral students, you are encouraged to cultivate a relationship with an advisor who best matches your research interests.

Doctoral study requires independent thought and investigation. Doctoral work necessitates an approach to learning distinguished by a spirit of inquiry and the desire to contribute to a collective body of knowledge. To make the most of the doctoral experience, students should play an active role in giving direction to their programs of study and research, and assume responsibility for the ultimate success of their programs. Students should make a committed and dedicated effort to gain the background knowledge and skills needed to pursue research successfully; develop, in conjunction with an advisor, a plan and timetable for completion of all stages of the degree program, and adhere to a schedule to meet appropriate deadlines. *It is the student's responsibility to become aware of deadlines and other matters related to completing all degree requirements.* Finally, students are required to conform to professional standards of honesty and research ethics in order to assure academic integrity and professionalism and acknowledge assistance, materials, and support provided by others.

PROGRESS STANDARDS

Grade Point Average and Incompletes

Doctoral students must maintain at least a 3.2 grade point average (GPA) throughout the program. If a student falls below a 3.2 GPA any semester, s/he has the following two semesters to raise the GPA to 3.2. If the student does not raise his/her GPA in the allotted time, he/she will be dismissed from the program.

According to Hunter College policy, students who receive an incomplete have a one-year time frame to turn in the coursework. If the student does not complete the coursework within the one-year time frame, the incomplete grade becomes permanent. Students with two incompletes will not be allowed to register for courses.

Grade Appeals

Students who wish to appeal a grade will follow the Hunter College Grade Appeals Procedure The first step is to confer with the professor who teaches the course within three weeks of the semester following receipt of the grade. If the student is not satisfied with the outcome of the meeting, the student can file a written appeal with the Chair of the department of which the

faculty member is a member. The Chair will appoint a grades appeal committee consisting of faculty who teach in the doctoral program.

The Hunter College grade appeal procedure can be found at (http://www.hunter.cuny.edu/provost/repository/files/COLLEGE-WIDE%20GRADE%20APPEALS%20PROCEDURES%205-4-05.pdf/view).

Progress Reports

Students will be evaluated every semester as making satisfactory progress or "needs improvement." The review will take place by the faculty members teaching doctoral courses each semester, in consultation with students' advisors and program coordinators. "Needs improvement" indicates that a student received lower than a 3.2 GPA, has two or more incomplete grades, or failed the comprehensive exam. The student's advisor will meet with the student to write a plan for moving towards satisfactory progress and the student will have two semesters to meet the progress standards. If the student has not met the progress standards at the end of the two semesters, s/he will be withdrawn from the program.

Qualifying Exam

At the end of the third year or when students have completed all of the coursework, they will take a qualifying exam. Once a student passes the qualifying exam, s/he will work with her advisor to plan and conduct the research required to complete a doctoral dissertation.

If a student fails the qualifying exam, s/he will have one more opportunity to pass the exam. A student who does not pass the qualifying exam after the second attempt will be dismissed from the Program.

Additional information on the qualifying exam will be determined during the 2016-2017 academic year.

DISSERTATION

Dissertation Committee

In consultation with his/her dissertation advisor and after a student passes the qualifying exam, a student selects two additional faculty members to serve on his/her doctoral committee. Two of the committee members must be Hunter College School of Education faculty members. The third member may be a faculty member outside the Hunter School of Education or outside of Hunter College. The third member must hold a doctoral degree or equivalent.

Dissertation Proposal and Defense

The dissertation proposal is a plan for the research that the student conducts for the dissertation. Many universities require the following format. The student writes a proposal with three sections: a statement of the problem that s/he plans to purse and justification for the proposed research; a review of the relevant literature and the theoretical framework that underlies the proposed research; and the research design and methods to conduct the research. The proposal also includes a bibliography and may include appendixes related to the methodology. Currently, Hunter College faculty members are considering additional formats for the dissertation proposal and will have additional information during the 2016-2017 academic year.

In close consultation with the dissertation advisor, the student writes the proposal and may obtain feedback from other dissertation committee members. Once the student and dissertation advisor concur that the proposal is ready for review, the student sends it to doctoral committee members at least two-three weeks before they meet for the doctoral proposal defense, usually a two-hour meeting where the student and the committee discuss the proposal. After discussion, the committee votes to approve the dissertation, ask for modifications or reject the proposal.

Once your dissertation committee approves the dissertation proposal, the student is ready for the next stage of dissertation research. If the student is working with children, adolescents or adults, s/he must receive approval for the study with the Hunter College Institutional Review Board (IRB) (see next section). If the student is writing a philosophical, historical or policy oriented dissertation in which s/he does not collect information on/from people, the student does not need IRB approval. Once the student has received IRB approval, s/he may collect and analyze data, write up the findings and concludes with a section on discussion/implications of the research. All of the research should be conducted in close consultation with the student's advisor and as part of the dissertation-advising seminar in which the student is enrolled**.**

The student and his/her advisor determine when a completed draft of the dissertation is ready to be sent to other members of the dissertation committee and the student and three faculty members determine a date for a dissertation defense hearing (at least two-three weeks after the student has sent the dissertation to committee members). At the dissertation defense, the student presents an overview of the dissertation, the committee members discuss the research and approve the dissertation, ask for modifications or reject the dissertation.

Research Involving Human Subject Participants

Research involving human participants requires permission from the Hunter College Institutional Review Board (IRB). A student working with participants may not begin work on the dissertation without IRB approval. Information on Hunter College IRB requirements, forms and meetings are available at http://www.hunter.cuny.edu/irb (Room 1204 West Building). In addition, if the student is conducting research with participants in New York City public schools, s/he also must receive permission from the New York City Department of Education (   ). Please note the dates of the IRB meetings in order to plan the submission of the proposal. IRB approval often takes up to two to three months, from the time you submit your materials to the time you receive final approval.

Time Limits
Students will have seven (7) years from the date of matriculation, excluding any leaves of absence, to complete their degree. This time period includes recommended maximums of three (3) years to complete coursework and four (4) years to complete the dissertation. If you have extenuating circumstances and require more time, a request for an extension must be filed in writing with the School of Education Dean.

Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

The CUNY Policy on Academic Integrity can be found at http://www.hunter.cuny.edu/studentaffairs/student-conduct/academic-integrity/cuny-policy-on-academic-integrity.

AccessAbility Office

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information or an appointment visit the office, located in Room E1214 or call (212) 772-4857. For additional information, see the office's website at http://www.hunter.cuny.edu/studentservices/access.

Writing Center

Students must demonstrate consistently satisfactory written English in coursework. The Hunter College Writing center provides tutoring to students across the curriculum and at all academic levels. For more information, see http://rwc.hunter.cuny.edu.

Bookstore

Books for courses will be available in the Hunter College Bookstore on the first floor of the Hunter College West Building (http://www.bkstr.com/hunterstore/home/). The main phone number is (212) 650-3970.

Library

Entrance to the Hunter College library is located on the third floor of the East Building. Course readings will be on reserve in the library. The Reference Desk on the fourth floor can answer general questions the location and use of collections, or show you how to use our electronic resources and online catalog. Students should not hesitate to ask for assistance in person, by phone (212) 772-4176, or online (http://library.hunter.cuny.edu/forms/contact-us).

In addition, Hal Grossman (hgrossma@hunter.cuny.edu) and Sarah Ward (sarah.ward@hunter.cuny.edu) are the Hunter College librarians affiliated with the School of Education.

Registrar

The Registrar's Office includes 24/7 information on scheduling f course, registration, academic records maintenance, grades processing, official transcripts and finances. The website page is http://www.hunter.cuny.edu/onestop.