

**DOCTOR OF EDUCATION,
ORGANIZATIONAL LEADERSHIP,
DEVELOPMENT AND CHANGE**

Lehman College

The City University of New York

STUDENT HANDBOOK



LEHMAN
COLLEGE



Dear Graduate Student,

On behalf of the Counseling, Leadership, Literacy and Special Education faculty and staff, I welcome you to our department and to the School of Education at Lehman College.

This marks the beginning of an exciting chapter in your professional and academic career. Our Doctor of Education, Organizational Leadership, Development and Change (EDOL) program seeks to prepare students for advanced careers and to develop their capacity for leading change and innovation in a variety of organizational contexts.

We created the EDOL Student Handbook to serve as a guide. It provides important information regarding our program and services, as well as policies and procedures. We recommend that you take time to read the handbook thoroughly.

Part of our mission is to encourage a close, proactive relationship between students and faculty, and we look forward to working with you.

Please feel free to contact any member of our school staff if you have any questions or concerns.

I wish you a wonderful and exciting journey in the next step of your career!

Best,

Limor Pinhasi-Vittorio

Limor Pinhasi-Vittorio, Ph.D.

Chairperson, Counseling, Leadership, Literacy and Special Education

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City University of New York, Lehman College, and The Department of Counseling, Leadership, Literacy and Special Education (CLLSE) Mission Statements

City University of New York Mission

We conduct high-quality research and build innovative data infrastructures to strengthen equity-focused educational programs and inform policy.

Lehman College Mission

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

Department of Counseling, Leadership, Literacy & Special Education

Members of the Department of Counseling, Leadership, Literacy and Special Education develop teachers, counselors and leaders who are empathetic, informed, curious, and committed to reflective practice and to serving and supporting our schools, families and communities, as ethical agents of social change and academic growth.

CLLSE Anti-Racism Statement

The Department of Counseling, Leadership, Literacy and Special Education stands committed to:

- Asserting explicitly, intentionally, and vocally our identity as an anti-racist academic department
- Identifying, addressing, and eradicating individual, cultural and systemic/institutional racism
- Examining Whiteness, privilege, power, and control and challenging these, individually and collectively, in our tenure/promotion, teaching, service, research, admissions and leadership/advocacy
- Translating our values and beliefs into actions that dismantle racism instead of just addressing issues of racism and inclusion verbally
- Learning and embracing anti-racist pedagogy, designing inclusive syllabi, and promising that our scholarship highlights equity, ethics, and justice wherever applicable
- Revising, developing, implementing, and advocating for systems, policies, programs, and practices that dismantle racism and White privilege within our department, within the School of Education and within Lehman and CUNY

CLLSE faculty and staff stand in absolute solidarity with our students, our colleagues, our alumni and every teacher, counselor and leader of color who has experienced racism in their professions, their schools, their classes, their lives. We continue to listen. We continue to learn.

CLLSE Vision and Values

Vision

Members of the Department of Counseling, Leadership, Literacy and Special Education are committed to empowering individuals, families, schools, organizations, and communities; affirming diversity; and advancing equity and social justice through exceptional and reflective instruction, innovative programs, engaged research and collaborative relationships.

Values

Kindness: We believe you always treat people the way you expect to be treated.

Ethical Behavior: We believe when interacting with people be professional, responsible, honest, fair, reliable, authentic, and trustworthy.

Community: We believe community starts within our programs and extends throughout Lehman College and the broader community.

Social Justice: We believe that we must challenge multiple oppressions in our work and collectively help close funding, achievement, opportunity, and equity gaps in Prek-16 schools, in all types of organizations and in communities.

Self Reflection/Reflective Practice: We believe in making multiple changes to our work based on an ongoing assessment of teaching, candidate engagement and advisement practices; and based on continuous dialoguing with colleagues, candidates and community members.

Exceptional Teaching: We believe that modeling best teaching practices, staying current in research and collaborating to create exceptional teaching and learning experiences will produce outstanding teachers, counselors, and leaders.

Lehman Urban Transformative Education (LUTE) Framework

The LUTE represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all our work, we strive to close achievement, opportunity, and attainment gaps. The LUTE focuses on four themes: 1) Empower Our Community of Educators and Learners; 2) Educate and Advocate for Social Action and Equity; 3) Realize Potential; and 4) Affirm Our Diverse Ethnic and Cultural Contexts. The entire LUTE conceptual framework is available at <http://www.lehman.cuny.edu/academics/education/introduction.php>

Program Goals

- Recruit and retain candidates from groups historically underrepresented in organizational leadership
- Prepare candidates who emphasize collaboration and empowerment of staff and strive to create democratic and professional learning communities that continuously seek to improve and progress

- Prepare candidates who can evaluate educational theory, business and market considerations, and problem-solving approaches to lead organizations in innovation, entrepreneurship and change
- Prepare candidates who can analyze data to create, articulate, implement, inspire, and communicate a vision for an organization
- Prepare candidates who can communicate and build effective partnerships
- Prepare candidates to harness human ingenuity, technology, and environmental change to foster continuous learning and competitive advantage
- Enhance candidates' capacity for unleashing human potential and generating motivation
- Develop candidates who are informed consumers of leadership research and who rely on data-driven decision making to improve the function of an organization and to effectively allocate resources
- Develop candidates who are models of ethical and moral leadership, who embrace diversity, and who seek to build positive relationships based on trust, understanding and mutual respect
- Develop candidates who are critical thinkers
- Develop candidates who understand issues associated with diversity
- Develop candidates who have the ability and versatility to create optimal learning experiences
- Develop candidates who demonstrate scholarship and service
- Assist candidates to acquire tools for ongoing self-assessment and growth as leaders
- Prepare future generations of scholar-practitioners that will further establish Lehman College as a center of excellence in the field of leadership studies

Career Objectives

The Ed.D. program will develop the abilities of program graduates to:

- Qualify for leadership positions within non-profit institutions, governmental, community-based and healthcare organizations and traditional educational institutions
- Write informed, scholarly synopses of ways organizational leadership research informs data-driven decisions; helps meet goals and vision; and creates new practices
- Lead organizational reform and act as change agent for continuous improvement and better outcomes that impact the community
- Synthesize educational issues related to culture and social justice to engage successfully with diverse organizations and professionals
- Form collaborative relationships with partners and the community
- Make a life-long commitment to grow intellectually, ethically, and professionally through critical and reflective practice, community service, and membership in professional affiliations

Program Overview, Curriculum and Course Sequence

The 52-credit program seeks talented individuals who come from diverse backgrounds and want to lead change in their organizations and communities. The Ed.D. program prepares candidates for advanced careers and develops their capacity for change-making, innovation, and leadership in a variety of organizational contexts.

Throughout the three years of part-time study, Ed.D. candidates not only learn from instructors who possess both academic expertise and practical know-how but from peers in their cohort (a small group of highly qualified candidates who move through their course of study as a group). In each cohort, Ed.D. candidates collaborate with other committed individuals from both the non-profit and profit sectors who are focused on the same goal-- strengthening their organizations.

Because candidates' lives are filled with work, family, and community, the program is offered in a low-residency format, with most of the coursework delivered online. Prospective students can expect to come to campus no more than three or four days per academic year for face-to-face engagement (either in the evening or on weekends).

The curriculum reflects an interdisciplinary approach to leadership that integrates theory and best practices from education, business, health and human services, psychology, and public administration. Through course work and guided dissertation seminars, candidates hone their writing and research skills and become practitioner-scholars, prepared to contribute to the professional conversation on organizational development and change.

Semester 1: (7 credits)

EDL 911: Leaders as Scholars (4 credits)

EDL 930: Research I: Introduction to Research Methods (3 credits)

*Dissertation: Parts of Chapter 1 Due in EDL 911

Semester 2: (9 credits)

MSB 700: Organizational Behavior (3 credits)

EDL 912: Doctoral Studies Seminar (3 credits)

EDL 940: Research II: Introduction to Applied Research (3 credits)

*Dissertation: Chapter 2 Due

Semester 3: (6 credits)

EDL 903: Collaborative Leadership Through Communication (3 credits)

EDL 950: Research III: Practice-based, Service and Action Research (3 credits)

Semester 4: (9 credits)

EDL 960: Leveraging Human and Financial Resources for Social Impact (3 credits)

EDL 902: The Ethical Leader (3 credits)

EDL 913: Guided Dissertation (3 credits)

Semester 5: (6 credits)

EDL 904: Strategic Leadership (3 credits)

EDL 970: Teaching and Learning (3 credits)

Semester 6: (6 credits)

EDL 905: Leadership Analytics and Grant Writing (3 credits)

EDL 980: Systems Thinking Through a Social Justice Lens (3 credits)

Semester 7: (3 credits)

EDL 913: Guided Dissertation (3 credits)

*Dissertation: Chapter 3 Due

Semester 8: (3 credits)

EDL 913: Guided Dissertation (3 credits)

*Dissertation: Chapter 4 Due

Semester 9: (3 credits)

EDL 913: Guided Dissertation (3 credits)

* Chapter 5 and Complete Dissertation Due

Dissertation

The Ed.D. program requires all students to complete a dissertation. A departure from a traditional dissertation project, the format allows students the opportunity to deeply research relevant organizational issues while demonstrating the ability to identify, research, and apply the knowledge to bring about positive organizational change. This dissertation is a formal, analytical, five-chapter comprehensive project that will offer an original research contribution to a student's field of study, as well as mark the transition from doctoral student to scholar.

The dissertation is intended to:

- Provide experience conducting research in your field of study
- Enhance understanding of your field of study
- Demonstrate your ability to design and carryout research
- Highlight your analytical skills
- Showcase how research may be applied within organizations
- Further develop your skills in project planning, time management, organization, and implementation.

It is important to note that the dissertation is not simply another academic paper. Rather it is designed and intended to bring a meaningful contribution to your field of study and offer positive transformational change in addressing an organizational issue/problem. It must be scholarly and demonstrate a quality recognized to be publishable in peer reviewed and/or professional journals.

The dissertation will be comprised of five chapters; however, each chapter collectively will form a cohesive work that will address one theme. This theme (research topic) will clearly be outlined and defined in the first chapter (Introduction) of the dissertation. This theme (research topic) will be approved by the student's dissertation chair during the first semester of the program.

The dissertation must include both an introduction (Chapter 1) and conclusion (Chapter 5). The introduction will introduce the research topic that will be explored in the dissertation, and the conclusion will offer a synthesis of the research within each chapter and how the learning may be applied within organizations.

A literature review (Chapter 2) demonstrates a comprehensive understanding of the problem and relevant practices through synthesis of current and seminal academic literature. This review of the literature will be foundational for providing a theoretical framework for the empirical research that will be written in Chapters 3 and 4. Chapter 5

serves as the conclusion and discussion as to how the findings may inform positive change within organizations.

Dissertation Milestone Map

Task	Semester or Course Assigned	Date Completed
Topic Selection	Residency 1, EDL 911	
Draft of Selected Sections of Chapter 1	EDL 911	
The Collaborative Institutional Training Initiative (CITI)	EDL 911	
Dissertation Topic and Committee Chair Selection and Form Approval (Appendix A)	Semester 1	
Write Chapter 2 Literature Review	EDL 912	
Select Final Members (2) for Dissertation Committee	Semester 2	
Institutional Review Board (IRB) Training and Application (Appendix B)	Residency 2 (between Semesters 2 and 3)	
Alternative Project Approval	Semester 4	
Data Collection (AFTER IRB APPROVAL)	Semesters 4-6	
Write Chapter 3 – Research Article 1	Semester 7 EDL 913	
Write Chapter 4 – Research Article 2, Project or Alternative Paper or Report	Semester 8 EDL 913	
Write Chapter 5 - Conclusion	Semester 9 EDL 913	
Finish Chapter 1	Semester 9 EDL 913	
Write Prefatory Material	Semester 9 EDL 911	
Presentation of Final Dissertation Research and Committee Approval (Appendix C)	Semester 9 EDL 913	
Work with Program Coordinator to edit dissertation and upload to Pro Quest.	End of Semester 9	
E-Poster Session	Residency 3 End of Semester 9	

Dissertation Committee Selection Process

The Program Coordinator will work closely with each student to select the dissertation chair and committee members. In consultation with the Program Coordinator, the dissertation chair will be selected during the student's first semester in the program.

The dissertation chair is responsible for:

- Providing primary guidance and feedback to the student throughout the dissertation research development, project completion and preparation for the final oral presentation/defense in consultation with other committee members
- Providing information and assistance to the student about obtaining IRB approval
- Assuring the IRB submission meets Lehman College guidelines
- Meeting regularly with student to discuss progress and set deadlines for articles/chapters
- Providing timely feedback on drafts
- Reviewing and approving all drafts and final written articles/chapters
- Scheduling the final research presentation

The Program Coordinator is responsible for:

- Planning and coordinating residencies
- Assisting students with dissertation chair and committee member selection
- IRB application and submission assistance
- Advising students about graduate program requirements and procedures
- Identifying appropriate student resources for academic success
- Informing students of dissertation and program deadlines

Institutional Review Board (IRB)

(Refer to Appendix B)

The Ed.D. dissertation requires approval from the Lehman College Institutional Review Board (IRB) prior to the start of any research. Completion of the Human Research Curriculum (CITI –Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the Lehman College IRB website:

<https://www.lehman.edu/institutional-review-board/citi-training.php>.

The IRB application is to be filed through IRB Manager:

<https://www.gc.cuny.edu/human-research-protection-program/irb-manager>

The IRB application is submitted only after the Dissertation Chair has formally approved the student's project proposal and has reviewed and approved the application. Residency 2 will focus on correctly filling out the IRB application. A copy of the letter of approval must be submitted to the Dissertation Chair and Program Coordinator before the start of any research.

Dissertation: Order of Required Manuscript Elements

*(*Please use the most recent edition of the APA Publication Manual for all formatting, citations, references, etc.)*

Prefatory Material

ABSTRACT

The abstract is no more than 300 words. It should synthesize the work in all five chapters including (a) a statement of the purpose of the project; (b) samples and data collection plan; (c) data collection techniques and tools; (d) major findings or interpretations; (e) conclusions and implications.

ACKNOWLEDGMENTS AND DEDICATION *(optional)*

A brief statement of no more than 150 words.

TABLE OF CONTENTS

Each chapter and section heading included should be identified in the Table of Contents by giving the complete title as it appears on the manuscript(s).

LIST OF TABLES AND LIST OF FIGURES *(if applicable)*

List all tables and figures that appear within the entire document at the end of the Table of Contents. Numbering of tables and figures will follow APA formatting guidelines.

Chapter 1: Introduction

In the introduction, you will identify the problem of practice and/or an overarching research question that will serve as the focus for your dissertation. Please note that you will write Chapter 1 throughout the program and will complete it during the final three semesters of the program. You should start conducting research for and organizing Chapter II before you write all of Chapter I, as doing so will help you develop an understanding of the topic, previous research conducted on the topic, and how your research may address any gaps in the literature. You will begin to formulate your research topic during Residence 1 and then work on writing some of Chapter 1 sections in semester 1 during the EDL 911 course.

STATEMENT OF PROBLEM AND PURPOSE OF STUDY

This section discusses the general research problem and then focuses on the specific problem that you propose to address. What gaps exist in the professional literature that you will address in your research? What do you expect to contribute to the field of organizational leadership through your scholarship?

THEORETICAL OR CONCEPTUAL FRAMEWORK

This section is intended to give the reader an understanding of how the research that you are proposing fits into a larger theoretical or conceptual framework described in the literature, and how it fits with other studies in the field. Include a summary of enough relevant research literature (historical, seminal, and current) to situate and justify your research based on its potential contribution to the existing knowledge base. You can

foreshadow the more detailed discussion of the literature that will be covered in Chapter 2.

DEFINITION OF TERMS *(if applicable)*

Define any technical terms or terms that have multiple meanings or specific connotations in your research field. Operationalize key variables or constructs by describing how these will be measured or conceptualized for this study.

ASSUMPTIONS AND LIMITATIONS

As you plan out your research, you will make certain assumptions. Articulate propositions that you determine to be reasonable, including both methodological and theoretical assumptions. Major limiting factors in the study, which could possibly affect the results, should be addressed in this section. If the limitations are considerable, provide an explanation of why you think the research is still worth conducting and what can be gained from the study despite the limitations. Also include the researcher-imposed limitations of the study. For all parts of this section, identify steps you will take to ensure that assumptions hold true and to mitigate the effects of limitations.

SUMMARY

In this section, you should summarize the overarching themes discussed in this chapter and provide brief synopses of Chapters 2, 3, 4, and 5.

Chapter 2: Literature Review

The literature review demonstrates a comprehensive understanding of the problem and relevant practices through synthesis of current and seminal academic literature. Avoid a strictly chronological presentation of the literature and avoid writing a genealogy of your field's research. The review may be organized by themes or topics, as guided by the purpose of your study. Focus on research directly related to your research topic, which provides context for your research. Research methods employed in the studies cited should be examined and critiqued. The literature review should be clearly organized by problem, practice, or policy concepts. Identify gaps in the literature.

INTRODUCTION

The introduction should introduce the chapter and its purpose and should also restate the research topic and questions.

LITERATURE REVIEW

This is the main section of the chapter and should be organized in a rational way, with subheadings as needed. The Literature Review should:

- Be comprehensive.
- Describe related problems, questions, methods, and conclusions.
- Cover the most important theories or research findings upon which your research problem and hypotheses are based.
- Cover both historic and recent research findings.

- Present research that supports and refutes the main theories or findings of relevance.
- Compare different theories and research results.
- Analyze, synthesize, and evaluate the research, not simply present or report it.
- Consists primarily of scholarly, peer-reviewed journal articles, scholarly books, etc.

SUMMARY

This section should summarize the key points of the relationship between your research questions and the literature. It should also summarize what your contribution to the literature will be, and ways it will address the identified gap in the literature.

The exact length of the literature review will be determined by the amount of existing published research. The literature review needs to be comprehensive, and it should show breadth and scope of knowledge on the related research topics.

Chapter 3: Empirical Study

INTRODUCTION

The introduction should introduce the chapter, its purpose and should also restate the research topic and questions.

LITERATURE REVIEW

Although this sub-section of the article will not be as long as the literature review in Chapter 2, it is expected that several of the same sources will be used in this review. This sub-section should include:

- Description of related problems, questions, methods, and conclusions found in the literature.
- The most important theories or research findings upon which your research problem and hypotheses are based.
- Both historic and recent research findings.
- Research that supports and refutes the main theories or findings of relevance.
- Comparison of different theories and research results of the literature reviewed.
- Analysis, synthesis, and evaluation of the research, not simply presenting or reporting it.
- Primarily scholarly, peer-reviewed journal articles, scholarly books, etc.

METHOD

Research design – What was your research design (your overall strategy for answering your research question)? Was this an experimental, observational, qualitative, or mixed-methods study? Why is the method you chose considered legitimate within the field or discipline? Why is this method the best approach for answering your research question(s) or accomplishing your purpose?

Ethical Evaluation -What governing board or regulatory body approved this study? If your study was approved by an IRB, briefly explain the approval feedback.

Setting – How did you determine the location of the research? Why is this a suitable location for the project? Do you have a previous connection to or institutional affiliation with this location?

Participants or Sample – When, where, and how were participants recruited to your study? Was the purpose of the study hidden from them? If so, why? How were participants selected (i.e., what were the criteria for inclusion and exclusion)? What were the demographic characteristics (age, sex, race, education level, etc.) of the participants? What, if anything, was done to ensure the participant sample was representative of a larger population? What was the intended sample size, the sample size at the beginning of the study, and the sample size at the end of the study? If relevant, why did participants drop out of the study?

Instruments / Measures – If you used a survey, questionnaire, or structured set of interview questions, describe that instrument. Did you create the instrument, or did you use an existing one? (If you created one, name and cite it.) Who administered the instrument? Where and how was it administered? How many questions or items did the instrument include? What topics or themes did it cover? (Provide some sample questions.) What format did you use for your questions (e.g., Likert-type, multiple-choice, open-ended)? What variables were measured? What evidence do you have, if any, that the instrument is reliable and valid? If your study uses multiple instruments, consider describing them under separate subheadings.

Data collection (for qualitative studies) – Describe your protocol for collecting or capturing data. Who collected these data? How were data collected and in what form (e.g., field notes, videos, audio recordings)? Over what time period and in what intervals were data collected? How were data recorded and stored? What steps did the researcher take to limit bias in the data collection process?

Data analysis – Were the data transformed in any way to facilitate analysis (e.g., converted from audio recordings to transcripts)? Who analyzed or interpreted the data? How were data analyzed or interpreted? What software was used? What kinds of biometric or statistical tests were run? How were scales or instruments scored? Were there any missing data? Were data excluded from the analysis? How were coding categories or themes developed?

RESULTS

This section will focus on explaining and evaluating the findings from your study. Be sure this sub-section includes the following information:

Key findings – Provide an analysis of the major findings from your data. What do the results explain about the research topic? What meaning can be found about the research question from the findings?

Context – How do the results of this study fit into previous research about the same topic? Be sure to discuss both similarities and differences. Also discuss any unexpected results and rationale for how and why they occurred.

Limitations – Discuss any limitations within the study and how they impacted the results of the study.

Recommendations for Future Research – Provide a discussion regarding how this research should inform future research about the topic. What should be the next steps for research in this area? What else should be researched to provide further insight into and understanding of this topic?

CONCLUSION

This section should restate and emphasize the most important findings from the research study.

REFERENCES

All citations should appear in the references. Use the most recent edition of the *APA Publication Manual* to determine correct formatting.

APPENDICES (if applicable)

Chapter 4: Empirical Study, Grant Proposal, Evaluation Report, or Professional Presentation

For Chapter 4 you can use data that you have already collected and write up findings that were not included in Chapter 3. Follow the outline listed under Chapter 3 for formatting and content guidelines.

Alternatively, students may fulfill the Chapter 4 requirement by writing a grant proposal, evaluation report, or a paper to be presented at a scholarly conference. These options must be approved by the Program Coordinator and the Dissertation Chair no later than Semester 4. Students must provide details about the grant, evaluation report, or the conference (including presentation proposal guidelines).

Chapter 5: Concluding Material and Reflection

In this chapter, you should describe what you have learned as well as what you are able to contribute to the scholarly conversation. The conclusion should include implications for practice as well as areas for further research.

REFERENCES

All citations should appear in the references. Use the most recent edition of the *APA Publication Manual* to determine correct formatting.

APPENDICES (if applicable)

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Student Resources

Student Services

The Office of Online Education, in collaboration with the Information Technology Division and the Leonard Lief Library, hosts Online Student Blackboard, Technology and Library Orientation Sessions for students prior to the beginning and/or at the start of each semester.

Electronic Systems

Currently, Blackboard is used for students to upload their work in Turnitin and/ or SafeAssign, and participate in discussion for the hybrid and asynchronous courses. Students' assignments are electronically held on the Blackboard learning management system.

Information Technology Center and Help Desk

The IT Help Desk is available to the Lehman College community (on campus and online) seeking information and assistance with campus technology issues. Additional student online assistance is also available by submitting an online form requesting assistance via Lehman Connect at

<http://www.lehman.edu/itr/helpdesk-form.html?iframe=true&height=650&width=760>

Tuition and Fees

More information on tuition and fees for the Ed.D. program can be found at the following link: <https://www.cuny.edu/financial-aid/tuition-and-college-costs/tuition-fees/>

Library Resources

About Leonard Lief Library

Named for the founding president of Lehman College, Leonard Lief Library is a state-of-the-art research facility. Housed in a modern, four-story building, its network extends across the Bronx to the international library and global community.

The Library's collections – in conjunction with faculty, staff, and programs – reinforce Lehman's varied curricula. Reference librarians provide research support to students, faculty, and visitors, and offer instruction. Library faculty, who are active scholars, are available for individual research consultation.

- Library's collections include an open stack collection of 682,848 volumes
- Library is a designated Federal depository for government documents
- The website (<https://lehman.edu/library>) is a dynamic information portal with links to the OneSearch library catalog, 295 online databases, numerous electronic journals, plus a list of authoritative research websites
- Continually updated Reserve collection includes textbooks, journal articles, eBooks, and course materials

Resources

Ed.D. in Organizational Leadership, Development, and Change (EDOL) Research Guide Section

The EDOL Research Guide Section includes Guides that have been created for the EDOL program and for specific EDOL courses. Guides provide links to relevant

databases, eBooks, eJournals, related websites, and citation resources. Tutorials are embedded in the Guides to provide direction on specific resources and research processes. There are also Guides addressing topics such as Scholarly Communication and Publishing and Library Citation Tools.

To access EDOL Guides, click here: <https://libguides.lehman.edu/> and scroll down to EDOL.

General EDOL Guide: <https://libguides.lehman.edu/EDOL>.

Guides are embedded in your Blackboard course under *Library Resources*. Click on *Library Resources* and then on *Launch* to open the specific Guide for your course.

Subject Databases

Library subject databases provide access to millions of articles. Databases can be accessed from EDOL Research Guides and from Database A-Z list:
<https://libguides.lehman.edu/az.php>

Some specific and relevant databases include:

- Business Source Complete
- Education Source
- Public Health Database
- Sage Research Methods
- Social Sciences Full Text

Remote Access

Library databases and eBooks can be accessed remotely from off-campus. Lehman users will be prompted to log into databases, eJournals, eBooks, and other subscription resources via **CUNYFirst Credentials**.

Your CUNYFirst Credentials

(<https://www.cuny.edu/about/administration/offices/cis/cuny-login-faq/>) are the same as your Blackboard Credentials. Using Firefox as your browser is recommended.

- To log into a database or article, enter your CUNY Login Credentials
- You must have an active CUNYFirst Account
- To report a problem, please select *Forget Username* or *Forget Password*
- If you do not have CUNYFirst credentials and should have off-campus access, please fill out Report a Technical Problem form:
(<https://lehman.libwizard.com/f/technicalproblem>)

Interlibrary Loan

Library's Interlibrary Loan service, known as ILLiad, gives Lehman students and faculty access to materials from other institutions. Interlibrary Loan services are available to Lehman College faculty, staff, graduate students, and undergraduate students. For more information, please see Lehman's Interlibrary Loan Policy:

(<https://asklib.lehman.edu/policies/faq/356006>)

- Go to ILLiad: <https://lehman-cuny.illiad.oclc.org/illiad/logon.html>.

- Click on *First Time Users* to set up account.
- Fill out form and create login to ILLiad.
- Students may encounter the need for the Interlibrary Loan system when they are searching databases and see the *Find It! @CUNY* link. A click on this link may bring them to the *Request this item from a Library outside of CUNY* prompt, where they can request an article for delivery.

Research Services

Library provides extensive and focused research support to all Lehman students. EDOL students can access research support from the Library throughout the course of their program. Formats include:

- Information Literacy: Library faculty offer research workshops within context of a specific class to support EDOL students at that stage of their EDOL studies and dissertation creation.
- Library Workshops: Special workshops on topics relevant to EDOL students offered through courses and independently of courses. Students will receive notices about workshops and can register to attend online. Topics may include introduction to specific databases and library research tools.
- Research Consultations: Librarians meet one-on-one online to support students as they seek research for their literature reviews. Consultations are scheduled through the Consultation Request form. Once a student submits the form, a librarian who is an expert in that area of research will reach out to the student to schedule their Consultation session. Consultations can occur online, but face-to-face consultations can also be scheduled. Go to the “Ask Us” page and select “Make a Research Consultation Appointment” to get started with a consultation: <https://www.lehman.edu/library/ask.php>
- 24/7 Chat: On the same page, you can also link to a service to chat with a librarian for immediate support for quick research questions: <https://www.lehman.edu/library/chat.php>
- Reference Desk: While the EDOL program is online, students can receive in-person support for quick research questions. Stop by Reference Desk during Library Hours: https://www.lehman.edu/library/hours_contact.php

Library Community

Library offers events open to the campus community. Many occur online. These include a Readings Series that highlights new books by Lehman faculty and alumni. Events are featured on the Library website: <https://lehman.edu/library/>

Summary

Leonard Lief Library is here to support you through each stage of your academic program. If you have any questions about library services, contact Education Librarian Alison Lehner-Quam, Alison.LehnerQuam@lehman.cuny.edu

Instructional Support Services Program

The Instructional Support Services Program (ISSP) provides individual and group tutoring, both online and in person, through the Lehman Tutoring Center. At the Lehman

Tutoring Center (LTC), you can access one-on-one and group support for writing, as well as academic coaching in such areas as study strategies, note-taking and reading strategies, time management, goal-setting, and organization.

Writing Tutoring. A writing tutor can assist you during every phase of the writing process. Whether you are just starting to figure out the topic for a longer writing project, grappling with how to organize a thesis chapter, or looking for feedback on a draft, meeting with a writing tutor can help you clarify your purpose and keep moving forward. Writing tutors can also help you manage your reading and research processes successfully.

**To request an appointment, please use our Appointment Request Form at the following link: <https://tinyurl.com/LTCAppointment>
Note that our Appointment Request Form opens on the first day of classes (August 25, 2023).**

Questions? Please visit our website for more information: www.lehman.edu/issp

Email: issp.program@lehman.cuny.edu

Phone: (718) 960-8175

Academic Policies and Procedures

Academic Integrity

As part of The City University of New York system, Lehman College adheres to the following guidelines set forth:

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of college or university education. When students violate the academic integrity policy (i.e., “cheat”), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates and their faculty. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college’s accreditation and their own future prospects in jeopardy.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Example of cheating include:

- Copying from another student or allowing others to copy work submitted for credit or a grade. This includes uploading work or submitting class assignments or exams to third party platforms and websites beyond those assigned for the class, such as commercial homework aggregators, without the proper authorization of a professor
- Unauthorized collaboration on assignments or examinations

- Taking an examination or completing an assignment for another person or asking or allowing someone else to take an examination or complete an assignment for you, including exams taken on a home computer
- Allowing others to research and write your assigned papers or other assignments, including using commercial term paper services
- Submitting someone else's work as your own, including, but not limited to, material obtained in whole or in part from commercial study or homework help websites, or content generated or altered by digital paraphrasing tools.
- Fabricating and/or falsifying data (in whole or in part)
- Giving assistance to acts of academic misconduct/dishonesty
- Altering a response on a previously graded exam or assignment and then attempting to return it for more credit or a higher grade without permission from the instructor
- Submitting substantial portions of a paper or assignment to more than one course for credit without permission from each instructor
- Unauthorized use during an examination of notes, prepared answers, or any electronic devices such as cell phones, computers, smart watches, or other technologies to copy, retrieve, or send information

Plagiarism is the act of presenting another person's ideas, research or writing as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing, or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her/their academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his/her/their academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating, or otherwise gaining advanced access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Falsification of Records and Official Documents

Examples of falsification include:

- Forging signatures of authorization
- Falsifying information on an official academic record

- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document
- Falsifying medical documentation that has a bearing on campus access or the excuse of absences or missed examinations and assignments

For a full description of The City University of New York's policy and procedures on academic integrity, go to

<https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>.

Transfer Credit Policy

It is strongly encouraged that students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form, which can be found at the following link:

<https://www.lehman.edu/graduate-studies/documents/GraduateTransferCredit.pdf>.

For a full description of the transfer policy, go to

<https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/credit-policies/transfer-of-credit>.

Progression

In order to advance in the program students must:

- Maintain a minimum cumulative 3.0 GPA
- Meet all the course objectives
- Make satisfactory progress meeting dissertation milestones

Good Academic Standing and Probation

<https://lehman-graduate.catalog.cuny.edu/graduate-programs-and-policies/academic-probation/good-academic-standing>

- Graduate students will be placed on academic probation when their cumulative GPA falls below 3.0. After attempting 9 graduate credits, those whose G.P.A. falls below a 3.0 will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals
- When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above
- During the probation period, students may only enroll in courses that satisfy the degree curriculum
- A student may be on probation only once during their course of study. Students on probation who achieve a semester index of at least 3.2 for each semester of

probation and earn 100% of all credits attempted, will be permitted to extend his/her/their probationary period for a maximum of three registered terms

- Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility
- Graduate students on academic probation are not issued a graduate degree or advanced certificate

INC Grades

An INC grade may be granted if the following conditions are met:

- Attendance requirements are met and have a passing average in the course
- Instructor believes that the amount of work to be completed can reasonably be finished within the **first ten weeks of the following semester**
- Instructor believes that student has good and sufficient reason(s) for not completing the coursework by the end of the semester
- Instructor will be available at least until a specified deadline date to evaluate student work and submit final grade for the course

The standard deadline is printed in the Academic Calendar, but the instructor can set an earlier deadline if he or she chooses to do so. When the work is completed, the instructor will submit a Change of Grade Form indicating the letter grade earned.

PLEASE NOTE: If students wait more than ten weeks into the following semester to complete the missing work, neither the instructor nor the Department Chair is obligated to accept the completed work. INC grades are not a student "right"—instructors have the right to refuse any and all requests for INC grades.

Student Complaint Process

More information on CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings can be found at the following link:

<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Student-Complaints-About-Faculty-Conduct-in-Academic-Settings.pdf>

Complaints should be addressed as soon as possible after the issue arises or is identified.

The complete list of Graduate Policies and Procedures can be viewed at the following link: <https://lehman-graduate.catalog.cuny.edu/>

Appendix A: Dissertation Topic and Committee Selection Form

**Ed.D., Organizational Leadership, Development and Change
Lehman College**

Department of Counseling, Leadership, Literacy and Special Education
Program Dissertation Committee Selection Planning Form

Student Name _____
(Last) (First) (EMPLID)

The purpose of this form is for students to discuss and confirm their proposed dissertation topic, potential chair, and two additional committee members with the Program Coordinator.

STUDENT INSTRUCTIONS:

1. After you meet with the program coordinator, list your tentative dissertation topic, proposed chair, and two potential committee members below.
2. Meet with your proposed dissertation chair. If the proposed chair is unable or unwilling to serve, return to the program coordinator to begin the process again. If the proposed chair accepts this role, please discuss the two potential committee members you have listed below to make sure the chair approves of this committee.
3. The chair and two committee members must sign this form confirming their agreement.
4. After you have collected all required signatures and have completed the form in full, please submit it to the program coordinator for final approval.

TENTATIVE DISSERTATION TOPIC:

PROPOSED CHAIR:

POTENTIAL COMMITTEE MEMBERS:

1)

2)

Program Coordinator: By my signature, I verify that this student has discussed with me the above topic, proposed chair, and committee member selections.

Program Coordinator

Date

Dissertation Chair: By my signature, I verify that this student has discussed the above topic with me and potential committee member selections, and I have agreed to serve as the dissertation chair.

Dissertation Chair (Print Name and Sign)

Date

Committee Members: By my signature, I verify that I have agreed to serve on this dissertation committee.

Committee Member (Print Name and Sign)

Date

Committee Member (Print Name and Sign)

Date

By my signature, I confirm that this student has secured the following:

- A dissertation chair, who has approved the student's dissertation topic.
- Two committee members who have agreed to serve on the student's committee.
- All signatures required for dissertation committee and topic approval.

Program Coordinator

Date

Appendix B: Navigating the IRB at Lehman College

CITI Training

Collaborative Institutional Training Initiative (CITI Program) Training:
<https://www.lehman.edu/institutional-review-board/citi-training.php>

NOTE: IRB applications are to be filed through IRB Manager

IRB Manager

<https://www.cuny.edu/research/research-compliance/human-research-protection-program/using-irb-manager/>

Q: What is the link for IRB Manager?

A: <https://cuny.my.irbmanager.com>

Q: What credentials will be used to access IRB Manager?

A: From the IRB Manager home page, select “To login using CUNY Login”. You will use `firstname.lastname###@login.cuny.edu` followed by the password associated with that username. If you are a CUNY researcher/research personnel who DOES NOT have CUNYFirst credentials, request an IRB Manager account by emailing (HRPP@cuny.edu) and include the following information in your email:

First and Last Name

EMPLID

DOB (Does not need to be your actual DOB)

PIN (4 digits – you can make something up)

CUNY email address

***You will be notified within 1-2 business days with your credentials to log into IRB Manager.**

Q: Will I have to upload my current CITI Certifications?

No. If you have completed CITI training as a CUNY researcher, information related to your CITI training will be linked automatically to your IRB Manager profile and will be available to HRPP and IRB reviewers; **however**, you **MUST** log into CITI (link provided below) and confirm that **your preferred email address in CITI is your CUNY email address. Your secondary email address** should be a personal email address. **Your preferred email address** is to ensure your CITI Certification is linked to your profile in IRB Manager.

The process for confirming and/or changing your preferred email address in CITI is as follows (this process applies to ALL research personnel on a protocol (if applicable)):

1. Log in to CITI at <https://about.citiprogram.org/>
2. In the upper right corner under your name and ID, click the down arrow.
3. Select “Profiles”.
4. Under “Member Profiles”, click “Edit Profile”.
5. Scroll down to Your preferred email address.

6. Confirm that this is your current CUNY email address or revise if needed.

***If you have not completed this process above then you MUST upload our current CITI Certification to your profile in IRB Manager. As a reminder, your CITI Certification is required for HRPP/IRB review of your IRB application.**

Appendix C: Dissertation Defense Approval Form

**Ed.D., Organizational Leadership, Development and Change
Lehman College
Department of Counseling, Leadership, Literacy and Special Education**

DISSERTATION DEFENSE APPROVAL FORM

After careful consideration of the dissertation of _____, the members of the Doctoral Dissertation Committee attest by their signatures below their decision on the defense of this dissertation.

_____ This dissertation has been successfully defended by the candidate and is accepted without changes (or with minor changes) as satisfying the dissertation requirement for the Ed.D. degree in Organizational Leadership, Development and Change.

_____ This dissertation has been successfully defended by the candidate and, with modest revisions approved by the Chair of the Committee, shall satisfy the dissertation requirement for the Ed.D. degree in Organizational Leadership, Development and Change.

_____ This dissertation has been adequately defended by the candidate, but major revisions are required. Upon approval of these revisions by each member of the Dissertation Committee, the dissertation shall be accepted as satisfying the dissertation requirement for the Ed.D. degree in Organizational Leadership, Development and Change.

_____ This dissertation has been inadequately defended by the candidate and contains major, but correctable, deficiencies which must be addressed in the revised version, and a re-defense is required before the committee. Following the re-defense of the dissertation, the Dissertation Committee shall determine its acceptance as satisfying the dissertation requirement for the Ed.D. degree in Organizational Leadership, Development and Change.

_____ This dissertation has been unsuccessfully defended and is deemed by the Dissertation Committee to be unacceptable as a work of a doctoral candidate. Its deficiencies are of such magnitude that the candidate fails the defense and is provided no opportunity for re-defense.

Dissertation Committee, Chair

Dissertation Committee, Member

Dissertation Committee, Member

Date