



# Doctoral Student Handbook

EdD in Instructional Leadership Program  
(2022-2023 Cohort 7)

Marshall George - Program Leader / Advisor

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# Introduction

Welcome to Cohort 7 of Hunter College's EdD program 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. Please note that the policies found in this document are subject to change. Students should consult the program director if questions arise.

## Ed.D Program in Instruction Leadership

### Program Description

The Doctor of Education (Ed.D.) degree in Instructional Leadership prepares experienced educators to become effective practitioner leaders able to translate current research into policy and practice. The program prepares teacher leaders, department chairs, administrators, professional development specialists and other education professionals to transform PK-16 education, driving better educational experiences and outcomes across larger systems. The program will set our students up for success by providing practice-focused doctoral training and a deep grounding in the research on educational practice, particularly as it applies to urban 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, other institutions, and communities.

## Program Highlights

- Designed to meet the needs of working educators, organized as a cohort with a part-time mostly in-person schedule with a cohort model
- Focused on interpreting and translating current research and theory into practice
- Committed to serving the needs of urban public schools and universities, educational organizations, and communities
- Leverages the strength and expertise of faculty with a wide range of research and practitioner experience 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

## Overview of Program Courses: Revised Program (Effective Cohort 5, Summer 2020)

### EdD Core (18 credits) - all of these courses are required

- EDDIL 80000 - Foundations of Research, Leadership, and Equity in Education (3)
- EDDIL 80100 - Leadership for Change (3)
- EDDIL 80200 - Leadership for Justice, Equity, Diversity, and Inclusion in Education (3)
- EDF 80400 - Analysis of Major Issues in Contemporary Education Reform (3)
- SPED 80200 - Enhancing Achievement through Family & Community Relationships (3)
- EDUC 80700 - Professional Communication for Educational Settings (3)

### EdD Research Toolkit (14-17 credits)

- EDF 80000 - Statistics for Applied Educational Research (3)
- EDF 80100 - Qualitative Methods in Educational Research (3)
- EDF 80200 - Quantitative Methods and Measurement (3)

- EDUC 80900 - Case Studies in Education (3) (not required, but strongly recommended)
- EDDIL 81000 - Leader Scholar Research Seminar (5) 1 credit taken each semester for 5 semesters

### **Applied Research and Electives (15 credits)**

#### **Choose at least one**

- EDUC 80100 - Research on Effective Practice and Curriculum for Students with Disabilities (3)
- EDUC 80100 - Research on Curriculum and Teaching of Multilingual Learners (3)

#### **Choose at least one**

- EDUC 80100 - Research on Effective Practice and Curriculum in Literacy (3)
- EDUC 80300 - Research on Effective Practice and Curriculum in Math (3)

### **Additional Courses that may be taken towards 15 credits in Applied Research and Electives**

- ECC 80100 - Research and Practice in Early Childhood Education (3)
- EDUC 80400 - Research on Effective Practice and Curriculum in Arts and Humanities (3)
- EDUC 80600 - Effective Professional Development (3)
- EDUC 80300 - Statistics for Applied Educational Research II (3)
- EDDIL 80200 - Doctoral Directed Readings (1-3) up to 6 credits

Note: there are many other options for elective courses, many of which are in our Educational Psychology program

### **Dissertation Sequence (9 credits)**

- EDF 83000 - Dissertation Proposal Seminar (3)
- EDF 83100 - Dissertation Advisement (6) May be taken for 1-3 credits at a time

Course descriptions can be found in the [Hunter College Graduate Catalog](#).

# Advising and Mentoring

## Advisement and Mentoring

Throughout the program, the program director (Professor Marshall George) will be the academic advisor for all students in the program. Starting in the second year of the program students will be assigned to a cohort mentor who will lead their Leader Scholar Community (LSC) Seminar each semester during years two and three. That faculty member will work with students as they begin to formulate their dissertation ideas and guide them through the initial stages of the dissertation development process. The LSC mentor may continue to serve as the dissertation mentor or as a committee member; however, students will have the option of selecting other faculty members from the School of Education to serve in those roles.

## Advisor/Mentor and Students Responsibilities

Faculty advisors serve as facilitators of your doctoral learning experience. Early in the program, the primary responsibility of your faculty advisor is to guide you in selecting courses, offer feedback on your progress in the program, and to start the discussion of your initial research interests. You can anticipate meeting with them at least once a semester. As you approach the dissertation phase of the Program, with the support of your cohort leader and program director, 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 and/or professional 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. In addition they will 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.

## Directed Readings (Independent Studies)

There are times that EdD students wish to study a particular theory, area of research, or research methodology that is not covered in a course or that extends work begun in a course. In these cases, students may take a directed reading (independent study) for 1-3 credits. Directed readings can be done on an individual basis or in small groups.

If you are planning to register for a directed reading, there are several steps necessary. Please take care of this well before the end of the semester prior to the one in which you wish to complete the independent study.

1. Meet with faculty member(s) and determine if they are willing to work with you and for how many credits. You may take independent study for 1, 2, or 3 credits. Select the appropriate course number based on total hours of independent work to be completed and credits received.
  - a. EDDIL 82001 for 1 credit : Students must complete around 45 hours of independent work including meeting time with instructor



- b. EDDIL 82002 for 2 credits: Students must complete around 90 hours of independent work including meeting time with instructor
  - c. EDDIL 82003 for 3 credits: Students must complete around 135 hours of independent work including meeting time with instructor
2. Complete the [independent study form](#) and submit it to Marshall George.
3. Once the Department has a registration number for CUNY First, they will notify you that you can register for the course. Be sure to do so as soon as you get word from the department or the program director.

## Progress Standards

1. Students must maintain a minimum 3.5 GPA throughout the program. At the end of each semester, when grades have posted, the program director will meet with the Assistant Director of Graduate Student Affairs in the Office of Academic and Student Affairs to review the GPA of all students in the program and to identify any who have fallen below a 3.5. These students will be placed on academic probation. Once they are notified of probation, they will be required to meet with their advisor to develop an academic plan for improving their GPA. At the end of the semester that they are on probation and grades have posted, the program director will review the student's GPA. If the GPA is above a 3.5, the student will be taken off of academic probation. If it is still below a 3.5, the program coordinator and advisor will determine if the student has made adequate progress towards improving their GPA. If it is determined that the GPA is improving, the student will be placed on academic probation again and allowed to continue in the program. If adequate progress has not been made, the student will be dismissed from the program. Students cannot remain on academic probation for more than three consecutive semesters without being dismissed from the program.

2. Prior to the start of the third year in the program, students must pass a Comprehensive Assessment. The Comprehensive Assessment serves two overarching purposes: (a) to assess doctoral students' content knowledge in the various areas of program coursework and (b) their readiness to move into the dissertation phase of the doctoral program.

## Exit Standards

1. An overall GPA of at least 3.5.
2. Completion of Dissertation approved by the Dissertation Committee and an oral defense is the final requirement before the degree is conferred.

## 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.

Visit the [CUNY Policy on Academic Integrity](#) page for complete information.

## Incompletes

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. However, in the doctoral program we feel that it is important for students to complete their coursework each semester before beginning courses the following semester. Each semester, students with incompletes from a previous semester will be encouraged to lessen their course load.

## 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.

Please visit the [Appeals, Special Circumstances and Transcript Requests page](#) for information regarding the grade appeal procedure.

## Progress Reports

Students will be evaluated every year 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 3.5 GPA, has an incomplete grade, 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.

## 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 four (4) years to complete coursework and three (3) 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.

# Dissertation

A dissertation is the required culminating assessment in the EdD program in Instructional Leadership. This handbook is intended to provide guidance to doctoral candidates in the EdD program as well as the faculty members who work with them.

Once doctoral students have successfully completed the comprehensive examination (comps) and all required pre-dissertation coursework, they attain the status of doctoral candidate and are considered ABD (all but dissertation). Upon successful defense and deposit of the dissertation and conferral of the EdD degree, doctoral candidates are considered Doctors of Education and may officially use that title.

In keeping with the principles of the Carnegie Project on the Educational Doctorate (CPED), the EdD program encourages candidates to think of this culminating project in the program as a “problem of practice dissertation.” A problem of practice dissertation addresses a challenge in educational practice, seeks to investigate that problem empirically by describing it and/or testing solution(s) to address the challenge, identifies actionable implications for the findings of the dissertation research, and appropriately communicates these implications to relevant audiences and stakeholders (adapted from Belzer & Ryan 2013).

## Dissertation Committees

Doctoral candidates are guided through the dissertation process by a dissertation committee. The responsibilities of the dissertation committee are to provide advice and support to doctoral candidates as they develop a research proposal and a plan for completing the research project. They should also provide guidance regarding data collection and analysis. In addition, committee members should encourage and support candidates with their writing and seek to keep candidates research on track by regularly monitoring their progress. Dissertation committee members generally are selected for particular committees for their content knowledge, research design expertise, and

understanding of academic/research processes and writing. Students are guided in the committee member identification during the latter part of their coursework and should try to identify a committee in their third year of the program.

The dissertation committee will include a minimum of three faculty members: one will serve as dissertation chair/mentor, and the others as support faculty, sometimes known as readers. All committee members must have Ph.D, EdD, or comparable terminal degree. At least two of the members must be from the Hunter College School of Education; the third member may be from another Hunter school or another university or comparable institution as long as they have the appropriate degree and hold a tenure-track/tenured position or have a research-based appointment and/or experience. Exceptions to these qualifications may be requested by the doctoral candidate, with dissertation committee chair support. Any exceptions must be approved by the Executive Leadership Committee of the EdD program.

The dissertation chair is expected to meet regularly and work closely with the doctoral candidate throughout the dissertation process, from developing a proposal through oral defense. Dissertation support faculty are expected to consult with doctoral candidates and dissertation committee chairs throughout the proposal stage and will read a limited number of drafts. At a minimum, support faculty will provide written feedback before the proposal is defended and again before the dissertation defense is scheduled.

After students have successfully passed their comprehensive exam, they will enroll in the Dissertation Proposal Seminar (EDF 83000), which is a 3-credit experience. In that course, they will work with the course instructor as well as with their dissertation committee chair on developing a proposal.

## **Dissertation Prospectus and Committee Rationale**

Doctoral candidates will write a brief (5 to 16 pages) prospectus in which they identify an area of research, guiding research questions and/or hypotheses, and a proposed research

design. They will identify their committee members and provide a rationale for including each of the members on the committee. This prospectus will be reviewed by the Program Director and committee make up reviewed by the Executive Leadership Committee. Once approval of the prospectus is granted by the committee, the doctoral candidate may begin working on the dissertation proposal.

## Dissertation Proposal

The dissertation proposal will include 1) an introduction to the research problem or issue 2) an abbreviated literature review including a theoretical framework for the study when appropriate and 3) a thorough methods section that includes the research question/s and methods of data collection and analysis. Some doctoral candidates organize the proposal into chapters, but there is much flexibility about the organization of the proposal and a single paper divided into sections may be used instead of chapters. Mentors will guide this decision making process.

Once the written proposal is completed and reviewed by committee members, there will be an oral defense. The defense includes a candidate presentation of the proposal and then faculty questions and discussion. The proposal will be evaluated as 1) pass, with no/minor revisions, 2) pass with revisions or 3) fail. For a pass with revisions (# 1 and #2), the candidate will send the revised proposal to their mentor/chair for approval, incorporating the feedback from the defense. For a failed proposal (2 out of 3 committee members fail the proposal), the candidate must revise the proposal based on the discussion, send it to committee members and have a second oral defense. If the candidate fails the second oral defense, they will be required to withdraw from the program. Doctoral candidates enroll in EDF 83100 Dissertation Advisement until they successfully defend the dissertation. If candidates do not make satisfactory progress towards completion of the dissertation proposal or dissertation itself, they will receive an unsatisfactory grade for the course. After two semesters of unsatisfactory progress, candidates will be dismissed from the program.

## IRB Approval

In general, doctoral candidates should not apply for IRB approval of their study until they have successfully defended the dissertation proposal. However, in some instances, the dissertation mentor/chair may approve an IRB submission in the final stages of the preparation of the proposal but before the defense. Mentors/chairs should consult with the program director in these cases. All dissertations will need the approval of the Hunter College/CUNY IRB and those doing research involving recruitment or data collection in school settings will likely need the approval of the NYCDOE IRB. Participants may not be recruited and data cannot be collected until all required IRB approvals have been granted. There may be cases where doctoral candidates utilize some extant data from previous projects; however, if this is the case, they must have previous IRB approval for those projects.

## Doctoral Dissertation Formats

EdD faculty have approved two format options for the Hunter College EdD in Educational Leadership doctoral dissertation:

### **1. Sample Traditional Five Chapter Dissertation**

- Chapter 1: Introduction with research questions explicitly stated
- Chapter 2: Literature Review and Theoretical Framework\* (\*TF may be in chapter 1 or 2.)
- Chapter 3: Methods
- Chapter 4: Findings (sometimes findings may be divided into two or more chapters)
- Chapter 5: Discussion/Implications
- References
- Appendices

In this format, the doctoral candidate poses a major research question/issue and lays out its significance, contextualizes the question/topic within the relevant the research

literature and one or more theoretical frameworks if appropriate, explains research methods undertaken to answer the question, presents the findings and discusses the implications of findings for research, policy and/or practice. If in addition to a major research question, there are sub-questions, all questions are addressed in the methods and findings sections. The number of chapters may vary, according to the field or methodological approach.

## **2. Sample Journal Article Format**

- Chapter 1: Introduction\* (\*This chapter should include the sections from a traditional dissertation chapters 1-3; some committees may prefer that these sections still be presented in three distinct chapters.)
- Chapter 2: Study/Manuscript #1 (written for academic research journal)
- Chapter 3: Study/Manuscript #2 (written for academic or practitioner focused journal)
- Chapter 4: Written professional presentation of the study (conference, PD series, materials for families; website, third article etc.)
- Chapter 5: Conclusion and Reflection
- References
- Appendices

In this format, the doctoral candidate decides, in agreement with their dissertation committee, on the number of studies/manuscripts suitable for the dissertation. The introduction describes the major research question/issue being investigated, the overarching goal of the study/ies, as well as the specific objectives of each individual study/manuscript. The introduction should link thematically the studies/ manuscripts by describing their collective meaning and contribution and enable the reader to connect the individual studies/manuscripts in a meaningful and coherent way. Similarly, the concluding chapter restates the conceptual coherence of the research and its contribution to the question or issue under investigation. The concluding chapter also discusses “next



steps” in generating additional research, policy or practices related to the question/issue under investigation.

## Publication of Dissertation Research

A doctoral candidate may publish one or more articles from the dissertation before the dissertation is completed. The doctoral candidate must be the first author and the role of co-authors must be approved by the dissertation committee. If a doctoral candidate publishes an article from their dissertation before completion, they also must request copyright permission from the publishing journal to include the article in the dissertation. After the dissertation is completed, the former student should always be the first author of a study/ manuscript included in the dissertation. The dissertation chair or a committee member may be a second or third (but not first) co-author of a study/manuscript included in the dissertation.

## Dissertation Defense

Once the doctoral candidate completes the dissertation, they will send it to committee members for review. The committee members will determine if a defense can be scheduled. The oral defense includes a doctoral candidate presentation of the proposal and then faculty questions and discussion. Doctoral candidates should confer with their chair to plan for the defense, which generally lasts about an hour. The proposal will be evaluated as 1) pass, with no/minor revisions, 2) pass with revisions or 3) fail. For a pass with revisions (# 1 and #2), the doctoral candidate will send the revised dissertation to their chair for approval, incorporating the feedback from the defense. For a failed dissertation (2-3 out of 3 committee members fail the dissertation), the doctoral candidate must revise the dissertation based on the discussion, send it to committee members and have a second oral defense. If the doctoral candidate fails the dissertation defense a second time, they will not receive a doctoral degree. The program director should be apprised of the outcome of the dissertation defense within 3 days.

# Dissertation Format Review, ProQuest, and Academic Works Deposit

The completed dissertation will become a public document in ProQuest, and in CUNY Academic Works. It is important that the final product be error free in relation to APA style and rules of English grammar, usage, and mechanics. Therefore, the dissertation must undergo a final format review process. The EdD Program Director will send the manuscript out for external review. The following pages contain the guidelines for formatting dissertations in the Hunter College EdD program in Instructional Leadership. Once the dissertation has been given a satisfactory format review, it must be deposited to Pro-Quest and CUNY Academic Works. Information on this process will be made available to all doctoral candidates.

## Resources

### Accessibility 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, visit the [Office of Accessibility page](#).

### 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, visit the [Writing Center page](#). The EdD program also provides support from a writing coach hired by the School of Education to support doctoral students who need additional support.

## Math Center

The [Mary P. Dolciani Mathematics Learning Center](#) is located on the 7<sup>th</sup> Floor of the Hunter College Library in the East Building. This center offers tutoring and other support that students might find useful when taking one of the statistics courses in the EdD Program. The EdD program also provides support from a statistics coach hired by the School of Education to support doctoral students who need additional support.

## Library

Entrance to the Hunter College library is located on the third floor of the East Building. 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 at (212) 772-4176, or [contact us online](#). In addition, Hal Grossman ([hgrossma@hunter.cuny.edu](mailto:hgrossma@hunter.cuny.edu)) and Sarah Ward ([sarah.ward@hunter.cuny.edu](mailto: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 of course, registration, academic records maintenance, grades processing, official transcripts and finances. Visit the [Hunter Students page](#) for information.