

Appendix F: Proposed Doctor of Education (EdD)

Purpose

The proposed Doctor of Education (EdD) is a new degree program designed to inform, empower and engage working professionals, through developing advanced knowledge and practice-based research capacities, as transformative leaders who can solve complex problems in their professional contexts. The EdD supports and builds on the strategic plan of both the Okanagan School of Education and the University of British Columbia that foregrounds attention to people and places with deep consideration to collaboration, inclusion, and innovation. OSE has a shared commitment to growing and supporting educational leadership, creating conditions for students to cultivate their own identity and agency as leaders, in formal and informal roles, for positive change in their schools, communities, and other organizational contexts. This EdD is designed from within a stance of deep professional inquiry as a necessary capacity for leaders to be able to effectively work within the rapid changes, uncertainty, volatility, and complexity of our contemporary systems. Coursework and research combine to provide graduates with theoretical, practical and analytical expertise, as well as a place in a community of scholar-practitioners¹ dedicated to the study and pursuit of lifelong learning.

This EdD will be attractive to working professionals in, or aspiring to, formal and informal leadership roles in areas such as education (K-12 and post-secondary), other professional organizations, government policy, curriculum development, human resource management, student affairs, and community-based work. The online format with some in-person connection points provides opportunity for professionals working in regional and global contexts to further their academic and professional development and engage in relevant practice-based research². It also provides these professionals the opportunity to remain in their local communities while pursuing this advanced degree, bringing them together to build community within the peer/instructor collaborative framework; the cohort and supervisory model creates the foundation for communities of practice for growing students' research and knowledge bases; and the in-situ research projects allow students to apply and contextualize the program learnings within their own professional settings.

Program Structure

Three core themes frame the structure of the program, encouraging inquiries into what it means to **Know, Be, and Do** leadership as a transformative approach in education and other organizations. Students will proceed as a cohort of 15 to 20 through 24 credits of coursework over the first two years and complete a Practice-Based Dissertation that they will defend at the end of their third year. This research will be designed to solve a complex problem of practice in the student's professional context. Together these program components will emphasize, reflect and build out the foundational program themes for transformative leadership:

- Knowing: Values of knowledge and understanding in education
- Being: Ethics for individual and collective responsibility
- Doing: Enacting and embodying justice, hope, and ethical engagement

These themes provide the logic and continuity of the program and inform students' stances on key issues. All components of the program will contribute to the long-term professional development of educational leaders in the field more generally.

¹The scholar-practitioner model that underpins all programs in the OSE, inclusive of this proposed EdD, is an innovative and responsive approach to professional learning that foregrounds teacher professional and other knowledge as critical to ongoing innovation and improvement. Underpinning the scholar-practitioner model in this EdD is attention to transformative leadership and learning that recognizes the needed leadership focus on sustained attention and action toward promoting equity, inclusion, and social justice for all in every educational community.

²This aligns well with [UBC Okanagan 2040](#) vision to offer new academic programs to support graduate student training, and continuing education programs.

The first year will begin with a one week on campus in summer coursework that will offer dynamic experiences for transformative learning and community-building followed by two weeks online. Year 2 summer will provide opportunity for an elective course that may be taken through our graduate program summer offerings as well as through those offered by universities in the Western Deans Agreement). For example, Year 1 will begin with an on-campus, immersive Land-based course exploring Syilx leadership traditions and ways of knowing, developed and led by Indigenous Faculty and community partners. Given that most students will be working professionals, coursework in the fall and winter sessions will be offered through online seminars.

Overview of 3 Year program

The following courses are examples of potential offerings in key leadership areas and research methods courses, with space within all courses to examine current issues and emerging areas of interest.

Potential Program Schedule

Year One		
Summer (on-campus and online)	September to December (online)	January to April (online)
EDLL 602 (3 credits) Setting Conditions for Transformative Leadership	EDLL 606 (3 credits) Culturally Responsive Leadership in a Diverse Society	EDUC 600 (3 credits) Research Seminar I: Project Fundamentals
Year 2		
Summer (on-campus and online)	September to December (online)	January to April (online)
EDLL 662 (3 credits) Special Topics ³ or Elective Course ⁴	EDLL 608 (3 credits) Ethics, Governance and Reform in Contemporary Contexts	EDUC 601 (3 credits) Research Seminar II: Research and Project Design with the Comprehensive Exam (June)
Year 3		
<i>Students may begin Year 3 in July on campus or online, with course moving online for September to April</i>		
EDUC 698 (6 credits) Research Seminar III: Practice-Based Dissertation Seminar Submission for Behavioral Research Ethics Board (BREB) (July/August) Research process for Practice-Based Dissertation (Sept - March) Write Practice-Based Dissertation (April - June) Practice-Based Dissertation Defence (summer)		

Program Outcomes

Graduates of this Program will engage as formal and informal leaders in various roles and contexts with critical awareness of knowledges, values, policies and practices that influence and inform education, and other fields through: developing and applying new knowledge in professional contexts; examining personal, professional and organizational ethics and beliefs; engaging in thoughtful, analytical and reflective dialogue as scholar- practitioners; carrying out practical research to navigate complex problems of practice. Graduates from the EdD program will have the skills and [competencies](#) that are necessary to maximize their employment opportunities and be successful in the workforce, both now and in the future; the program is also well aligned with the Ministry of Advanced Education and Skills Training's mandate to: put people first; create lasting and meaningful reconciliation; promote equity and anti-racism; foster learning opportunities for the betterment of our communities and land; and provide space to reflect on environmental, social and governance factors and contribute to this [future](#).

³ Special Topics courses will look at current issues and emerging areas of interest, nested in the three program themes.

⁴ Students can take their 3-credit elective course at UBC or through the Western Dean's Agreement at another institution.