Doctoral Student Handbook

EdD in Instructional Leadership Program (Cohort 8 and 9)

Updated September 30, 2024

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THE SCHOOL OF EDUCATION

Introduction

Welcome! 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, policies that guide the coordination of the doctoral program, and resources for support. Much of your work within the School of Education will be self-directed, but always feel free to reach out to the Director of the EdD program and your faculty advisor, Dr. Jody Polleck, if you need any additional guidance. She can be reached at jpolleck@hunter.cuny.edu.

In addition to Dr. Polleck's advisement and mentorship, please know that all program faculty are committed to helping you achieve the most productive and meaningful graduate education experience possible.

Note: The policies and procedures in this document are subject to change. Students will be alerted when any changes have been made.

Ed.D Program in Instruction Leadership

Program Description

The Doctor of Education (Ed.D.) degree in Instructional Leadership prepares experienced educators, counselors, administrators, and other school and community professionals to become effective leaders who are able to translate current research and theory 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 equitable educational experiences and outcomes across larger systems. This program will provide both practice-focused doctoral training as well as a deep grounding in the research and theories of education, particularly as those apply to and connect with urban settings with diverse student populations. Our program coursework also centers the tenets of justice, equity, diversity, and inclusion. Students will

extend their knowledge and skills in equity-centered practices while also keeping these core tenets central to their own research. Students will also learn how to use educational theories to ground their research, how to develop and use various research methodologies, how to collect and analyze data, and how to produce a final dissertation that ultimately will benefit our shared communities. Finally, students will refine their skills in communicating research and theory, along with their own insights and findings, as leaders within local, national, and global educational communities.

Program Highlights

- Meets the needs of working professionals in the field of education by offering a part-time schedule

- Uses a cohort model to emphasize collaboration and community

- Focuses on interpreting and translating current research into practice

- Serves 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 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

- Centers the core tenets of justice, equity, diversity, and inclusion

Overview of Program Courses

Currently, students need 54 credits total in order to graduate. Students need at least 42 credits (or be in their semester that will fulfill 45 credits) in order to do their comps. Comps should be taken in the spring or summer of their third year in the program. If students need an extension on their comps timeline, this is completely acceptable.

EdD Core (13 credits)

Required

- EDDIL 79900 Leader Scholar Research Seminar (1 credit)

- EDDIL 80000 Foundations of Research, Leadership, and Equity in Education (3 credits)

- EDDIL 80100 Leadership for Change (3 credits)

- EDDIL 80200 Leadership for Justice, Equity, Diversity, and Inclusion in Education (3 credits)

- EDF 80400 Analysis of Major Issues in Contemporary Education Reform (3 credits)

EdD Research Toolkit (16 credits)

Required courses

- EDF 80000 Statistics for Applied Educational Research (3 credits)

- EDF 80100 Qualitative Methods in Educational Research (3 credits)

- EDF 80200 Quantitative Methods and Measurement (3 credits)

- EDDIL 81000 Leader Scholar Research Seminar (4 credits, 1 credit over 4 semesters)

And choose 1 of the following:

- EDUC 80900 Case Studies in Education (3 credits)
- EDUC 80300 Statistics for Applied Educational Research II (3 credits)
- SPED 80900 Mixed Methods Research (3 credits)
- EDF 80900 Survey Research in Education (3 credits)

Applied Research and Electives (17 credits)

Choose at least one of the following:

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

Additional Courses that may be taken towards 14 credits in Applied Research and Electives:

- EDUC 80500 Research on Effective Practice and Curriculum in Literacy (3)

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

- EDUC 80600 Effective Professional Development of Teachers (3)

- SPED 80200 Enhancing Achievement through Family & Community Relationships (3)

- EDUC 80700 Professional Communication for Educational Settings (3)

- ECC 80100   Research and Practice in Early Childhood Education (3)

- EDUC 80400 Research on Effective Practice and Curriculum in Arts and Humanities (3)

- EDDIL 80200   Doctoral Directed Readings (1-3) up to 6 credits

- EDPS 71400 Applied Motivation (3)

- EDPS 72300 Education Program Evaluation (3)

Note: Students may choose from other course electives at Hunter College and/or any other institution. Please talk to your advisor about obtaining an e-permit to take classes

outside of Hunter. Permission must be granted by the EdD director prior to the student's enrollment in a course outside of Hunter.

Dissertation Sequence (8 credits)

- EDF 83000 - Dissertation Proposal Seminar (3 credits)

- EDF 83100 - Dissertation Advisement (6 credits)

  - May be taken for 1 to 3 credits at a time

Course descriptions can be found in the [Hunter College Graduate Catalog](). Students should also fill out their Cohort Sequence and share it with their faculty advisor at jpolleck@huntersoe.org. Sequences can be found on the [EdD Program Google Classroom Site]() and can be filled out as a Google document or sheet. Be sure to make a copy of the document and save it as LASTNAME_Cohort # Program Sequence.

Directed Readings

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 for 1-3 credits. Directed readings can be done on an individual basis or in small groups. In general, directed readings involve a mix of reading and writing expectations. A reading list is collaboratively generated by faculty members and doctoral students and a culminating paper or project is identified. While most of the work in the directed reading is self-guided, it is expected that the professor and student will schedule meetings during the semester to discuss the readings and progress on the culminating assignment. There is a great deal of flexibility in directed readings, but the following guidelines can guide the planning for the course. Other possibilities include co-teaching a class with a professor or working on a research project or grant. Please note that directed readings cannot be used to complete comps–and thus the culminating assignments should not be geared toward this

genre/task. If you are planning to register for a directed reading, there are several steps necessary. Please take care of this before the end of the semester prior to the one in which you wish to complete the directed reading. (For summer, please take care of this by early May.)

To get approval for directed readings, please email your faculty advisor at jpolleck@hunter.cuny.edu and CC your instructor. Please include the following details:

- Your EMPL ID and number of credits (1-3)

- A syllabus (including you and your instructor's names, the name of the directed reading "class", the total # of credits, description of the work along with any outcomes and readings). This should be something that you and your instructor draft together so the expectations are clear.

- Please also be sure to fill out this Google form.

The following are guidelines for determining the number of credits that constitute a directed readings course. This includes independent work as well as meeting time with the instructor.

- EDDIL 82003: 3 credits, about 135 hours of work,
- EDDIL 82002: 2 credits, about 90 hours of work,
- EDDIL 82001: 1 credit, about 45 hours of work

Advising and Mentoring

Student Autonomy and Liaisons

Doctoral study requires independent thought and investigation; thus, the responsibilities of a doctoral student 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 follow professional standards of honesty and research ethics in order to assure academic integrity and professionalism and acknowledge assistance, materials, and support provided by others. Please see the [Hunter College School of Education Policy on Professionalism](#).

Each cohort will elect a liaison to serve on a Student Advisory Committee with the faculty advisor. The purpose of this Committee is to provide Dr. Polleck and the EdD Executive Committee with ongoing feedback about ways to improve the program and overall student support. This Committee will meet at least once per semester with Dr. Polleck; further, all faculty and students are welcome to join the EdD Executive Committee during the general session portion of the meetings (the last 30 minutes from 2:30 to 3:00pm).

Program Director and Faculty Advisor

Throughout the program, the program director (Dr. Jody Polleck) will be the faculty advisor for all students in the program. Dr. Polleck will serve as a facilitator to your doctoral learning experience. 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. Dr. Polleck can also help you to access any resources you might to help you thrive within the doctoral program. She can also assist you in making connections with other mentors in your doctoral journey.

EdD Executive Committee

The EdD Executive Committee (EC) is comprised of the program director and two faculty members from each of the three departments within the School of Education (Department of Curriculum and Teaching, Foundations, and Special Education). The Committee meets once per month to discuss overall programmatic issues, support of EdD students, budgetary decisions, and admissions.

Administrative Advisor

The administrative advisor is Dr. Bonnie Veronico who can be reached at bbaldigo@hunter.cuny.edu. Her role is to help students with graduation requirements and other procedural issues such as taking a leave of absence, registering for classes, and other issues in regards to navigating Hunter College.

Cohort Mentors

Starting in the second year of the program, students will take four consecutive semesters in their Leader Scholar Community (LSC) Seminar (EDDIL 81000). The faculty co-instructors for these seminars are your cohort mentors. They will work with students as they begin to formulate their dissertation ideas and guide them through the initial stages of the dissertation development process.

Comprehensive Exam Readers

After taking 42 credits within the program, students are eligible to take their comprehensive examinations (comps), where they will be given several weeks to complete a large body of writing on their line of inquiry (30-35 pages). Students will select two comps readers who will create your comps questions and give feedback on your writing. One of these readers should serve as the chair of your comps process. If taking the comps in the spring, students should reach out to mentors in the fall; if taking the comps in the summer, students should reach out to mentors in the spring.

Dissertation Chair and Committee Members

As students approach the dissertation phase of the program, they will identify a faculty member who will serve as the Chair of their dissertation committee. Because faculty advisors play a large role in the development of doctoral students, students are encouraged to cultivate a relationship with an advisor who best matches their research and/or professional interests. Students' comp reader mentors can serve as the chair and committee membership, but this is not required.

Progress Standards

Grade Point Average (GPA)

Students must maintain a minimum 3.5 GPA throughout the program. At the end of each semester, when grades have been posted, the program director will meet with the Assistant Director of Academic 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 been 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 the GPA 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.

Comprehensive Exams

Towards the end of coursework before registering for dissertation proposal seminar, students must pass a comprehensive exam (comps). Comps will be coordinated through the third-year Leader Scholar Community seminars and may be taken during the spring or summer terms. The Comprehensive Exam 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. The comprehensive examination will consist of three tasks. While the extent of the relationship among these three tasks will be up to individual committees, the tasks could assess some or all of the following:

- Student's understanding of a major issue/problem of practice or curriculum in education.

- Student's understanding of research and research methodologies.

- Student's understanding of a specific area of study (literature review and/or theoretical/conceptual framework)

Sample comp exams can be found on the EdD Program Google Classroom Site.

Dissertation Proposal and Defense

After students have successfully passed their comps, 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. The dissertation proposal provides an overview of the following: The problem of practice and research questions/hypotheses, literature review, theoretical/conceptual framework, and research design (methods, data sources, data analysis, protocols). Once students have finished the proposal, they will need to successfully present and defend their proposal to their dissertation chair and readers

(minimum of two). Sample dissertation proposals can be found on the [EdD Program Google Classroom Site](#).

Dissertation and Dissertation Defense

Students will be expected to complete a dissertation that must be approved by the Dissertation Chair and Committee. Please see [this document](#) for the two options of the final dissertation. Completed dissertations can also be found on the [EdD Program Google Classroom Site](#). Once the dissertation is completed, students will also participate in an oral dissertation defense, as a final requirement before the doctoral 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. For more information visit the [CUNY Policy on Academic Integrity.](#)

Incomplete Grades

According to Hunter College policies, 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 have a conversation 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. For complete information read the [Hunter College Grade Appeals Procedures.](#)

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 faculty 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, they 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 students have extenuating circumstances and require more time, a request for an extension must be filed in writing with the School of Education Dean.

Dissertation Process

A dissertation is the required culminating assessment in the EdD program in Instructional Leadership. 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 communicates these implications to relevant audiences and stakeholders (adapted from Belzer & Ryan, 2013).

Dissertation Prospectus

During the Leader Scholar Community (LSC) Seminars, doctoral candidates will write and continually revise a 5-6 page 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. The seminar instructors will offer feedback over the four semesters of this document; once polished, students will provide this document to their dissertation chairs and readers as a way of introducing their proposed line of inquiry and research design.

Dissertation Committee

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 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 College 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 minimum, support faculty will provide written feedback before the proposal is defended and again before the dissertation defense is scheduled.

Dissertation Proposal and Defense

The dissertation proposal includes the following: The problem of practice and research questions/hypothesis, literature review, theoretical/conceptual framework, and research design (methods, data sources, data analysis, protocols). 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. The dissertation chair and readers 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 followed by faculty questions and discussion. The proposal will be evaluated as one of the following:

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 Chair for approval, incorporating the feedback from the defense. A failed proposal is when two out of the three committee members fail the proposal. The candidate must then 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 should 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. Please see the [EdD Program Google Classroom Site](#) for sample dissertation proposals and sample dissertations.

Institutional Review Board (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 Chair may approve an IRB submission in the final stages of the preparation of the proposal but before the defense. 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. Please see the [EdD Program Google Classroom Site](#) for IRB samples and guidelines.

Doctoral Dissertation Formats

Students have the option of two formats for the Hunter College EdD in Educational Leadership doctoral dissertation:

<u>**Option 1: Traditional Dissertation**</u>

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. The following offers a sample, five-chapter traditional dissertation outline:

- Chapter 1: Introduction with Research Questions and Problem of Practice
- Chapter 2: Literature review and Conceptual/Theoretical Framework
- Chapter 3: Methods
- Chapter 4: Findings

- Chapter 5: Discussion/implications
- References
- Appendices

Option 2: Journal Article Dissertations

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, as well as the specific objectives of each individual study/manuscript. The introduction should link thematically the 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. The following offers a sample journal article dissertation outline:

- Chapter 1: Introduction
- Chapter 2: Study/Manuscript #1 (written for academic research journal)
- Chapter 3: Study/Manuscript #2 (written for academic or practitioner-focused journal)
- Chapter 4: Manuscript #3 (more flexibility and can include practice-based article, conference proposal, PD series, website development)
- Chapter 5: Conclusion and Reflection
- References
- Appendices

Publications

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

any co-authors must be approved by the dissertation committee. If a doctoral candidate intends to publish an article from their dissertation before its completion, they must obtain written copyright permission from the publishing journal prior to publication to include the article in the dissertation; this copyright permission should be included in the dissertation's appendix. After the dissertation is completed, the former student should always be the first author of a manuscript included in the dissertation, and should be first author of any new manuscript that draws from the dissertation's content. The dissertation chair or a reader 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 followed by faculty questions and discussion. Doctoral candidates should confer with their Chair to plan for the defense, which generally lasts about an hour. The dissertation will be evaluated as one of the following:

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 (at least two out of the three 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 three days.

Dissertation Format Review, ProQuest, and Academic Works Deposit

The completed dissertation will become a public document in ProQuest and in CUNY Academics Works. It is important that the final product be error free in relation to APA style and rules of academic English grammar, usage, and mechanics, and adhere to the requirements of the [Hunter Dissertation Handbook](). Therefore, the dissertation must undergo a final format review process. The EdD Program Director will send the manuscript out for external review, and the student must complete any revisions recommended by the format reviewer in consultation with the Dissertation Chair. Once the dissertation has been given a satisfactory format review, it must be deposited to ProQuest and CUNY Academic Works. The faculty advisor will help expedite this process.

Resources and Support

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, visit the [Office of AccessAbility.]()

Affinity Groups

An affinity group is a cluster of people who may share a common interest or goal. Affinity groups can also provide support in retention of historically underrepresented and

marginalized groups, by creating a sense of community and inclusivity based on shared experiences, histories, and perspectives. Affinity groups can also be used by activists to generate justice and equity-based practices and policies. The EdD affinity groups are facilitated by a faculty member and meet monthly, based on the needs and schedules of the constituents. Currently, one affinity group meets on a regular basis and centers on social-emotional learning. Future affinity groups (2024-2025) will include women/mother-scholars of color. Please contact Dr. Polleck if you are interested in joining (or creating your own affinity group) at jpolleck@hunter.cuny.edu.

Asian American and Pacific Islander (AAPI) Support and Resources

The Hunter College AANAPISI Project (HCAP) was created to support the enrollment, retention, graduation, and overall success of Asian American and Pacific Islander (AAPI) and other high-need students. HCAP provides multilingual learner, mental health, leadership, financial literacy and research training programs that engage students in connecting to their identities and purpose, while building a deeper sense of community. HCAP also bridges students to the existing network of resources and services at Hunter College and engages faculty and staff in professional development on the needs of AAPI and other underserved students. Interested in learning more about HCAP? Visit Hunter College AANAPISI Project (HCAP) to subscribe to the HCAP Newsletter and Connect with HCAP Staff.

Conference Presentations

It is highly recommended that all doctoral students begin thinking right away about local (city and state), national, and global conference presentations. Even if research has not been conducted yet, there are several conferences designed for practitioners to share their knowledge and expertise. Begin now finding your "conference homes," and ask faculty members for guidance. In terms of support, our EdD program can offer you free

mentoring for AERA ([American Educational Research Association](#)) proposal writing during the summers. We can also offer financial assistance for conference fees and travel (see below under "financial support for conferences, books, and technology").

DACA and Legal Immigration Assistance

Hunter offers support and resources for DACA students and those in need of legal immigration assistance. Please visit the [CUNY Undocumented Student Support page](#) and the [Emergency Support and Resources page](#) for help and resources. CUNY also offers an [Initiative on Immigration and Education](#).

Financial Support for Conferences, Books, and Technology

The EdD program has discretionary funding to support doctoral students in several areas, including conference and travel fees, books, and technology. Please reach out to Dr. Polleck for more information at jpolleck@hunter.cuny.edu.

Additionally, Hunter College offers long-term laptop loans and subsidized internet services. Visit the [Emergency Support and Resources page](#) for more information.

Harassment and Discrimination

Hunter College has a responsibility to maintain a safe environment free of discrimination, sexual and gender-based harassment, and sexual violence (which may include stalking and dating, domestic and intimate partner violence in certain circumstances). For more information, please see the [Student Support page.](#)

The Office of Diversity and Compliance also responds to complaints of or concerns about prohibited conduct, including harassment and discrimination on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, gender identity, marital status, disability, genetic predisposition or carrier status, alienage, citizenship, military or veteran status, or status as victim of domestic violence. You can contact the Office of

Diversity and Compliance for a confidential consultation or to engage in informal discussion for resolution; explore options; seek assistance in negotiation/mediation; and/or file an internal complaint. All inquiries are confidential. Please contact John Rose, the Dean for Diversity and Compliance john.rose@hunter.cuny.edu.

The Hunter College School of Education Equity and Advocacy Committee

The purpose of this committee is to explore and utilize research and practices for integration of equity and advocacy. The committee addresses and supports the Hunter College School of Education's commitment to diversity as expressed in its Vision Statement and Conceptual Framework. The committee is driven to create a school climate that is inclusive and responsive to the assets of all faculty, staff, and students with a wide range of backgrounds, cultures, languages, genders, sexualities, abilities, and prior knowledge and lived experiences. As such, this committee plans and creates institutional structures, educational experiences, and restorative spaces for our Hunter communities so as to both heal and to collaboratively dismantle bias and stereotypes. The intention of the Committee is to build and foster more inclusive, humanizing environments both within our Hunter College School of Education and with our community partners. Doctoral students are highly encouraged to attend monthly meetings and events. For more information, visit the [Equity and Advocacy page.](#)

Library

The Hunter College Library provides important resources both in-person and online. Stephanie Margolin (smargo@hunter.cuny.edu) and Gina Levitan (gl2703@hunter.cuny.edu), the Hunter College librarians affiliated with the School of Education, can be your first points of contact. Stephanie and Gina offer individualized and

group research consultations – and repeat visitors are welcome! They are here to support you throughout the research process.

Online, students can access journal articles (via databases), e-books, citation management tools, research guides, 24/7 chat support and more, from the [Hunter College Libraries page](). In person, students can enter the Hunter College library on the third floor of the East Building (but the library also connects to the West building on the 7th floor). There is supportive help at the Welcome/Reference Desk and at the Circulation Desk, both located near the 3rd floor entrance. The Education Collection, along with some relaxing study space, is located on the 6th floor in the Frankfurt Center and there is even a small collection of juvenile books on the 1st floor.

Math Center and Statistics Coaching

The [Mary P. Dolciani Mathematics Learning Center]() is located on the 7th Floor of the Hunter College Library in the East Building. This center offers free tutoring and other support that students might find useful when taking statistics or quantitative methodologies courses within 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. Please email Dr. Polleck if you would like to work with a coach.

National Center for Faculty Development and Diversity

The [National Center for Faculty Development and Diversity website]() offers a plethora of free resources for graduate students including the following:

- Webinars (on such topics as time management & doctoral thrival)

- Multi-week courses (on such topics as wellness, burnout, and imposter syndrome)

- Dissertation success modules

- 14-day writing challenges

- Workshops on navigating the job market

Sign in using your netid and password.

Parenting Resources for EdD Students

Parenting while obtaining a doctoral degree is challenging to be sure. We will be holding at least one workshop per year as a way to support parents in their EdD thrival. If you are interested in a parenting affinity group, please contact Dr. Polleck at jpolleck@hunter.cuny.edu.

For those breastfeeding/pumping, Hunter College maintains a lactation room for nursing parents in West 521. In order to gain access, students must complete the OneCard Lactation Room Authorization Form. Students who require lactation breaks during class meetings will be accommodated. The Children's Learning Center also provides childcare to students, faculty, and staff. Families and caregivers who need to hire care can also put in an advertisement with Hunter Helpers. Other resources for caregivers and parents are available on the EdD Google Classroom under "Resources for EdD Scholar-Parents":

Registrar

The Registrar's Office includes 24/7 information on scheduling of courses, registration, academic records maintenance, grades processing, official transcripts, and finances. Visit the Registration page for more information. For additional support, including a troubleshooting guide, please review the School of Education Register for Classes page.

Scholarships

Scholarships are available for graduate students in the School of Education. Applicants must complete a form, upload a required essay, and demonstrate financial need. All applicants must have a FAFSA on file for the current academic year. Scholarships are one-time awards ranging from $500 - $1,500 and are disbursed after students have been

accepted, demonstrated financial need via the FAFSA, and registered for courses. Only the applicants selected to receive a scholarship award will be notified by email, after the start of the semester. Visit the Scholarships and Opportunities page for more information and to apply.

Self-Care and the Wellness Center

Taking care of ourselves and members of our communities and families should always come first. Students should take time throughout their doctoral journeys to connect with loved ones and find space for loving and caring for themselves. If students find that they are struggling, please reach out to Dr. Polleck for support and/or use the Hunter College Wellness Center. Students can also access the CUNY Crisis text line which provides immediate access to free 24/7, confidential counseling for students. Text HOME to 741741 to connect with a crisis counselor.

Technology Support, Emails, and Google Classroom

Students can receive help with technology through two different sites: The first is the general helpdesk for Hunter College (Blackboard, CUNYfirst, Zoom). The second support group is specific to the School of Education, the Frankfort Center for Learning and Scholarly Technologies (Google Classroom, Google Apps).

Students will need to keep up with two emails, their general Hunter College email and their School of Education email. Students can also access weekly announcements and resources through our EdD Program Google Classroom Site.

Welfare Rights Initiative

The Welfare Rights Initiative (WRI) is a grassroots student advocacy and community leadership training organization, located at Hunter College, City University of New York. WRI organizes Hunter with firsthand experience of poverty to create and defend fair and

just policies for all CUNY students. WRI exemplifies a democratic and inclusive process in its work to create economic stability, empowerment and dignity for all families. We believe families receiving welfare should not have to choose between their survival and a chance to lift themselves and their children to higher ground through higher education.

Writing Center, ACERT, EdD Writing Camps, and Writing Coaching

Students must demonstrate consistently satisfactory written English in coursework. The Hunter College Writing Center provides free tutoring to students across the curriculum and at all academic levels. For more information, visit the Rockowitz Writing Center page.

ACERT, The Academic Center for Excellence in Research and Teaching, offers several workshops and writing camps for faculty and doctoral students.

Dr. Jody Polleck, your faculty advisor, offers winter and summer online writing camps for doctoral students specifically. If you are interested, please email her directly at jpolleck@hunter.cuny.edu.

The EdD program also provides a writing coach hired by the School of Education to support doctoral students who need writing assistance. The writing coach has expertise in doctoral-level academic writing in the field of education, as well as familiarity with Hunter's dissertation process, the Dissertation Handbook, and both traditional and journal-based dissertation formats. The writing coach cannot provide copy-editing services, but can help the student understand the conventions of a given genre (e.g., the literature review), set and meet writing goals, and address feedback from their professors. Please email Dr. Polleck if you would like to work with a coach.