

OKANAGAN SCHOOL OF EDUCATION

# Doctor of Education Student Guide

2024 | Version 1





# Land Acknowledgement

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aʔiʔ əc mistim axaʔ iʔ təmx<sup>w</sup>ulaʔx<sup>w</sup>selx lut pənkiń kÍ swit tə́  
x<sup>w</sup>icxmselx**

We respectfully acknowledge that the land on which we gather is the unceded territory of the Syilx (Okanagan) Peoples

Nous tenons à souligner que les terres sur lesquelles nous sommes rassemblés font partie du territoire non cédé des Syilx (Okanagan)

We would also like to acknowledge that you are joining us from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.



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# About this Guide

This Student Handbook is intended to provide students with information regarding the Doctor of Education (EdD), Okanagan School of Education (OSE), including an overview of the program, and the School's policies and procedures. It is important that students also review the [Okanagan Academic Calendar](#) and be familiar with all University policies, dates and deadlines.

UBC Okanagan's [College of Graduate Studies Policy Manual](#) is frequently referenced in this Handbook. Please refer to this Policy Manual for more information beyond the scope of this Handbook.

The most up to date student information and resources including important dates, relevant forms, student services and wellbeing resources, are available at [education.ok.ubc.ca/eddstudent](http://education.ok.ubc.ca/eddstudent).

## Objectives

The Doctor of Education (EdD) program will create and support research-informed professionals as leaders who:

- Work in respectful and responsive ways with students, families, caregivers, and local communities, building in productive ways on the resources that all individuals and contexts offer.
- Grow in their potential as educational leaders – learning with, from and through learning relationships formed through this program, thus contributing to the creation of a scholarly community of practice.
- Create and mobilize knowledge for impact in communities by building research pathways and strengthening collaborative research experiences.
- Act as co-creators of their education as they capitalize upon their own inherent curiosity and drive within their current settings and lead innovative change initiatives through their dissertation research work and contribution to knowledge.
- Develop expert thinking as they integrate concepts learned in coursework with relevant and innovative practices to solve problems of practice particular to their context through collaboratively engaging with their local communities where possible and appropriate.
- Create relevant, ethical and impactful changes in their local communities through applying and contextualising their learned knowledges and practices toward working collaboratively in their contexts toward ongoing, ethical improvement and innovation.
- 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.

## Program Overview

The program is designed as a scaffolded learning opportunity for students to engage in knowledge and skill development over three years. Each year will grow on foundations established in previous coursework and build students towards carrying out their independent research project. Students will research a problem of practice in their own professional context, write their Practice-Based Dissertation, and present in a public forum.

Ongoing professional knowledge development is placed primary in this program to strengthen and transform the field of education locally and globally. Learning opportunities will revisit understandings of professional knowledge through varied traditions, perspectives, methodologies and platforms. These recursive opportunities are understood in the OSE as key to enlarging and deepening thinking, and catalytic to individual/collective creative and critical meaning-making, with learners learning on an ongoing basis.

Faculty members are committed to informing, influencing, and empowering students as educational leaders. These faculty will create the conditions and supports for cultivating and guiding transformative learning experiences that awaken students to the power and potential of their influence as educational leaders through engaging them in critical, creative and collaborative thinking across multiple disciplines, interests, context, and formats.

This program is grounded in an acknowledgement and responsiveness to people and place, research excellence, transformative learning, and local and global engagement. Through this program students will engage with leadership to better understand their organizations that may include business, community and health organizations; teachers, leaders and administrators in the K-12 and post-secondary/higher education sectors; adult and lifelong learning educators; health and wellness educators; outdoor education and environmental educators; human resource professionals and workplace learning facilitators; counselors and career-development specialists, as well as professionals and educators in non-profit public service organizations who focus on teaching and learning.

Graduates of the program will be able to:

- Analyse, mobilize, and construct knowledge from multiple perspectives to engage in scholarly dialogue and apply to complex problems of practice in such areas as education, leadership, ethics, and research.
- Engage in place-based learning, situated on the territory of the Syilx Okanagan Nation, acknowledging and decolonizing leadership and pedagogy as part of reconciliation for Canada's histories of colonialism, systemic racism and inequities.
- Reflect on and defend sustained thinking and evaluation around theoretical frameworks, identified problems of educational practice and research activities.
- Demonstrate knowledge and comprehension of educational research practices and methodologies and how these may be thoughtfully used in students' own contexts in particular, and education in general.
- Build and deepen communication and collaborative skills through engagement in learning communities that will develop over time through the program components.
- Engage in practical research and solutions to navigate complex problems of educational leadership practice that promote positive organizational change for diversity, equity, inclusivity and innovation.
- Lead with critical awareness of knowledges, values, policies and practices that influence and inform leadership through examining personal, professional and organizational ethics and moral purpose.



# Formation of Collaborative Supervisory Committee

The Collaborative Supervisory Committee (CSC) consists of the student's supervisor and at least two other members. In addition the Field Mentor, a senior practitioner with expertise in the student's field of interest. The role of this committee is to supervise the student's research and preparation of the Practice-Based Dissertation.

Please see the [College of Graduate Studies Policy 9.3 - Supervisory Committee](#) for more information.

During the summer intensive, you and your supervisor will have an initial meeting to review the Graduate Student and Supervisor Expectations.

## Supervisor

A supervisor is a faculty member in good standing with the College of Graduate Studies within the Okanagan School of Education who mentors graduate students in their research. Students and supervisors share common interests and areas of expertise and conduct research. Students will be assigned a supervisor prior to the summer intensive.

## Field Mentor

Students will have identified their Field Mentor in their application. The Field Mentor should be someone who is familiar with your area of study as they will provide valuable input and recommendations. Your Field Mentor should be someone who you can relate to and who is willing to share their own challenges and experiences. The relationship between the Field Mentor and the student will not be personal, but rather built on professionalism and reciprocity.

While it is not advisable to change your Field Mentor once you begin the program; if it becomes necessary for a student to change committee members during the program the student should meet with the Program Manager.

The relationship between the Field Mentor and the student is an academic one. Where other relationships exist or develop that might give the appearance of conflict of interest, they must be immediately reported to the EdD Academic Lead and Program Manager. Who, if the situation is unable to be resolved within OSE, will consult with the Director of Graduate Programs.

## Online Learning

You must have dedicated access to a computer using Windows 7 or Mac OS X operating systems (at a minimum) along with a high-speed internet connection. This course will make use of synchronous activities where everyone takes part at the same time, so a set of headphones with attached microphone that is compatible with your computer system is also required. Software requirements include FireFox, Adobe Flash, Adobe Reader, Java Runtime and Microsoft Office. Up-to-date technology requirements are found in the Welcome Letter, distributed to students shortly after they are offered a seat in the program.

If you require assistance, please contact UBC Okanagan IT at 250-807-9611 or visit the [IT Helpdesk](#)

[webpage](#). Please specify that you are using CANVAS at UBC's Okanagan Campus. Alternatively, student support is available in the Learning Commons located in the UBC Okanagan Library.

## Policies and Procedures

The Okanagan School of Education holds its students to a high standard of academic conduct. Students must familiarize themselves with the [College of Graduate Studies Graduate Policy and Procedure Manual](#).

### Academic Integrity

As per the [College of Graduate Studies Academic Honesty and Standards](#) section of the Policy and Procedures manual, academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community.

Students are also expected to be familiar with and to comply with the policies of the University relating to conducting including but not limited to:

- [UBC Policy on Academic Honesty and Standards](#)
- [UBC Policy on Non-Academic Misconduct](#)

### Use of Generative AI Tools

Some instructors may allow generative AI tools (e.g. ChatGPT) for coursework and some may not. It is your responsibility to familiarize yourself with your instructor's AI policy, and to be in communication with your supervisory committee regarding your use.

[UBC Generative AI](#) provides resources, training and additional tools.

- [Academic Integrity and Generative AI Tools FAQ](#)
- [APA Style, how to cite ChatGPT](#)

### Online Code of Conduct

UBC is committed to providing all students and faculty with a positive learning environment regardless if the class is taking place in-person or online.

The standards that are expected when you are on-campus are the same online. Students are expected to familiarize themselves and comply with policies of the University, including but not limited to:

- [UBC Respectful Environment Statement](#)
- [Appropriate Use of Technology Policy](#)





# Required Coursework

The program is designed so students can complete all required and elective courses by the end of the second year. Required courses must be completed before the student takes the EdD comprehensive examination at the end of the second year of the program. The elective course may be regularly-scheduled on-campus courses, approved online course, a course taken at other universities that have formal agreements for credit transfer with UBC, or as EDLL 662 Special Topics (summer intensive). Plans for elective course should be discussed with EdD Manager.

## 24 credits of required coursework:

- EDLL 602 (3) Setting Conditions for Transformative Leadership
- EDUC 600 (3) Research Seminar I: Project Fundamentals
- EDLL 606 (3) Culturally Responsive Leadership in a Diverse Society
- EDLL 662 (3) Special Topics or Elective Course (3)
- EDUC 601 (3) Research Seminar II: Research and Project Design
- EDLL 608 (3) Ethics, Governance and Reform in Contemporary Contexts
- EDLL 698 (6) Research Seminar III: Practice-Engaged Dissertation

## Summer Intensive and Orientation

The EdD program involves joining a cohort of students who begin the program and complete required coursework together—building communities of scholar-practitioners. The cohort will meet in person in July for one week, to introduce students to one another, to introduce faculty who will be involved in the program, and to answer questions. The summer intensive will begin in July and start in-person on campus in Kelowna, BC. Students will take courses in-person on campus for one week and will continue their learning online for the following two weeks. There will also be opportunities for networking in the evenings.

During this first summer session, each student will meet with their supervisor to discuss initial ideas about the PBD, possible elective courses that might be suitable and to clarify any matters related to the program. Students may request additional meetings with EdD Manager at any time.





# Registering for Courses

Course registration is done online, through the [Student Services Centre \(SSC\)](#). Registration dates are available on the SSC and you will be sent a reminder email approximately two weeks prior to your registration opening. You may register any time between the registration opening date and the course withdrawal date. Course registration dates can also be found on the [Registration Dates webpage](#).

Students will register for 2024/2025 winter session in Workday Student. You will need your Campus Wide Login (CWL) account to access Workday Student.

Students should direct questions about course selection to either the EdD Manager or their supervisor. All questions around registration – including late registration or withdrawal – should be directed to the EdD Manager.

## Elective Courses

### At UBC Okanagan

EDLL 662 is the elective course within the EdD. If students wish to register for an elective other than EDLL 662, they must receive approval from the EdD Manager. All requests for non-approved courses must be processed by Okanagan School of Education at least four weeks prior to the start of term.

### Outside of UBC Okanagan

As the EdD program is predominantly completed online, many students living outside of the Okanagan may wish to attend courses in person offered by institutions closer to home. All courses completed outside of UBC Okanagan (including those taken at UBC Vancouver) must be pre-approved by the EdD Manager. Several Canadian institutions have agreements enabling a streamlined approval process for focus courses (Western Dean's Agreement, etc.).

#### **Request approval of a course offered at UBC Vancouver:**

- Identify a graduate-level course that aligns with your research area of interest
- Download and complete the "[Registration in Vancouver Courses Form](#)" from the College of Graduate Studies at UBC Okanagan
- Submit the completed form to the EdD Manager along with a copy of the course syllabus, at least four weeks before the start of the academic term in which the course is offered

#### **Request approval of a course offered outside of UBC through the Western Dean's Agreement:**

- Identify a graduate-level course that aligns with your research area of interest
- Download and complete the "[Western Dean's Agreement](#)" form
- For a complete list of courses and institutions eligible within the Western Dean's Agreement, please contact the EdD Manager
- Submit the completed Western Dean's Agreement form, along with a copy of the course syllabus, to the Graduate Program Assistant at least four weeks before the start of the academic term in which the course is offered.



## Advancement to Candidacy

Doctoral students in the EdD program are strongly recommended to complete their comprehensive examinations within 24 months of the date of the program. The requirements for a doctoral student to be admitted to candidacy are:

- All required coursework is successfully completed;
- The comprehensive examination(s) is/have been passed;
- The dissertation proposal has been approved by the supervisory committee.

## Comprehensive Exams

Students are expected to meet with their supervisor to discuss preparation for the comprehensive exam, structure, and content that is suitable to the areas of knowledge that will serve as the most important intellectual framework(s) for the subsequent dissertation research that the student will undertake.

The written component normally includes the following format to complete EdD Comprehensive Exam Portfolio:

- A Scholar-Practitioner Philosophy Statement
- Practice-Based Methodology
- Research Context and Literature Review

Once the student has completed the coursework and passes the comprehensive examination, the student will submit a Practice-Based Dissertation Proposal thesis proposal for approval. Once that approval has been obtained, the Recommendation for Advancement to Candidacy form is submitted to the College of Graduate Studies.

# Practice-Based Dissertation Proposal

The final stage of the candidacy process entails the framework for the student's Practice-Based Dissertation Proposal (PBDP). The PBDP is intended to serve as confirmation of the student's knowledge of the research topic within the context of their field(s) of study and outlines proposed methodology. It is one of the requirements to advance to Candidacy along with the Comprehensive exam.

The research is focused on a problem of practice within the student's own professional context. The framework involves: (1) identifying an educational problem from the student's practice that leads to their initial research question or questions; (2) beginning to develop a significant aspect of their proposed research; (3) locating the research within existing scholarly research; and (4) explaining appropriate methodology to address research question.

## Complete Research

It is the student's responsibility to carry out the research as planned, consulting with the CSC as needed. Any deviations from the research proposal should be approved by the members of the CSC. The student is expected to keep all members of the committee informed of progress or problems in completing the research. It is the responsibility of the CSC to actively follow the student's progress with their thesis, and to provide advice and support.

If the student's research involves collecting data from humans or animals (via interviews, questionnaires, observations, etc.), the research protocol must be approved by the UBC Behavioural Research Ethics Board (BREB). The student is responsible for completing the necessary forms and attachments in the web-based RISE (Research Information Services) system. This web application can be accessed from the website of the Office of Research Services ([www.ors.ubc.ca](http://www.ors.ubc.ca)). No data are to be collected until the approval certificate is received from the committee. It is necessary for students carrying out research projects to complete an online research ethics tutorial before their application can be submitted to the BREB. Information on how to access the tutorial can also be found on the Office of Research Services website ([www.ors.ubc.ca](http://www.ors.ubc.ca)).

## Write and Revise Thesis

Agreement should be reached between the student and CSC members regarding the way drafts are written and reviewed. In some cases, the research supervisor will want to see some, or all, of these drafts before they are circulated to committee members. The student consults with, and receives feedback from, members of the committee as drafts are produced. Generally, faculty members expect to have two weeks (10 working days) to read material submitted by students. Students can reasonably expect faculty to provide written and/or oral feedback shortly after the two weeks has passed, unless the faculty member indicates—when the draft is received—that more time will be needed.

Students are encouraged to read the guidelines for “[Thesis Submission and Dissertation](#)” which can be found



on the CoGs website. These guidelines cover many technical aspects of thesis preparation that are important to know about early in the process.

## Academic Requests

All requests and supporting document/form submission should be submitted to the EdD Manager. Examples of academic requests include:

- Requesting to complete a transfer course (Western Dean's Agreements, UBC Vancouver)
- Requesting a leave of absence
- Submitting completed Annual Progress Reports
- Submitting Comprehensive Exam Plan

## Annual Progress Reports

The progress report is a summary of the progress you have made in your program over the past year. It is an opportunity to highlight your successes along with any challenges you may have face, and allows you to plan for the upcoming year. The progress report provides your CSC and the EdD Manager with the information necessary to ensure that your program is on-track and allows us to communicate with you regarding areas that may require improvement.

The full reports, including CSC signoff must be completed by May 15th each year. It is recommended that students review these forms at the beginning of their programs and use them as a guideline for planning their degree.

## Leave of Absence

Students may require time away from their studies for a variety of reasons, from medical and parental to personal. Taking a leave of absence can be an important tool if something is interfering with your ability to progress. Taking a leave of absence from the EdD will be very challenging as the courses are only offered every three years. Students are encouraged to reach out to their supervisor to discuss a leave of absence if required. Leaves are taken in four-month blocks: four, eight or a maximum of 12 months, and start on the first day of the term which has been requested. Leave of absences are not counted towards the total time taken to complete the degree. Students on leave may not access any of the University's facilities, nor undertake any academic or research work towards their EdD degree. Students on leave are not permitted to receive awards. Students will be required to pay an on-leave administrative fee.

Students on leave are not eligible for Health/Dental coverage normally provided to active students at UBCO, nor are they required to pay for Health/Dental coverage for the duration of their leave. However, students on leave may opt-in for Health/Dental through the [Student's Union](#). Leaves must be requested in advance and approved by the Graduate Program Coordinator and the College of Graduate Studies.

Please reference the [College of Graduate Studies policies on leaves and withdrawals](#) from the program.

### To request a Leave of Absence

- Discuss your plans for your Leave of Absence with your supervisor
- Download and complete the College of Graduate Studies' [Leave of Absence form](#) from (Domestic students only; International students please visit for more information visit the College of Graduate Studies [Leave of Absence page](#))
- Submit the form (and any required documentation, for example doctor's notes) to the EdD Program Manager at least four weeks prior to the semester in which the leave will commence
- You will be emailed notification of the decision regarding your leave of absence from the College of Graduate Studies
- Update the EdD Program Manager four weeks before you return from your leave of absence

## Degree Conferral and Graduation

Graduation and degree conferral are interchangeable terms. There are four conferral periods annually (February, May, September and November). Students **must apply for graduation** once all final grades are entered onto their transcript. Visit the [College of Graduate Studies' Graduation page](#) for more info on the process of applying for graduation.

The act of walking the stage is called the "graduation ceremony" or "convocation", and occurs in early June annually at UBC Okanagan. Regardless of which conferral period (February, May, September, or November) a student graduates in, their graduation ceremony/convocation is the next June.

## Funding

EdD students are not eligible for the [UBCO Minimum Funding Policy for PhD Students](#).

## Scholarships, Awards and Loans

EdD students may be eligible for UBC Okanagan doctoral scholarships and awards. Please visit the [College of Graduate Studies Award Opportunities page](#) to learn more about Scholarships, Fellowships, and other funding opportunities. You may also receive updates on funding opportunities by email from the EdD Program Manager or from the College of Graduate Studies. Please visit the [College of Graduate Studies Bursaries and Financial Support page](#) to learn more about financial assistance.



# Graduate Students Associations

There are several opportunities to get involved in graduate student associations on campus and ensure your classmate's input is considered at University-wide and Okanagan School of Education committee meetings.

Graduate student representatives attend Okanagan School of Education faculty meetings (no more than four times per year) and [Graduate Student Advisory Council Meetings](#) (once per month). These meetings are held on-campus, during business hours.

Preference is given to students that can commit at least one academic year, and those who are able to attend meetings in person. Interested students please contact the EdD Program Manager for more information.

## Living in the Okanagan During Your Studies

With the exception of the summer intensive courses offered the second week of July annually, the EdD program is completed online. However, some students may choose to relocate to the Okanagan to complete their studies. Students are expected to pay for their accommodation, transportation and other incurred costs during the one-week summer residency. If you require assistance with finding accommodations or want to stay on campus, please email us at [edd.ubco@ubc.ca](mailto:edd.ubco@ubc.ca).

UBC Okanagan has [on-campus accommodation](#) available in the summers starting May 15 annually.

### Appendix I - Checklists



#### First year checklist

- Register for your first courses once registration opens
- Plan your trip to Kelowna (July 15 to 19)
- Attend the summer intensive
- Meet with your supervisor to discuss your research proposal
- Complete a checklist of expectations for graduate student and supervisor
- Register for winter 2024/2025
- Meet with the EdD Manager to determine the courses you will take for elective spring 2025
- Contact the EdD Manager with any questions
- Complete the Annual Progress Report by May 15

#### Appendix II - Terminology



**Annual Progress Report (APR)** – Outlines of student progress and plans for future degree completion.

**Canvas/CANVAS** – [UBC's online learning platform](#), which all students must have access to. Instructors may post course material, assignments, quizzes, etc. on Canvas.

**Campus-Wide Login/CWL** – login information (specifically the username) students and faculty use to access a variety of UBC Services. Many forms request a CWL, which in that case refers only to the username; do not ever share your CWL password.

**College of Graduate Studies (CoGS)** – the overarching body which encompasses all graduate students and programs at UBC Okanagan. CoGS outlines admissions requirements, processes applications, assesses tuition fees, processes degree completion and conferrals, grants degrees, provides resources and award opportunities for students, and much more. The Graduate Program in Nursing functions under the rules and regulations of the CoGS.

**Continuous Registration** - All students must maintain registration in at least one course throughout the duration of their degree, including summer semesters, unless on an approved leave of absence.

**CSC** - Collaborative Supervisory Group. See page 6 for details.

**Information Technology (IT)** – The IT department ensures computers work properly for all students and staff. Please contact IT directly with any computer/software/Canvas-related issues.

**Leave of Absence (LOA)** – Please see “Leave of Absence” for more information.

**PBD** - Practice-based Dissertation

**PBDP** - Practice-based Dissertation Proposal. See page 11 for details.

**Student Services Centre/SSC** – a [website portal](#) where students register for courses, apply for graduation, access grades and order transcripts, pay tuition, download T2202A tax forms etc. Students log in using their CWL (Campus Wide Login).

**Summer Term 1** – The academic term/semester from early May to June. See the [College of Graduate Studies Academic Calendar](#) for more information and year-specific dates.

**Summer Term 2** – The academic term/semester from early July to Mid-August. See the [College of Graduate Studies Academic Calendar](#) for more information and year-specific dates.

**UBCO/UBC-O** – University of British Columbia (UBC) has two campuses, one in the Okanagan and one in Vancouver. These two campuses operate separately, have independent applications processes, and offer different programs and courses.

**Western Dean's Agreement (WDA)** - MSN focus courses may be taken at different institutions under this agreement. Completed WDA forms must be submitted to the Graduate Program Assistant four weeks in advance of the beginning of the course for Graduate Program Coordinator approval and submission to the College of Graduate Studies.

**Winter Term 1** - The academic term/semester from early September (some courses begin in late August) to late December. See the [College of Graduate Studies Academic Calendar](#) for more information and year-specific dates.

**Winter Term 2** - The academic term/semester from January to the end of April (some courses extend into May). See the [Academic Calendar](#) for more information and dates.







THE UNIVERSITY OF BRITISH COLUMBIA  
Okanagan School of Education

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### **General**

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