

**University of Redlands  
Ed.D. in Leadership for Educational Justice  
Program Handbook  
2023**

## 1. Welcome to Redlands

On behalf of the faculty in the School of Education, welcome to Redlands and to our Ed.D. program. We're looking forward to working with you and supporting your journey. This handbook provides detailed information about program policies and processes. It is designed to assist you through your doctoral studies and covers a range of important subjects so please make sure to check here first when you have a question. You can also check the [University Catalog](#) for guidance regarding specific policies.

## 2. About the Ed.D.

The Education Doctorate in Leadership for Educational Justice is designed for a range of leaders in education or education-related non-profits – for school administrators in PreK-12 and higher education, teachers, counselors, and practitioners interested in leadership and justice. We provide a P-20+ perspective towards leadership for educational justice, supporting students who will apply research to practice and elevate critical thinking in their professions. The schedule is structured to accommodate the hectic lives of working educators and can be completed in three to four years, with coursework organized in trimesters. Most classes for program requirements are scheduled on Thursday evenings or Saturdays each trimester, other courses occur during weekday evenings. While the majority of the program is offered face-to-face, some courses are offered in a hybrid delivery format (with some class sessions meeting face-to-face and some class sessions meeting synchronously online).

## 3. Program Learning Outcomes

- 3.1. Employ a sophisticated understanding of social justice theories to identify and direct responses to educational inequities
- 3.2. Apply principles of leadership for social justice to direct a change process
- 3.3. Leverage understandings of political, legal, and financial systems to mitigate constraints on equitable educational practices
- 3.4. Advocate for just policies and practices for educational institutions and their communities
- 3.5. Critically analyze scholarship to inform professional practice and applied research activity
- 3.6. Design and implement inquiry relevant to educational leadership and social justice

## 4. Coursework: Concentrations and Pathways

The doctoral program requires 60 units for degree completion. Students may choose among five concentrations and can opt to complete requirements in a three-year or four-year pathway.

### 4.1. Core Courses (21 credit hours)

- 4.1.1. **EDUC 829: Historical foundations in education and social justice (3).** Examines the historical foundations of US education (PK-12 and higher education) through a social justice lens. Explores how gender, race, class, religion, sexuality, and ableism interact with changing purposes, systems, and institution-building of education

considering access to, leadership within, and provision of education. Prerequisite: admission to Ed.D. program.

- 4.1.2. EDUC 830: Social Justice Theory and Practice (3).** Examines social justice theories and their implications for educational practice and leadership. Identifies the social, cultural, political, and economic factors that influence schooling in a diverse society. Applies multiple perspectives to problems affecting various stakeholders across educational systems (PK-12 and higher education). Prerequisite: admission to Ed.D. program.
- 4.1.3. EDUC 827: Leadership and practice in education (3).** Deeply examines leadership perspectives in organizations. Utilizing a historical and organizational perspective, critically examines leadership and management, including leadership theories, models, and application to emerging social justice scholarship and practice. Prerequisite: admission to Ed.D. program.
- 4.1.4. EDUC 822A-C: Organizational Change and Education (1x3).** Explores organization theory, attending to administration and policy associated with education organization for social justice leaders. Students create a conceptual understanding of education organization and governance so that participants can apply multiple theoretic constructions to critically examine educational organization functioning. Students develop competency as critical examiners of educational organizational functioning. Prerequisite: admission to Ed.D. program.
- 4.1.5. EDUC 831: Education Law, Policy, and Justice (3).** Explores federal, state, and local education law for PK-12 and higher education systems in the context of the current policy environment. Includes the evolution of state and federal education policy, Constitutional rights for students and educators, and educational practice from a lens of educational justice. Prerequisite: admission to Ed.D. program.
- 4.1.6. EDUC 833: Education Finance (3).** Explores how revenues are generated, negotiated, distributed, and budgeted to achieve desired educational outcomes in PK-12 and higher education systems. Course topics include funding equity, strategic budgeting, and making financial decisions from a lens of educational justice to create change and support student needs. Prerequisite: admission to Ed.D. program.
- 4.1.7. EDUC 871: Special topics doctoral seminar (3).** A special topics seminar examining social justice and education leadership across Pk-12 and higher education. Topics alternate according to instructor and year of offering. Prerequisite: admission to Ed.D. program.
- 4.1.8. EDUC: 890: Ed.D. Milestone Paper (0).** Students register for the Ed.D. Milestone Paper in August or December. Successful completion demonstrates that students have both the content expertise and writing skills to be able to progress to the dissertation stage and continue independent work. Students whose milestone paper demonstrates need for additional writing support will take Education 889 and then repeat the milestone course.

## **4.2. Methods Courses (9 credit hours)**

**4.2.1. EDUC 841: Quantitative Methods (3).** Introduces students to the purpose and use of quantitative methods in educational decision making. Through applied projects, this course acquaints students with survey design, sampling, forms of data collection, the preparation of data for statistical analysis, and descriptive statistical procedures. Provides conceptual overview of quantitative research designs and inferential statistics.

**4.2.2. EDUC 842: Qualitative Methods (3).** This course examines literature about and how to do basic qualitative research. Students will devise and conduct a small study to learn about qualitative research in practice. They will engage in: design, participant recruitment and sampling, data collection (e.g., interviews, observations and documents), analysis, and write a research paper about their work.

**4.2.3. Advanced methods.** Students take one of the following:

**4.2.3.1. EDUC 846: Advanced Quantitative Methods (3).** Extends understanding of quantitative research designs and the statistical analyses most appropriate for answering research questions under each for the purpose of educational improvement. Introduces statistical procedures used to make inferences. Supports satisfying the early research project requirement of the program. Prerequisite: 841 and 842

**4.2.3.2. EDUC 847: Advanced Qualitative Methods (3).** Extends understanding and skills involved in qualitative research. Explores advanced qualitative design approaches to qualitative data gathering, analysis, and interpretation. Students produce an original piece of qualitative research as part of this course. Supports satisfying the early research project requirement of the program. Prerequisite: 841 and 842

#### **4.3. Dissertation Development and Support Courses (15 credit hours)**

**4.3.1. EDUC 820A-C: Writing a Literature Review (1 x 3).** Systematically develops knowledge, skills, and abilities necessary to produce a literature review that demonstrates mastery of a topic with emphasis on each student producing their dissertation literature review. A) Students will conduct library research, topic refinement, bibliography development, and literature analysis, B) Continues with literature analysis, synthesis, critique, and writing a first draft. Deepens conceptual understand of research methods used in the literature reviewed, C) Culminates with writing a final draft, including compliance with all technical standards for manuscript preparation.

**4.3.2. EDUC 860A-C: Dissertation development and proposal writing (1 x 3).** Students use this course to start work on their dissertation research proposal. A) With guidance of the course faculty member students will devise a dissertation topic, recruit a chair, hone in on a research question(s), and produce a piece of work that establishes the importance of the topic and the scope of the problem, B) Students update and refine their literature review based on the development of the research questions in 860A. Further develops context, purpose, and scope of their dissertation study, C) Students submit a dissertation research proposal that

includes methodological content congruent with the purpose and scope of the study.

**4.3.3. EDUC 861: Dissertation writing (1-9).** Dissertation writing is completed under the supervision of the candidate's faculty research chair. Students may also attend a voluntary workshop while enrolled. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits, candidates enroll in EDUC 862 for 0 credits until finished. Credit/no credit only. Prerequisite: successful completion of one advanced methods course

**4.3.4. EDUC 862: Dissertation writing extension (0).** If the dissertation is not complete and accepted after the awarding of 9 credits of EDUC 861, candidates will need to enroll in this course until the dissertation is completed and accepted. There is a seven-year deadline from last term of enrollment in EDUC 861 to complete the dissertation. Credit/no credit only.

#### **4.4. Concentration Courses (15 credit hours)**

Students get to choose a concentration among five options that are linked with different programs in the School of Education: Community Engaged Leadership in Schools and Society, School and District Leadership, School and District Leadership with Preliminary Administrative Services Credential, Higher Education and Student Affairs, and a general concentration.

##### **4.4.1. Community Engaged Leadership in Schools and Society**

The concentration in Community-Engaged Leadership in Schools and Society provides candidates with opportunities to explore the power and promise of community-embedded approaches to social change. Students examine the role of educational leaders in promoting democratic participation in K-12 schools and communities. Topics include the role of public schools in a democratic society, community-embedded leadership theories and strategies, approaches to grassroots movement building, ongoing struggles for freedom and equality, citizen participation, community-organizing, the school-to-prison pipeline, and the history of social movements. Five courses are required, listed below:

**4.4.1.1. EDUC 501/MALT 601: Foundations of Education: Education and Inequality in the US (Inside-Out Course) (3).** This course provides an introduction to critical perspectives on education and justice, while learning inside a juvenile detention center. Topics include theoretical frameworks for understanding the work of teachers, the purpose of public education in a democratic society, the intersection of race, class, gender, and discipline in schools.

**4.4.1.2. EDUC 836: Race, Equity, and Schools (3).** This course provides an introduction and overview of the Black Freedom Movement and explores questions of racial equity in schools and society, as well as how educational leaders can address these issues. Other topics include racial capitalism, systemic racism, neoliberalism, abolitionist teaching, decolonization, and antiracism.

**4.4.1.3. EDUC 837: Literacy and Democracy (3).** This course examines the intersection of literacy and democracy. Students consider broad theoretical issues and philosophical questions related to preparing citizens for a democracy, as well as the historical and contemporary role of schools, teachers, and communities in this project.

**4.4.1.4. EDUC 686: Education and Community-Organizing (3).** This course provides an introduction to community organizing and approaches to community-embedded leadership. Students read, consider, discuss, and debate strategies for organizing and connecting with communities. Students also examine schools and communities as intersecting and overlapping sites of struggle for equity and justice.

**4.4.1.5. EDUC 871 : Special Topics in Community Engaged Leadership (3).** This course will examine special topics in community-engaged leadership in schools and society.

#### **4.4.2. School & District Leadership**

The concentration in School and District Leadership (with no credential) provides candidates, particularly those who already possess an administrative credential, with the opportunity to expand on their leadership skills in a deep and meaningful way. Students in this concentration will select five content courses from the School and District Leadership Program. Choose five of the following:

**4.4.2.1. EDUC 602: Leadership for Diverse Populations (3).** Examination of how leaders adapt communication, leadership style, social, emotional, and academic services to support the success of all students. Emphasis on the relationship of race, ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems.

**4.4.2.2. EDUC 641: Leadership for Change (3).** Introduction to theories and strategies of personal and organizational change. Emphasis on personal and organizational reflective practice, the dynamics of nested educational communities, and the purpose and process of implementing change to improve student learning and school culture.

**4.4.2.3. EDUC 643: Coaching and Teacher Development (3).** Introduction to the foundational theories of curriculum design and implementation, adult learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

**4.4.2.4. EDUC 670: Program Evaluation and Assessment (3).** Emphasis on the theoretical and practical perspectives of management and evaluation of programs and program design. Introduction to organizational theory, improvement science, and equity-oriented change. Application to focused school improvement program proposal, including design, implementation, and evaluation strategies.

**4.4.2.5. EDUC 671: Ethical and Reflective Leadership (3).** Introduction to leadership theory, problem framing, individual leadership assessment, and

administrative styles. Emphasis on organizational management, ethical decision making, problem solving, and reflective practice.

- 4.4.2.6. EDUC 673: School Resource Management (3).** Introduction to sound fiscal procedures and budgeting, including an examination of federal, state, and local educational financing. Topics include equitable resource management, setting budgetary priorities at the school site, facilities management, and school modernization.
- 4.4.2.7. EDUC 674: Education Law and Policy (3).** Introduction to and application of federal and state laws and legal opinions as they relate to educational policies and procedures. Topics covered include constitutional law, administrative law, district policies, and school governance and politics in relation to positive school climate and improvement.
- 4.4.2.8. EDUC 675: Curriculum and Program Development (3).** Consideration of the philosophical, historical, and contemporary elements of curriculum. Attention given to team-based planning, development, implementation, and evaluation of curricular programs. Additional topics include best practices pertaining to social and emotional learning, special needs programs, and communities of practice.
- 4.4.2.9. EDUC 676: School Personnel Management (3).** Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Topics include employee relations, motivation, and negotiations.

#### **4.4.3. School and District Leadership with Preliminary Administrative Services Credential**

The concentration in School and District Leadership with an embedded preliminary administrative services credential (PASC) provides candidates with the opportunity to expand on their leadership skills in a deep and meaningful way, meet the state standards for educational leadership, engage in meaningful fieldwork in schools and districts, and complete the state performance assessment for education leaders (California Administrator Performance Assessment—CalAPA). In this five-course series, students engage in a deep dive into program evaluation and assessment; education law, finance, and personnel management; coaching and teacher development; and, applied leadership skills in leadership labs.

- 4.4.3.1. EDUC 828: School Law, Finance, and Personnel Management (3).** Introduction to and application of: 1) education federal and state laws and legal opinions; 2) California school finance and; 3) California personnel law, practices, and procedures. Topics covered include constitutional law, administrative law, federal, state, and district, and school policies that contribute to positive school climate and improvement
- 4.4.3.2. EDUC 643: Coaching and Teacher Development (3).** Introduction to the foundational theories of curriculum design and implementation, adult

learning, and professional development. Students will apply theory to create professional development strategies in support of teacher performance.

- 4.4.3.3. EDUC 670: Program Evaluation and Assessment (3).** Emphasis on the theoretical and practical perspectives of management and evaluation of programs and program design. Introduction to organizational theory, improvement science, and equity-oriented change. Application to focused school improvement program proposal, including design, implementation, and evaluation strategies.
- 4.4.3.4. EDUC 675: Curriculum and Program Development (3).** Consideration of the philosophical, historical, and contemporary elements of curriculum. Attention given to team-based planning, development, implementation, and evaluation of curricular programs. Additional topics include best practices pertaining to social and emotional learning, special needs programs, and communities of practice.
- 4.4.3.5. EDUC 634A: Leadership Lab A (1).** In this one-hour field experience, students are introduced to the expectations of the Educational Administration program, professional standards, state licensure requirements, and the CalAPA; practice the skills needed to successfully complete CalAPA Cycle 1: Analyzing Data to Inform School Improvement and Promote Equality.
- 4.4.3.6. EDUC 634B: Leadership Lab B (1).** In this one-hour field of experience, students practice the skills needed to successfully complete CalAPA Cycle 2: Facilitating Communities of Practice and reflect on their applications of theory to practice. Students will work on professional growth and identify practice-based opportunities for applied leadership.
- 4.4.3.7. EDUC 634C: Leadership Lab C (1).** In this one-hour field experience, students practice the skills needed to successfully complete CalAPA Cycle 3: Supporting Teacher Growth and reflect on their application of theory to practice. Students will work on short- and long-term professional growth and identify practice-based opportunities for applied leadership.

#### **4.4.4. Higher Education and Student Affairs**

The concentration in Higher Education and Student Affairs exposes students to the social, cultural, and organizational contexts of higher education, theories of leadership and student development, and discussion of current issues. In this five-course curriculum, students will learn about the history and current context of higher education in the required Education 607 course, and will delve further into other theoretical and content areas through four elective courses that embed technical skills and social justice.

- 4.4.4.1. EDUC 607 Introduction to Higher Education and Student Affairs (3).** Examines six themes in American higher education: (a) history of higher education and student affairs, (b) philosophy and ethics of the profession, (c) educational access and equity, (d) student populations, (e) roles of educators, and (f) current context. Required for concentration.

- 4.4.4.2. EDUC 605: Community College Today (3).** Introduction to contemporary issues concerning community colleges today. Emphasis will be on the academic areas, as well as those facing student support services. Faculty and professional staff issues will also be addressed. Concentration elective option.
- 4.4.4.3. EDUC 606: Topics in Higher Education (3).** Topics courses address questions, theories, and practice related to a special topic or area in higher education. Concentration elective option.
- 4.4.4.4. EDUC 608: Evaluation and Assessment (3).** Emphasis on the evaluation of program efficiency, effectiveness, and impact, as well as the assessment of learning in and out of classroom settings in higher education. Intends to build the skills of planning, development, implementation, analysis, and communication of findings in projects related to evaluation and assessment. Concentration elective option.
- 4.4.4.5. EDUC 612: Media and Digital Technologies for Leadership in Higher Education (3).** This class explores the representation of higher education in media and how it applies to leadership in higher education. Students examine different digital technologies and consider their application as leaders in the field. Concentration elective option.
- 4.4.4.6. EDUC 624: College Student Development (3).** Explores holistic, psychosocial, cognitive, and social identity theories related to college student development. Students will consider what these theories mean for their work in institutions of higher education. Concentration elective option.
- 4.4.4.7. EDUC 631: Law, Policy, and Ethics in Higher Education (3).** Students in this course explore law, policy, and ethical issues in higher education at institutional, state, and national levels. The course helps students develop an integrated view of law, policy, and ethics that assists with professional practice. Concentration elective option.
- 4.4.4.8. EDUC 633: Working with College Students (3).** This course examines the role, function, and practice of student affairs professionals' work with college students with a focus on contemporary issues. Topics include supervision, conflict, and crisis management. Concentration elective option.
- 4.4.4.9. EDUC 669: Diversity and Social Justice in Higher Education (3).** Introduces students to theory, research, and practice related to diversity and social justice in American higher education. Students learn about crucial topics such as those related to oppression and privilege, and develop a critical understanding of what these issues mean for advancing justice at institutions and their own professional practice. Concentration elective option.

#### **4.4.5. General Concentration**

The general concentration is intended for students who already have a master's degree in one of the existing concentration areas and allows students to take a range of graduate courses, as per their interests. Students in the general concentration take an additional 15 credits of graduate courses except for: MA

inquiry courses such as EDUC 644, fieldwork /practicum courses such as EDUC 666, and culminating seminar courses such as EDUC 636/637.

While there is a lot of choice in this concentration, it is also important for students to be intentional. As such, students wishing to declare the General Concentration must complete a General Concentration Pathway Proposal where they list the five additional courses (15 credits) they are interested in taking and provide a thorough explanation of how the courses complement each other and, most importantly, why none of the other concentration options are suitable.

#### **4.4.6. Declaring a Concentration**

Students must declare a concentration by completing the Declaration of Concentration Form by September 30th of their first year in the program.

#### **4.5. Non-load Bearing Program Requirements**

In addition to the 60 credit hours of course requirements, students must complete a milestone paper, formally select a dissertation committee chair and committee members, successfully defend a dissertation proposal, have a dissertation defense, and submit a final dissertation approved by their committee.

#### **4.6. Schedules and Modality**

Most of the Thursday evening courses are hybrid, meaning up to half of the class meetings can be offered virtually with the other half meeting face to face (F2F). See three and four-year pathways ([4.7](#)) for specific details.

#### **4.7. Three and Four-Year Pathways**

Students can complete the program in three or four-year pathways. On a three-year plan, students take the majority of their core content in their first year, complete their milestone paper at the conclusion of year one, complete their concentration and methods coursework in their second year, and then work on their dissertation throughout their third year. It is important to note that three-years means three full academic years, with a degree conferred at the end of the third summer in August. On the four-year plan, students enroll in 4 credits per term rather than 7 for the first two years of the program, spreading out the core content. They submit the milestone paper at the end of year 2, complete their concentration and methods coursework in year three, and then work on their dissertation throughout their fourth year. Other students choose to spread out the program a little more. Please speak with your academic advisor to ensure courses will be offered when you need them if you need to deviate from the prescribed pathways.

##### **4.7.1. Three-year Pathway**

Year One: Core – Fall

EDUC 829: Historical Foundations in Education and Social Justice (3) (Hybrid)(Th)

EDUC 827: Leadership Theory and Practice in Education (3) (F2F) (Sat)

EDUC 820A: Literature Review A (1) (F2F) (Sat)

Year One: Core – Spring

EDUC 831: Education Law, Policy, and Justice (3) (Hybrid) (Th)

EDUC 830: Social Justice Theory and Practice (3) (F2F) (Sat)

EDUC 820B: Literature Review B (1) (F2F) (Sat)

Year One: Core – Summer

EDUC 871 Doctoral Seminar (3)(Hybrid)(Th) –or– Concentration-specific course (3)

EDUC 833: Education Finance (3) (F2F) (Sat)

EDUC 820C: Literature Review C (1) (F2F) (Sat)

Year Two: Methods and Concentration – Fall

EDUC 841: Quantitative Methods (3) (Hybrid) (Th)

EDUC 860A: Dissertation Development (1)(Hybrid) (Th)

EDUC 822A: Educational Change and Organizational Theory (1) (F2F) (Sat)

Concentration-specific course (3)

Year Two: Methods and Concentration – Spring

EDUC 842: Qualitative methods (3) (Hybrid) (Th)

EDUC 860B: Dissertation Development (1)(Hybrid) (Th)

EDUC 822B: Educational Change and Organizational Theory (1) (F2F) (Sat)

Concentration-specific course (3)

Year Two: Methods and Concentration – Summer

EDUC 846: Advanced Quantitative Methods (3) (Hybrid) (Sat) -or- EDUC 847:

Advanced Qualitative Methods (3) (Hybrid) (Sat)

EDUC 860C: Dissertation Development (1)(Hybrid)(Th)

EDUC 822C: Educational Change and Organizational Theory (1) (Hybrid) (Sat)

EDUC 871 Doctoral Seminar (Th) (Hybrid) –or– Concentration-specific course (3)

Year Three: Dissertation – Fall

EDUC 861: Dissertation Writing (1-9 units)

Concentration-specific course (3)

Year Three: Dissertation – Spring

EDUC 861: Dissertation Writing (1-9 units)

Concentration-specific course (3)

Year Three: Dissertation – Summer

EDUC 861: Dissertation Writing (1-9 units)

#### **4.7.2. Four-year Pathway**

Year One: Core – Fall

EDUC 829: Historical Foundations in Education and Social Justice (3) (Hybrid)(Th)  
EDUC 820A: Literature Review A (1) (F2F) (Sat)

Year One: Core – Spring

EDUC 830: Social Justice Theory and Practice (3) (F2F) (Sat)  
EDUC 820B: Literature Review B (1) (F2F) (Sat)

Year One: Core – Summer

EDUC 871 Doctoral Seminar (3)(Hybrid)(Th) –or– Concentration-specific course (3)  
EDUC 820C: Literature Review C (1) (F2F) (Sat)

Year Two: Core – Fall

EDUC 827: Leadership Theory and Practice in Education (3) (F2F) (Sat)  
EDUC 822A: Educational Change and Organizational Theory (1) (F2F) (Sat)

Year Two: Core – Spring

EDUC 831: Education Law, Policy, and Justice (3) (Hybrid) (Th)  
EDUC 822B: Educational Change and Organizational Theory (1) (F2F) (Sat)

Year Two: Core – Summer

EDUC 833: Education Finance (3) (F2F) (Sat)  
EDUC 822C: Educational Change and Organizational Theory (1) (F2F) (Sat)

Year Three: Methods and Concentration – Fall

EDUC 841: Quantitative Methods (3) (Hybrid) (Th)  
EDUC 860A: Dissertation Development (1)(Hybrid) (Th)  
Concentration-specific course (3)

Year Three: Methods and Concentration – Spring

EDUC 842: Qualitative methods (3) (Hybrid) (Th)  
EDUC 860B: Dissertation Development (1)(Hybrid) (Th)  
Concentration-specific course (3)

Year Three Methods and Concentration – Summer

EDUC 846: Advanced Quantitative Methods (3) (Hybrid) (Sat) -or- EDUC 847:  
Advanced Qualitative Methods (3) (Hybrid) (Sat)  
EDUC 860C: Dissertation Development (1)(Hybrid)(Th)  
EDUC 871 Doctoral Seminar (3)(Hybrid)(Th) –or– Concentration-specific course (3)

Year Four: Dissertation – Fall

EDUC 861: Dissertation Writing (1-9 units)  
Concentration-specific course (3)

Year Four: Dissertation – Spring

EDUC 861: Dissertation Writing (1-9 units)  
Concentration-specific course (3)

Year Three: Dissertation – Summer  
EDUC 861: Dissertation Writing (1-9 units)

## **5. Transfer Credit, Enrollment, Financial, and Degree Conferral Policies**

### **5.1. Transfer Credit**

Transfer credit acceptability is determined after admission by School of Education faculty. Program requirements may be waived only when the course content equates to a University of Redlands course and when obsolescence is not a factor ([see 5.2](#)). Students wishing to transfer credit should first declare a concentration ([see 4.4](#)) and then complete the Modification of Program Requirement Form. In order for faculty to properly assess the transferability of the course(s), students should also submit course descriptions and/or syllabi for consideration. All material is reviewed by a designated faculty member in the student's selected concentration. The deadline for submission is November 1st of the first year in the program.

Students can satisfy up to 6 credits with master's or higher-level coursework in their concentration from advanced graduate work at the University of Redlands or transferred from another accredited institution. Coursework must have been completed within 6 years before the time of matriculation in the program, grade 3.0 or higher required. Note that credit cannot be transferred into the Educational Administration with PASC concentration.

### **5.2. Obsolescence**

No course that has been completed more than six years before the time of matriculation in the program shall be counted toward a University of Redlands doctoral degree, as per the university catalog. All requests for transfer credit must be submitted and approved by November 1<sup>st</sup> of a student's first year in the program.

### **5.3. Financial Aid**

To be eligible for financial aid, Ed.D. students need to have at least half-time status (3 credit hours per term).

### **5.4. Independent Study**

Some students propose independent study projects with faculty related to specific areas of content for which there are no existing classes. With the approval of the faculty representative for your concentration, such courses may be counted towards the concentration requirements. Independent study courses are always arranged with faculty who can support your area of interest. Credit for a single independent study project ranges from 1 to 4 credits; no more than 12 independent study credits can be counted toward a degree.

## **5.5. Continuous Enrollment**

Students must be continuously enrolled in courses during the time they are at the university. If needed, students can take a formal leave of absence (see School of Education Academic Standards in University Catalog). A student who needs or desires to take a Withdrawal (WDPR) or take a Leave of Absence (LOA) from the University of Redlands must schedule an appointment with their Academic Advisor and complete an exit interview. A WDPR or LOA is considered official once the student gives notification of their intent and the Request Form has been submitted by the student. The Request Form will state the intentions of the student to discontinue the course(s) in which he/she is registered and the effective date the WDPR or LOA will be implemented, which is then recorded by the Registrar's Office. During a student's leave of absence, the University maintains all of his or her official records on an active basis. Students returning from a leave of absence of one year or less are not required to be formally readmitted. Students will be expected to fulfill the graduation requirements in effect at the date of their original matriculation. Students who do not return from a leave of absence within one year are withdrawn from the University. To return, they must be formally readmitted and must comply with the current Catalog requirements. If students do not formally take a leave of absence but still fail to register for any courses for three terms, they will also be considered inactive and will be required to reapply.

### **5.5.1. Readmission Process**

In order to be readmitted after an extended leave of absence, the student must fill out a new admissions application and submit a readmissions statement. The additional application materials (letters of recommendation, personal statement) are waived for those returning to the EdD program. Students do, however, need to comply with any changes to program requirements that may have taken place during the leave.

## **5.6. Degree Conferral**

At the University of Redlands, degrees are conferred at different times during the year. Degrees are conferred on the first official conferral date after all degree requirements are completed. This means that after a student successfully defends their dissertation, completes their edits, and submits their degree clearance form they can be awarded their degree at the next conferring period, so long as the dissertation is officially filed at least one day before the degree conferral date. The four degree-conferral dates each year are: Commencement Day in April, and the last day of the following months: May, August, and December. It is important to note that having your degree conferred and participating at commencement are two separate things. While you can have your degree conferred on Commencement Day in April if you file your dissertation before that date, you will only be allowed to participate in the commencement ceremony if you file in time to meet the printing deadline for the commencement program, as described in [5.7](#).

## **5.7. Participating in Commencement**

The commencement ceremony only occurs once a year on our campus in April. Doctoral candidates must apply for graduation by January 31st and successfully defend their dissertation by the last day of the eleventh week of Spring Term in order to be eligible for participation in commencement. Students who defend after this date can have their degree conferred at the next degree conferral date and then participate in the commencement ceremony the following April.

## **6. Milestone Paper**

The Milestone Paper is an opportunity for students to demonstrate their learning in their coursework, ability to identify and apply theory, to explain the academic context of a problem of practice that relates to both leadership and educational justice through a synthesized discussion of the literature, and their ability to write academically.

### **6.1. Prompt**

In 15-20 double-spaced pages (excluding cover page and reference list), students will respond to the following prompt: Identify a problem of practice that relates to leadership AND educational justice. Review and synthesize literature that supports your understanding of the problem. Identify a theoretical or conceptual lens that informs how you are approaching the problem. This section should include a description of the framework and an explanation of how it applies to your understanding of the problem of practice.

We STRONGLY ENCOURAGE students to write their Milestone Paper on their dissertation topic and note that it may provide a strong foundation for the dissertation literature review.

### **6.2. Submission Dates**

There are three submission dates (and thus three scoring periods) per year. The submission deadlines are: August 31, December 31, and April 30. Students have the option of registering in summer or fall to submit in August or December of year 1 (three-year pathway) or year 2 (four-year pathway). Students are encouraged to communicate with their Advisor and with the EdD Program Coordinator if they plan to submit in December. Students may only submit in April if they have received a "Continue with Support" score on a previous attempt.

### **6.3. Registering for the Milestone Paper**

In order to submit the Milestone Paper, students will need to register for Education 890 (0 credits) before the add/drop deadline for the term in which they plan on submitting. We encourage students on the three-year pathway to register in summer of year 1 and students on the four-year pathway to register in summer of year 2 to submit by August 31<sup>st</sup>. However, although students can start working on their paper at any time they wish, we understand that August may not be the most ideal time for everyone to submit and, thus, allow the option to register in fall and submit in December. Students

cannot register for spring unless they have received a “Continue with Support” score on a previous attempt.

#### **6.4. Scoring and Possible Outcomes**

Each Milestone Paper is read by two faculty members in the School of Education and graded holistically. The reviews are not blind – faculty will see students’ names and students will also know from whom they are receiving feedback, which allows for conversations about the feedback to take place should it be helpful. To move on with your dissertation independently, both faculty members must agree, using a 7-item rubric aligned with the program learning outcomes. If there is disagreement on whether a student is ready to move forward with their dissertation independently based on the submission, the exam is read by a third faculty member for scoring and feedback.

Scoring will occur over the 2-3 weeks following the submission deadlines and results will be shared with students prior to the add/drop deadline should they need to make any changes to their schedules.

**6.4.1.** There are two possible outcomes: a) “Continue independently”: you may proceed with your coursework and/or proposal without additional writing support courses. You may defend your dissertation proposal when your chair determines you’re ready, b) “Continue with support”: you may continue with your coursework and/or drafting your proposal with the support of the Student Success Seminar (EDUC 889). During that course, you will work closely with a faculty member to identify areas of growth for your writing, revise your submission, and resubmit it for review during the next Milestone Paper submission period. You cannot enroll in EDUC 861 or defend your dissertation proposal until you have received a “continue independently” score from the reviewers.

#### **6.5. Student Success Seminar**

Students who receive a “Continue with support” score on their milestone paper are encouraged, but not required, to register in EDUC 889 Student Success Seminar upon receiving results, before the add/drop deadline. Students are not charged tuition for this 0-credit seminar and it serves as an extra writing support to help them get ready to resubmit.

### **7. The Doctoral Dissertation**

The primary purpose of the education doctorate (Ed.D.) dissertation is to refine the skills necessary for the production of a scholarly piece of work with implications for practice in an area of education, specifically with regards to leadership and educational justice. In the course of conducting the project, the student is expected to deepen knowledge about a particular area of education, to improve critical thinking and writing skills, to develop and apply skills in research methodology, and to experience a scholarly professional working relationship with faculty.

The doctoral dissertation is, at minimum, a five-chapter product that includes Introduction, Literature Review, Methods, Results/Findings, and Discussion. For the dissertation proposal, students are expected to propose what they want to do for their dissertation with content that provides rationale, support and anticipated methods for their chosen project. The end-product of the doctoral dissertation is a publishable and/or professionally presentable scholarly work. The project should be clear in its conceptualization, sound in its methodology, and careful and ethical in its execution. Both the proposal and the final product must conform to high standards for the written communication of a scholarly work, and follow appropriate requirements for format and style. There are no minimum or maximum expectations with respect to the length of dissertation or to the actual number of references cited. The dissertation should be of sufficient length to adequately cover the topic without inclusion of extraneous material.

## **7.1. The Dissertation Committee**

### **7.1.1. Timeline for Committee Formation**

Students will be asked to form their dissertation committee as part of the EDUC 860 Proposal Development series. The committee chair should be selected by the end of the EDUC 860A course in fall of year 2 (three-year track) or year 3 (four-year track). Students must consult with their chairs before proceeding to select the rest of the dissertation committee in EDUC 860B.

### **7.1.2. The Dissertation Chair**

In the Ed.D. program, students have the opportunity to select their own dissertation chairs. Ideally, the selected dissertation chair will have either content or methodological expertise related to the student's proposed study, though most often the content expertise will be on something closely related rather than on the exact dissertation topic. It is important that students narrow down their interests and have a good sense of the problem of practice they seek to address through the dissertation before asking anyone to serve as their chair.

Students can get to know faculty areas of expertise through their university webpages ([Meet the Faculty](#)). They should also take advantage of formal and informal opportunities to get to know them, including scheduling meetings to discuss interests. Do note that faculty may decline the invitation to serve as chair for multiple reasons, but can help refer students to other faculty based on their interests. Once a verbal agreement has been made with a faculty member, the student should submit a Dissertation Chair Form to OSS. See section [7.1.4.](#) for additional information about who can serve as a chair.

#### **7.1.2.1. Expectations for Communication and Feedback**

When a student and faculty member have agreed to work together, they should have conversations to establish shared expectations. Some questions to address include: How do faculty prefer to review drafts (in small sections or full chapters)? How often should they meet or

communicate progress over email? What are the goals related to timeline?

The chair is responsible for supporting the student throughout all phases of the dissertation and should provide feedback in a timely manner. It is common practice to give faculty two weeks to turn around drafts of your writing. However, some chairs may prefer a shorter turn around and other chairs may choose to review your draft with you, providing feedback in real time.

When trying to create a timeline for making progress on the dissertation, it is important for students to consider that their faculty chair and committee members are employed on 9 or 11-month contracts, which means there are times when they are away from campus and generally less available to meet, provide feedback, or schedule proposal and final defenses. It is up to each student to discuss with their chair what reasonable expectations are during those periods.

### **7.1.3. Forming the Rest of the Committee**

It is important for students to have both content and methodological expertise on a committee. Once a chair is selected, students will consult with them to select the additional committee members (done formally as part of EDUC 860B). If the chair has content but not methodological expertise, one of the committee members should be selected to support methods, and vice versa. The final member can be another faculty member or a practitioner (with a doctorate) that can help the student better think about the study's connection to practice.

Feedback from committee members is only expected at the proposal and dissertation defense, however, with their chair's approval, students may negotiate with individual committee members to provide one-time reviews of certain portions of documents before proposal or dissertation defenses to get the benefit of their expertise.

### **7.1.4. Committee Membership Policies**

- 7.1.4.1.** The doctoral dissertation committee consists of the chair and two additional members (must be selected in consultation with the chair), all with a doctoral degree, and all with expertise pertinent to the dissertation.
- 7.1.4.2.** The chair and at least one of the other two committee members must be full-time faculty in the School of Education.
- 7.1.4.3.** All Ed.D. dissertation committees must include at least one of the Ed.D. core faculty members either as a committee member or chair.
- 7.1.4.4.** One committee member may be external to SOE. They can be a faculty member from outside of the School of Education at the University of

Redlands, an outside associate (i.e., a superintendent, an agency director who's providing data), or faculty from another institution.

- 7.1.4.5.** Graduates from our Ed.D. program cannot be committee members for any Ed.D. students unless they are full-time faculty at a higher education institution (adjunct faculty status does not qualify).
- 7.1.4.6.** If the student wishes to include a committee member who does not have a doctoral degree, that person may be listed as a fourth committee member and should have a reasonable explanation for their inclusion on the committee.
- 7.1.4.7.** The inclusion of any committee member who is not a University of Redlands tenured, tenure track, visiting, or adjunct faculty is up to the discretion of the committee chair, but the student must submit the person's curriculum vitae and a written justification to the Department Chair for Leadership and Higher Education.
- 7.1.4.8. Departing Faculty Policy.** On occasion, a faculty member serving on a student's dissertation committee will leave their position as a full-time SOE faculty member prior to the completion of the dissertation. Under these circumstances, the Departing Faculty Policy applies:
  - 7.1.4.8.1.** The departing faculty, whether chair or committee member, may continue to count as one of the two required SOE faculty members on a student's committee (see 7.1.4.2) for up to one academic year from their departure.
  - 7.1.4.8.2.** When a dissertation committee chair leaves the University, the departing faculty member may opt to serve in one of the following ways: a) continue as chair for up to one academic year, b) switch to committee member and allow another SOE faculty member on the committee to become chair, or c) be removed from the committee altogether
  - 7.1.4.8.3.** When a committee member leaves the University, the departing faculty member may opt to serve in one of the following ways: a) continue as a SOE committee member for up to one academic year, or b) be removed from the committee altogether.
  - 7.1.4.8.4.** If a departing faculty member remains on a committee, whether as chair or committee member, the student must complete the dissertation within one academic year. After one year, the departing faculty will need to become an external committee member or be removed from the committee.

## **7.2. Coursework to Support Dissertation Development**

It is up to each student to work with their dissertation chair on the formal proposal and final dissertation, but the School of Education does have courses intended to support the dissertation journey by holding students accountable for some progress and helping them workshop issues that arise.

### **7.2.1. Courses to Support Proposal Development**

EDUC 820A-C Literature Review and EDUC 860A-C Dissertation Proposal Development (see [4.3](#) for course descriptions) are intended to help students develop a dissertation proposal that includes: an introduction to the topic and description of problem in education the study is addressing, a review of the literature informing the student's understanding of the topic, the description of a theoretical or conceptual framework and explanation of how it will guide the study, and a description of the methods that will be used to collect and analyze data.

### **7.2.2. Early Research Project Requirement**

The early research project reinforces skills students need as part of their readiness to engage in the dissertation. The project is submitted as the final paper in their advanced methods course (EDUC 846/847). Passing the course fulfills the requirement. Failing the course does not fulfill the requirement.

If a student does not pass their early research requirement, the student continues with concentration classes in Fall and Spring of the following year (thereby maintaining their enrollment) and takes the Advanced Methods class again in the Summer of that year. The students should seek support from their chair to prepare for retaking the course and fulfilling the requirement. Students cannot take EDUC 861 and defend their dissertation proposal until they have passed the research requirement. Students can retake the advanced course once. If a student fails the course twice they are dismissed from the program.

### **7.2.3. Dissertation Writing**

Students are required to complete 9 credits of EDUC 861 Dissertation Writing, which is a variable credit hour course. This is not a formal class, but rather a way to give students credit for working on their dissertations. Students should enroll in the EDUC 861 section that corresponds to their dissertation chair as that is who will supervise the work. If students successfully complete their proposals by fall of year 3 (three-year pathway) or year 4 (four-year pathway) they should be able to register in EDUC 861 for 3-credits in each trimester of their last year and complete the dissertation by the final summer term.

### **7.2.4. Dissertation Writing Extension and Fee**

If the dissertation is not complete and accepted after the awarding of 9 credits, candidates will be required to enroll in EDUC 862 Dissertation Writing Extension in each trimester until completion of the final dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair. A fee equivalent to 1 credit of tuition will be charged for each trimester required to complete the dissertation and defense. There is a seven-year deadline from the last term of enrollment in EDUC 861 to complete the dissertation. For this reason, it is important that students are realistic with their timelines in EDUC 861

and take fewer than 3 credits per term if they do not believe they will finish during that academic year.

#### **7.2.4.1. Dissertation Writing Extension and Timing of Completion**

Students who have their final dissertation defense scheduled before the add/drop deadline of the term in which they are completing do not need to register for EDUC 862 credits during that term, unless they do not successfully pass their defense.

### **7.3. The Dissertation Proposal**

The development of the research proposal is an important first step in the dissertation process. The student is expected to work closely with their committee chair in developing the proposal. Students must successfully defend their proposal to their committee to be able to progress with their dissertation. Approval of the proposal by the committee at the proposal defense indicates that the student is ready to begin data collection (although actual data collection may not begin before final IRB Board approval is received).

#### **7.3.1. Contents of the Proposal Document**

Different faculty members have different expectations for how the dissertation proposal should be structured. However, all proposals should include a few essential components: the proposal should situate the topic within a problem or scholarly conversation; it should include enough literature to demonstrate a foundational understanding of the topic and identify how the study will contribute to this body of work; the methods choices should be congruent with the topic and research questions; and some description of sampling, participants, research design, and analysis should be provided. Note that these components do not need to be in final form

#### **7.3.2. Process for Scheduling Proposal Defense**

The student should review multiple drafts of the proposal with their dissertation chair as they develop it during the EDUC 860 series and after. Once the chair agrees that the document is ready to share with the rest of the committee, the student can schedule a proposal defense date. Do note that the proposal cannot be defended until students first receive a “continue independently” on their milestone paper. Committee members must be given at least two weeks to review the proposal before the mutually agreed upon proposal defense date. When the defense has been scheduled, students should notify their academic advisor so that a signature form goes out to the committee on the day of the defense.

As indicated previously, the additional committee members may provide feedback prior to the proposal defense if the chair and student find it suitable, but in most cases will provide feedback only at the proposal defense itself.

#### **7.3.3. The Dissertation Proposal Defense**

The dissertation proposal defense is not open to the public, only the student and members of the committee may attend. It can take place in person or as a virtual meeting. At the start of the scheduled time, the committee will spend a few minutes speaking privately without the student to help the chair get a sense of how the committee felt about the document. Next, the student will present the proposal. After, the committee will ask questions and provide feedback, allowing the student to explain some of their choices and engage in discussion about their ideas. Lastly, the committee will regroup privately to decide on the outcome of the defense.

There are three possible outcomes for the proposal defense: Pass with Minor Changes, Pass with Major Changes, Not Pass. If the proposal is not passed, the committee will provide the student with written feedback that must be addressed in a revised proposal that must be presented at another proposal defense to the committee. If the proposal is passed with major changes, the student will receive all stipulations from the committee in writing and the chair will ensure that these are addressed in the continuing work. Chair and committee members will sign the Dissertation Proposal Defense form to indicate the outcome of the defense. Any requested changes in the case of a pass with major changes, or comments in the case of not passing will be attached to this form.

#### **7.4. Institutional Review Board (IRB)**

Students whose studies involve research with human subjects will need to apply for IRB approval before engaging in any recruitment of participants, data collection, or analysis. In order to submit an IRB application, students must first successfully pass their dissertation proposal defense.

To apply for IRB approval, students must first complete two courses through the Collaborative Institutional Training (CITI): 1) Investigators – Human Subjects, and 2) Social and Behavioral Responsible Conduct of Research Course 1. Students will then complete their application through Axiom Mentor, the online IRB portal used by the University. Students should consult with their chairs to determine if their applications should go through exempt, expedited, or with a full board review. Exempt and expedited applications are reviewed by the IRB Chair on an ongoing basis, but the full board only reviews application once a month so it is important to plan accordingly.

An IRB application may need to go through revision with IRB before it is approved. This is common but can affect one's timeline so students should work with their chair to navigate the process. Once the study is approved, research can officially begin in accordance with IRB guidelines. Special forms need to be submitted if students need to make a change to the study (see Application to Revise an Approved Protocol), if there are any adverse events that occur during the research (see Adverse Incident Report Form), and when the dissertation defense is passed and the study is complete (see Final Report).

The University of Redlands IRB website (<https://sites.redlands.edu/institutional-review-board/>) contains everything referenced in this section: link to the CITI website and instructions for how to register, link to Axiom Mentor, IRB FAQ to help determine level of review, and all forms

Depending on the study, students may also need permission from schools, school districts, and other universities to proceed with their work, sometimes in the form of gatekeeper letters and sometimes they will need to undergo IRB for those organizations as well. These ethical procedures are very important but can take time.

## **7.5. The Final Dissertation**

The student should consult regularly with the dissertation chair, and as appropriate with the other committee members during the process of data collection, data analysis, and writing. Students should also go back and make revisions to the proposal as they are able to provide more details about how the research was actually done.

The final doctoral dissertation should be, at minimum, a five-chapter product that includes Introduction, Literature Review, Methods, Results/Findings, and Discussion and addresses a topic related to leadership and educational justice.

### **7.5.1. Process for Scheduling Final Dissertation Defense**

When the chair determines that the dissertation is ready for final review, the chair gives permission for the student to submit the entire document to the committee members. At this time, the student can schedule their dissertation defense to be virtual or in person. As with the proposal, the defense should be scheduled with enough time to allow the committee two weeks to review the document. Also as with the proposal, committee members may provide feedback prior to the scheduled dissertation defense if the chair and student find it suitable, but most will typically only provide feedback at the defense itself.

Students should note that the last few weeks before the deadline to participate in commencement get very busy. Students who plan to defend during that time should secure a date as soon as their chair can confirm they are likely to finish.

Once the defense is scheduled, either the student or the dissertation chair will send out a calendar invitation to the whole committee and include the academic advisor for the program (currently, Jillian Strong). Students should also submit a Dissertation Defense Notification Form. This form ensures the Dissertation Defense Signature Page goes out to committee members on the day of the defense. On the form, students can also indicate whether they would like the defense to be closed (committee only), private (open to those whom the student invites), or open (invitation goes out to the entire School of Education). Having an open defense

allows other students the opportunity to sit in the audience and get a sense of what to expect. It is a nice way to help demystify the process.

### **7.5.2. The Final Dissertation Defense**

At the dissertation defense, students present their work to the committee. Typically, a final defense is structured similarly to a dissertation proposal defense: 1) the committee meets briefly, 2) the student is invited in to present, 3) faculty ask questions of the student, 4) the student leaves so the committee can discuss, and 5) the student returns to learn the outcome of the defense including any feedback. If there are guests, the guests are also asked to leave when the student is asked to leave.

Like the proposal defense, the dissertation defense has different possible outcomes that are indicated on the Dissertation Defense Form. Possible outcomes are: Pass with Minor Changes, Pass with Major Changes, Not Pass. If the final defense is not passed, the committee will provide the student with written feedback that must be addressed before another defense is scheduled. If the dissertation defense is passed with changes (minor or major) the student will also receive all stipulations from the committee in writing. The committee will decide at the defense if they need to see the document again, particularly in the case of major changes, or if they are happy with the dissertation chair supervising these changes.

After the dissertation defense and any edits are completed, the chair will decide when the document is ready for all the committee members to sign the Dissertation Signature Page and the Ed.D. Degree Clearance form. The Ed.D. Degree clearance form needs to be signed by the program coordinator and the dean before being submitted to the Registrar's Office. To get those signatures, students must have final approval from the committee as indicated by the Dissertation Signature Page and must have completed all items in the document submission section.

## **7.6. Document Submission**

The final stages of the process are document submission and degree clearance.

### **7.6.1. Copyediting**

The University of Redlands Armacost Library does not have a technical reader. All students are to contract with an approved editor for this service, as well as any other editorial support that may be required to ensure that the dissertation is written well, follows the style guidelines of the APA Manual and this Handbook, and is error free. Students are responsible for making all technical corrections required by the editor and for paying appropriate fees for the services of the editor. Students must also submit an affidavit from the editor to your dissertation chair testifying to the fact that their work has satisfied the aforementioned

requirements. In rare cases where the student has done exceptional due diligence to ensure minimal grammar and APA errors prior to the defense, the dissertation committee will opt to exempt the student from the copyediting requirement by checking the “Waive Copyediting” box on the Dissertation Defense Form.

#### **7.6.2. Submission to the Armacost Library and InSPIRe@Redlands**

Once all edits have been completed and approved, the dissertation document should be submitted to the Institutional Scholarly Publication and Information Repository (InSPIRe) and the work registered with the U.S. Copyright Office. This is a requirement of all doctoral graduates of the University of Redlands. All students need to do is upload the final, single document in PDF format to the website. Submission guidelines can be found on InSPIRe but students are also encouraged to reach out to their academic advisor for instructions about how to upload.

Students will receive email verification once they complete this process. This verification should be included when students complete the Degree Clearance form. After completing these steps, the dissertation will be listed in Dissertations Abstracts International and, with the author’s permission, made available in full-text for other scholars through the InSPIRe database.

#### **7.7. Degree Clearance**

For your Ed.D. degree to be cleared by the Registrar’s office you need to provide evidence of all items including confirmation of the posting of the dissertation to Inspire. Students initiate the [Degree Clearance Form](#) and attach the relevant evidence. The transmittal and subsequent review of the degree clearance form will result in the posting of the degree by the Registrar’s Office.