

School of Education
University of Redlands

Leadership for Educational Justice
Ed.D. Program

Ed.D. Handbook
2017-2018

Welcome to Redlands

On behalf of the faculty of the Department of Leadership and Higher Education, welcome to Redlands and to our Ed.D. program. We're looking forward to working with you and supporting your continuing educative journey through your Ed.D. program.

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.

About the Ed.D. program

Our program 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 common for program requirement are scheduled on Thursday evenings or Saturdays each trimester, other courses occur during weekday evenings.

Program learning outcomes

1. Employ a sophisticated understanding of social justice theories to identify and propose responses to educational inequities
2. Evaluate principles of leadership for social justice
3. Analyze how institutional systems facilitate and constrain the realization of educational justice
4. Effectively advocate equitable human rights for the disenfranchised
5. Critically analyze scholarship to inform professional practice and applied research activity
6. Design and implement inquiry relevant to educational leadership and social justice

Being part of the Department of Leadership and Higher Education

The Ed.D. program is administratively housed in the Department of Leadership and Higher Education. Faculty in this department take responsibility for the evolving nature of the curriculum and program. The Department Chair, currently Dr. Pauline Reynolds (pauline_reynolds@redlands.edu), is your point person for issues and challenges after your advisor regarding curriculum and the program (see below about the role of your advisor).

Orientation to the program

Our summer orientation for new students in July is designed as an opportunity to intentionally prepare for the start of their program. At orientation students meet other new students, faculty, and current students both formally and informally. You will be assigned faculty academic advisors at this orientation and have any transfer credit or waivers approved. Students will also learn about opportunities and resources offered by faculty, the school, and university to support students in the program and equip you well for your start in the Fall.

Working with your advisors: Their roles, your responsibility

New doctoral students receive a first-year advisor from eligible full-time faculty, which is shared with you at the Ed.D. orientation in July. Advisors have two main roles: 1) they provide guidance for your program, and (2) they approve various academic choices and are your first stop for any issues. As your guide, your faculty advisor provides support as you work through the program, they can help you think about ways to leverage or apply your program to your professional life, and provide advice related to your academic plan. In their approval role advisors sign-off on the following: 1) independent study, and 2) programs of study. They can also help you with any issues you have related to the program. As part of their role, advisors assure basic catalog requirements are met, but also help students design an experience customized to their professional goals, unique timelines, and areas of interest.

Your advisor should be your first stop for questions related to the program. Your advisor will reach out to you occasionally but it is your responsibility to arrange times to meet. Don't be shy. As you work with your advisor, remember that advising you is one of many responsibilities. Sometimes an advisor might be delayed in getting back to you so if you have not heard back from your advisor within 48 hours during the work week, do not be worried about forwarding your earlier email to them or writing again. Your advisor will appreciate the reminder.

Once you have a dissertation chair, that person becomes your point person not only for dissertation development but also assumes the responsibility of being your advisor for the duration of the program. Students must submit a "Dissertation Chair Agreement and Advisor Change" form in order for the agreement to be formalized. All forms related to the program and dissertation are available on the Ed.D. Moodle page and the Key Student Forms page on the School of Education webpage.

Your Ed.D.: Pathways and options

The doctoral program requires 60 units for degree completion. Students complete these courses with a combination of common program requirements and electives.

Common program course requirements

CORE CLASSES (9 UNITS)

- EDUC 830 FOUNDATIONS OF SOCIAL JUSTICE LEADERSHIP (3)
- EDUC 835 CRITICAL THEORY AND EDUCATIONAL LEADERSHIP (3)
- EDUC 844 SOCIAL JUSTICE LEADERSHIP FOR CHANGING ORGANIZATIONAL SYSTEMS (3)

METHODS (9 UNITS)

- EDUC 840 EDUCATIONAL INQUIRY (3)
- EDUC 841 QUANTITATIVE RESEARCH METHODS (3)
- EDUC 842 QUALITATIVE RESEARCH METHODS (3)

FOUNDATIONS (12 UNITS)

- EDUC 831 LEGAL & ETHICAL ISSUES IN EDUCATIONAL LEADERSHIP (3)
- EDUC 832 EDUCATIONAL POLICY: A MULTIPLE PERSPECTIVE APPROACH (3)
- EDUC 833 EDUCATION FINANCE & BUDGET (3)
- EDUC 843 EVIDENCE AND EDUCATIONAL PRACTICE (3)

RESEARCH TO PRACTICE (6 UNITS)

- EDUC 850A,B,C RESEARCH TO PRACTICE SEMINAR (3) YEAR 1

EDUC 851A,B,C RESEARCH TO PRACTICE SEMINAR (3) YEAR 2

DISSERTATION (12 UNITS)

EDUC 860 A,B,C DISSERTATION DEVELOPMENT (3)

EDUC 861 DISSERTATION WRITING (9)

EDUC 862 DISSERTATION WRITING EXTENSION (0)

Elective requirements

You need a total of 12 units of elective courses for the program. You can choose what you would like to do related to interests and areas in which you want to specialize. Please discuss this with your advisor.

Non-class requirements

In addition to the 60 credit hours of course requirements, students must pass a qualifying exam (see p. 6), successfully defend a dissertation proposal and a dissertation defense (see p. 8), and submit a final dissertation passed by their committee.

Pathways

Students can complete the program in three academic years, though many take four to five. In a three-year plan students take classes through 6 consecutive terms, take their qualifying exams in the August following the end of their 6th term, then continue work on their dissertation throughout their third year while enrolled in the Dissertation Writing class for 3 credits per term. Upon the completion of writing, students would defend their dissertation work by July of the third year, then complete any edits, and officially file the final dissertation document by August 31st so they can be conferred for their degree to complete the three-year plan.

Other students choose to spread out the program a little more. Some engage in a four-year plan while others have a more individual engagement with the program. You can be flexible with your program, indeed students on a three or four-year plan can take their courses in a different order. Students just need to remember that all our courses are only offered once a year. Students who are taking classes more slowly due to their individual situations need to bear in mind the obsolescence policies below and their eligibility for financial aid.

Conferring degrees: 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 the following section.

Participating at commencement: The commencement ceremony only occurs once a year on our campus in April. Students who successfully defend their dissertation before the annual March

15th program printing deadline can “walk” at this graduation. Additionally, students who successfully defend their dissertation from March 16th onwards can have their degree conferred at the appropriate point throughout the year and then participate in the commencement ceremony the following April. Some students choose not to walk at graduation, while others like the opportunity to walk on stage in their gown, be hooded by their chair, receive their diploma, and be recognized by their friends, family, faculty, and other attendees. This is your choice.

Important policies and information related to your pathway

Transferring credits. Students can satisfy up to 6 units of electives with master's or higher level coursework in their area of study from graduate work at the University of Redlands, or transferred from another accredited institution with approval from the Department of Leadership and Higher Education (e.g., clear administrative services credential work, counseling credential, or specialty service credentials, in addition to master's courses can count). Department faculty might advise students at times not to transfer in any classes due to individual situations. For example, a student with an MA in History wants to work in student affairs administration in higher education but does not have any work experience in this area – the faculty might advise taking four elective classes from our higher education and student affairs courses instead of transferring in classes. Paperwork for transferring credits will be completed in consultation with department faculty at the Ed.D. orientation in the summer. Those students who are unable to attend orientation must meet with the chair of the Department of Leadership and Higher Education to fill out the paperwork before the end of September in their first year. Courses will not be accepted for transfer after this time.

Course waivers. Related to transferring credits, program requirements may be waived only where the course content equates with a University of Redlands course and when obsolescence is not a factor. Remember, if a required course is waived you still need to complete the 3 credit hours as part of your 60 credit hour degree. The credit hours are not waived, just the course content. You must also complete a course waiver form and process this at the Ed.D. orientation with a department faculty member.

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

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 and waivers must be submitted at the Ed.D. orientation or by the end of September in their first year for those unable to attend orientation.

Information about electives

Students work with their advisors to craft an elective experience that suits individual needs, interests, and preparation for professional aspirations and/or dissertation topics.

Content courses. Students may choose to take their electives in graduate content courses related to their interests, dissertation, and/or professional aspirations. For example, a student

working in higher education or writing a dissertation focused on higher education might choose to take higher education/student affairs courses as their electives, especially if the student does not have an MA in this area of expertise.

Independent study. Some students propose independent studies courses with faculty related to specific areas of content for which there are no existing classes. These courses might be used to engage in original research for a conference presentation, or do a pilot study related to your dissertation topic. Independent study courses are always arranged with faculty who can support your area of interest. Your advisor can guide you to faculty who may have related interests and expertise to support you. 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. Please see catalog for specific details about when you can engage in independent study.

Other options. Students can try and think creatively about how to fulfill their elective courses and discuss their ideas with their advisor. Recently some students have acted as teaching assistants in MA courses supporting faculty for IDS elective credit. This can be a good way to solidify or further expertise particularly in areas related to your dissertation topic or to gain experience working with college students.

Qualifying exams

Qualifying exams are a great opportunity to demonstrate mastery of content covered in the first two-years of coursework (on three-year pathway; or equivalent on longer pathways). The qualifying exam is an important hurdle in doctoral education. 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. Often students are helped by professors a great deal in their individual courses on their class papers or aided by a course structure that scaffolds writing. In the Ed.D. qualifying exam students necessarily respond to a prompt without additional assistance or scaffolding, as the intent is that they use everything they have learned from previous supportive experiences to produce high-quality work completely on their own. Students who are unable to translate previous supportive experiences into independent work cannot progress to the dissertation stage. If you have questions about “the quals” please make sure you reach out to your advisor.

The what and when. Qualifying exams occur twice a year during the entire months of August and December. Students are given the opportunity to sign up for them in mid-October for the December qualifying exam and mid-June for the August exam via departmental communications. Through these exams, students demonstrate their readiness to proceed to the dissertation stage of the program. Students should finish all their required courses before taking this exam (excepting the EDUC 860 and 861 series). Discuss your readiness for the qualifying exam with your advisor and keep in mind that students are only given two attempts to pass.

The month-long length of the exam period does not reflect the length of time it should take you to write your response to the exam. Although of course you may choose to use the whole exam period, rather the length of time reflects the faculty accommodation of conflicts students have had previously related to work lives. The period for the exam gives students ample time to write a successful product. The exam comprises of a take-home question(s) that students respond to in a paper format. Students must write the exam themselves and cannot use an editor.

Exam results and program continuation. Each qualifying exam is read by two faculty members in the School of Education and graded holistically. Exam grading is a double-blind process where the faculty do not know whose exams they are grading and the students do not know which faculty members read their exam. In order to pass the exam, both faculty members must agree that the quality warrants a pass. If there is disagreement on whether the submitted work is deemed “passing,” the exam will be read by a third faculty member who will break the tie. Exam results will be announced prior to the add/drop deadline for the term following the exam (e.g. fall for August exams and spring for December exams). If a student fails the exam in their first attempt, they will be administratively dropped from their coursework for that term and cannot re-enroll until they take the exam for a second time and successfully pass. Should students not pass the exam during the first attempt, they will receive feedback from the exam graders, which they can use to prepare for a second attempt. We encourage students to seek out any curricular help they may need from relevant faculty and to set up an appointment with the Writers Studio in preparing for a re-take of the exam. If a student fails the qualifying exam for a second time, they will be dismissed from the Ed.D. program.

Opportunities for engagement

As part of the program there are several ways to get involved. Some students will have graduate assistantship (GA) positions with faculty, others will approach faculty to join them on a research paper or vice versa for conference presentations, among others. The School offers a competitive award for students presenting at conferences that you should apply for if you’re presenting at a conference. We try and arrange regular social opportunities for students and faculty to gather (2-3 times a year) but as students you shouldn’t hesitate to approach us with ideas or proposals for program events.

Two main opportunities we provide students are the Ed.D. Book Discussion Series and Ed.D. Speakers Series. The book club is a student run and led group that picks books of interest to Ed.D. students in our program 2-3 times a year and gathers to discuss them. The discussion is always led by one of our doctoral students and is an opportunity for students to explore leading discussions and exercise their expertise while fostering the development of their peers. The Ed.D. Speakers Series hosts three speakers a year who present to students about an area of their research. A faculty and student committee request nominations from students and faculty and then select the speakers for the year. These events are arranged on Thursday evenings and faculty usually bring their Thursday night class to the talk and then use the subject matter to relate to their course when returning to class.

Your responsibility as a student

As doctoral students you are expected to take initiative in your program and demonstrate commitment to your studies. Students need to prepare for class by reading and writing as per the syllabus and come to class with things to say about what they’ve read. This is something that might be strange to international students who are used to different educational systems. Carnegie provides guidance for students related to out of class work suggesting that graduate students in a 3 credit course should be doing 9-12 hours of work outside of class a week for that class. Find ways to manage your time and studies in a way that’s best for you to succeed – regular investment of time during the week is usually key to success. As well as being responsible for your success through preparation you are also responsible for ensuring that your student plan in the management system accurately reflects your progress. If it does not, please bring this to the attention of your advisor immediately.

THE DOCTORAL DISSERTATION PROCESS

Purpose, criteria, and expectations

The primary purpose of the education doctorate (EdD) dissertation is to refine the skills necessary for the production of a scholarly piece of work in an area of education. 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 form of the proposal is something to discuss with your chair. 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.

The fact that the Ed.D. program at the University of Redlands is a practitioner-scholar program has three important implications for the dissertation. First, the topic of the research project must be related to the practice of education. Second, a wide range of methodologies are acceptable (this is something to discuss with your chair). The data collected may be quantitative, qualitative, or a combination of both. As with most pieces of scholarly work, dissertations should pose and then attempt to answer a question. The main requirement is that the methodology employed must be appropriate to the question asked and that the conclusions drawn follow from the evidence presented. Third, the dissertation should be conducted with a clear goal of making scholarly and professional contributions to education especially for practice related to leadership and educational justice.

The dissertation usually takes approximately one to two years to complete after your qualifying exam has been successfully passed. Students are expected to begin conceptualizing their research ideas, questions, and the composition of their dissertation committee when they take the 860 series of courses. Students then work on executing the study and writing results during the following year (students on different pathways will have a different timeline and should discuss their program timeline initially with their advisor and their dissertation timeline with their chair). While developing and working on their dissertation, the student is expected to work closely with their dissertation committee chair in developing the proposal, conducting the research, and composing the final product.

The doctoral dissertation committee: Selecting and working with them

The doctoral dissertation committee consists of the chair and two additional members (selected in consultation with your chair), all with a doctoral degree. The chair and at least one of the other committee members must be faculty in the School of Education. One committee member may 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. 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. 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 chair of the Department of Leadership and Higher Education, under which the Ed.D. program is housed, for final approval (attention: Dr. Pauline Reynolds).

During the first year and the first few weeks of the second year (for those on a 3 year pathway), students should be thinking about potential research topics and professors that may have similar interests and expertise in these areas. Regardless of timeline, by the end of your 860A course, students are expected to recruit a SOE faculty member to serve as dissertation committee chair. The beginning of your 860A course will provide assistance with this process and credit for the course is partially dependent on the formal selection of your chair. Still, it would be helpful to take advantage of formal and informal opportunities to get to know faculty, particularly in your first year. Don't be hesitant to email a professor, tell them you're interested in their work and ask if you can talk with them about it, even if you don't know them. All professors like to talk about their research.

When you and a faculty member have agreed to work together you should talk with your chair about the way they work with students on dissertations. Some questions you should ask are: What are the chair's expectations about what is required in the dissertation proposal? How do they review drafts? How often should you meet? How are meetings instigated? (e.g. will you have regular meetings or will you meet after you have written something). The student and their chair should also consult to select the other committee members by the end of the 860B course. Again credit for the 860B course is partially dependent on the formal selection of your entire committee. A SOE faculty member may decline to serve as chair or member of a student's committee and so students are advised not to wait until the last minute to initiate the invitation. While students often have ideas for research, some of these may not be doable given the feasibility of certain research designs or topics. When not feasible, it is students' responsibility to revise original ideas and topics to present revised ideas back to faculty.

It is expected that the committee chair will help the student develop a general schedule for completing the dissertation project, and encourage student progress toward that goal. At the same time, passing the proposal and dissertation defenses is contingent upon the student meeting the criteria for a satisfactory product as determined by their own dissertation committee. Progress for the dissertation is *not* contingent on graduation deadlines, job opportunities, or other external factors.

The chair is responsible for meeting regularly with the student throughout all phases of the dissertation and should provide feedback in a timely manner (recognizing that faculty are generally less available at particular times of the academic year such as the end of terms or between terms). 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 at that time. One of the things you should ask your chair is about their review practices. Sometimes during the process chairs and student discover that the process being used is not working and will adapt to foster greater success. The chair is also responsible for coordinating feedback from other members of the committee, and for ensuring that all committee members are familiar with the SOE's expectations and procedures for the dissertation. Feedback from committee members is only expected at the proposal and dissertation defenses, however, with their chair's approval, students may negotiate with individual committee members to provide one-off reviews of certain portions of documents before proposal or dissertation defenses to get the benefit of their expertise.

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.

On occasion, a faculty member serving on a student's dissertation committee will leave his/her position as a SOE faculty member prior to the completion of the dissertation. Under these circumstances, the following policies apply: 1) Every student must have at least two current SOE faculty members on his/her dissertation committee at all times, 2) When a student's dissertation committee chair is no longer working for the SOE, the departing faculty member can become a co-chair with one of the remaining SOE faculty committee member, and 3) faculty who have left the institution can only be co-chair for a year, after that time they may be on the committee but will serve as an outside committee member.

Dissertation committee formation

Once the topic and committee have been identified in the 860B course, the student must file a Dissertation Committee form which is submitted to the Registrar's Office. This form helps us track your chair, committee members, and topic. Please see Ed.D. Moodle page or the Key Student Forms webpage for the form.

Dissertation development and writing course support

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.

EDUC 860 A-C: Dissertation development and proposal writing. These seminars are a series of 1-credit courses (CR/NC) required for students working on the dissertation project that should be taken in order A-C. The 860 series is intended to provide support for elements of the proposal process, but the written work submitted for the course is not equivalent to the dissertation proposal. It is up to each student to work with their dissertation chair on the formal proposal. The Dissertation Development and Proposal Writing seminar series must be

completed prior to students registering for Dissertation Writing (EDUC 861). The series also embeds the selection of chair and committee members as a success strategy to help students move along with this process.

EDUC 861A-C: Dissertation writing. After students have completed the EDUC 860 series and successfully passed their qualifying exams, they should register for EDUC 861. It is important to note that 861 is listed as being a variable unit course offered for 1-9 credit hours in the 2016-18 University Catalog, but students need to be registered for for at least 3 credit hours each term to ensure they receive financial aid. Most often, students register for EDUC 861 for 3 credit hours in each semester during their third year, if they are on a three-year plan. If students exhaust all 9 credit hours for EDUC 861 without completing their dissertation, students must register for EDUC 862: Dissertation Writing Extension. Although this is listed as a zero credit course, students are required to pay for the appropriate fee associated each semester they are registered for EDUC 862 (see 2016-18 University Catalog). Students must register for EDUC 862 each semester until the dissertation receives final approval. Exceptions to the requirement for continuous enrollment may be granted only in cases of medical or personal emergency. If students anticipate defending their dissertation sooner than in three terms with 3 credits taken each term, they may alter the credits earned during the terms they enroll for this course as long as they take an overall total of 9 credits to fulfill the program requirements. When students register for this class they will see that they can manually alter the credit hours for this each term to adhere to the number of credits they need. Please also remember that cost for the course is linked with credit hours taken.

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). The proposal contains content to propose your study to the committee and will contain content that introduces, supports, and outlines the methodology and methods for your proposed work. Your chair will discuss with you the specific content of your proposal related to your question and methods.

The student should review drafts of the proposal with their dissertation chair. Students usually write several drafts of their proposal before it is ready to move forward. Chairs will typically provide feedback on submitted work within two to four weeks. When the chair determines that the proposal is satisfactory (and this may take some time), the chair gives permission for the student to schedule the dissertation proposal defense and submit the proposal to the other members of the committee for review ahead of this defense date. Remember a reason chairs ask you to rewrite is to help give your work the greatest chance of success at the defense. Committee members must be given at least two weeks to review the proposal before a mutually agreed upon proposal defense date unless special arrangements are negotiated. 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.

There are three possible outcomes for the proposal defense: Pass, Pass with 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 changes, the student will receive all stipulations from the committee in writing and your chair will ensure that these are addressed in your 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 changes, or comments in the case of not passing will be attached to this form. The form is available on the Ed.D. Moodle page and the Key Student Forms webpage for the School of Education.

Institutional Review Board (IRB)

Once your dissertation proposal is passed you may apply for human subjects approval of your study to the Institutional Review Board (IRB). Please ensure that you have read information about IRB process. You can find information through the myRedlands portal in the Documents, Forms and Policies section. IRB approval is required before any recruitment of participants for your study or data collection can begin. To apply for IRB approval you must have taken and passed the CITI collaborative institutional training. Once your CITI training is complete you may fill out and submit your IRB application. (Please see the university website for the following resources *IRB Manual*, *IRB FAQ's*, and *Application to Use Human Subjects in Research*). Your application may need to go through revision with IRB before it is approved (this is very common but can effect your timeline). Your dissertation chair will be available to help you navigate this process. When your study is approved you may begin your research in accordance with IRB guidelines. If you need to make a change in your study (See *Application to Revise an Approved Protocol*) you must request permission to make any changes to your initial protocol. In addition, if you have an adverse event (See *Adverse Incident Report Form*) you must report it to your chair and IRB immediately. When your study is complete and your dissertation defense passed you should complete a final report for IRB (See *Final Report*).

Depending on your study, you may also need permission from schools, school districts, and other universities to proceed with your work. Essentially you will need to go through the approval process for those organizations to do your work too. IRB will need those approvals and the organizations will also need to know you are going through the IRB process.

These ethical procedures are very important but can take time.

The dissertation defense

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. Minor changes in the proposal which arise in the course of actually conducting the research must be approved by the chair. Major changes which substantially alter the nature of the research project must be approved by the entire committee, and may require resubmission to the IRB. As you write please make sure you

adhere to the style guidelines for the format of your dissertation. Appendix A outlines how you should format your dissertation.

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 chair will also help the student schedule their dissertation defense. Once a date is set, you should fill out the Dissertation Defense Notification form and submit to the administrative assistant responsible for scheduling rooms (currently Maria Williams, maria_williams@redlands.edu). This form indicates that you've been released for a defense by the chair, and that your committee has been given the draft with at least 14 days for review prior to the defense date. The form also asks details about you and the dissertation that will be used to notify the School of Education community about your defense for both transparency and as an invitation should you wish to have an open defense that the public can attend. As with the dissertation proposal, committee members may provide feedback prior to the scheduled dissertation defense if the chair and student find it suitable, but most will typically provide feedback at the defense itself. Committee members must be given at least 2 weeks to review the document before the scheduled date of the defense.

At the dissertation defense, students present their work to the committee. Your chair will inform you how long this presentation should be and give you advice on the balance of content for the presentation. Typically, a 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. The form is available on the Ed.D. Moodle page and Key Student Forms webpage and students are responsible for bringing this form to the defense. Possible outcomes are: Pass, 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* (for the copy of your dissertation as per Appendix A) and the Ed.D. Degree Clearance form. The Ed.D. Degree clearance form needs to be signed by your chair and the department chair and is submitted to the Registrar's Office. To get those signatures you must have final approval of your dissertation as indicated by your Dissertation Signature Page and completed all three items below in the document submission section.

Document submission

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

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.

Submission to the Armacost Library and InSPIRe@Redlands. Students must provide an electronic copy (PDF) of their final dissertation to the University of Redlands library along with a completed Armacost Library Agreement Form (available from the library) indicating copyright and upload preferences. Send both by e-mail to inspire@redlands.edu.

Submission to ProQuest. The final step is to submit the dissertation to ProQuest and register your work with the U.S. Copyright Office. This is a requirement of all doctoral graduates of the University of Redlands. All you need to do is upload the final, single document in PDF format to the website and pay the required fees.

To upload your dissertation, go to the Redlands page of the ProQuest ETD Administrator, which is at <http://www.ETDAdmin.com/redlands>. Once you are familiar with and have prepared your dissertation following the "Preparing Your Manuscript for Submission" author guide (which is at <http://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf>), click on the "Submit my dissertation/thesis" link and create a new account for yourself. When completing your submission, be sure to indicate that you are making the dissertation available for anyone to have access to it.

You will receive e-mail verification once you have completed this process. This verification must be provided to the Department of Leadership and Higher Education Chair, so that your degree clearance can be signed and your degree posted.

After completing these steps, your dissertation will be listed in *Dissertations Abstracts International* and, with your permission, made available in full-text for other scholars through ProQuest's *Dissertations & Theses* database. You will also be eligible to receive royalties when ProQuest subscribers purchase copies of your work.

Note: Students will not have their degree clearance signed until the Department of Leadership and Higher Education Chair has received confirmation of the posting of their dissertation to ProQuest. The signing and transmittal of the degree clearance form will result in the posting of the degree by the Registrar's Office.

APPENDIX A

Format of the Dissertation

Document Preparation

Style manual. The writing standards articulated in the *Publication Manual of the American Psychological Association* (most recent edition; hereafter referred to as the APA Manual) are to be followed for preparation of your doctoral dissertation. Because the APA Manual does not provide detailed guidance for formatting a dissertation, you must adhere to the specific guidelines provided in this *Ed.D. Handbook* (hereafter referred to as the Handbook). If there is ever a conflict between the APA Manual and this Handbook, follow what is specified in the Handbook.

Font, spacing, margins, and pagination. There are some basic typesetting and layout standards for the dissertation. There are exceptions to the standards, and they are noted. Without exception: printing may appear on only one side of each page; and there should be no headers (and thus no running head) in a dissertation.

Font size. A 12-point font size should be used throughout the dissertation in a style that is identified as acceptable by the APA Manual. Typically, Times New Roman is used. In figures and tables, a smaller font size may be used, but in no instance should the font size be less than 8. Figures should use a sans-serif type font such as Arial.

Spacing. All text should be double-spaced with these exceptions:

- the reference list should be single-spaced within each entry and double-spaced between entries.
- Captions, footnotes, long quotations (those of more than three lines), and some material in tables and appendices *may* be single spaced (regular narrative text in appendices should still be double-spaced).

Margins. All pages of the dissertation must have 1-inch margins (top, bottom, left, and right) The text must be arranged so that gaps or white spaces within major sections are minimal. The blank space should only appear at the end of major sections when necessary to allow the first typing of the next major section to begin on a new page. Avoid widows (one line of text from the end of a paragraph appearing alone at the top of a sheet of paper) and orphans (one line of text from the beginning of a paragraph appearing alone at the bottom of a sheet of paper or a heading or subheading at the bottom of a page that is not followed immediately by text on that page). There should be at least two lines of text at the top and bottom of each page.

Pagination. Page numbers appear in the middle of each page at the bottom margin (that is, in a footer) beginning with the *Table of Contents*. The numbers should appear without periods, parentheses or dashes. Pages that are landscape oriented must still have a portrait style page number.

- The title, copyright, and signature approval pages are counted in the pagination but the number is not printed on the page.
- The remaining preliminary pages are numbered with lower case Roman numerals centered on the text at the bottom of the page below the margin line (or centered between the bottom margin and the bottom of the page).
- All other pages use similarly located Arabic numerals that begin on the first page of chapter one and continue throughout, including text, figures, bibliography and appendices.
- Each appendix has its own title page that counts as a page.

Please keep in mind that the dissertation must be submitted as one Adobe Acrobat® Portable Document Format (PDF) document. The different pagination areas can make this a challenge. There are two ways to accomplish this: make the correct pagination format in one document and convert the entire document to PDF; or create separate PDF documents and combine them into one before uploading.

Indentation, justification, and quotation. Within the specified margins, text formatting follows specific guidelines.

Indentation. All paragraphs are indented one-half inch. The list of references utilizes a one-half inch hanging indent for each reference listed.

Justification. All copy is to be left justified.

Quotation. Quotations of fewer than 40 words are typically referred to as short quotes and should be incorporated into the text, enclosed by double quotation marks. Quotations of 40 or more words are typically referred to as long or block quotes. Block quotes should be displayed in single-space, with double-space before and after, and with no quotation marks. Further detail pertaining to quotations is available in the APA Manual.

Chapter titles and section headings. With the exception of chapter titles, headings follow the APA Manual specifications.

Chapter titles. Chapter titles are not Level 1; they are Level 0. Unlike standard formatting for Level 1, chapter titles do not appear in boldface. They are to be in uppercase and lowercase, centered, and the first line of the page on which they appear. It is appropriate to give each chapter a title, not just a

number. For example, the first chapter could be as simple as follows. (Note: Though examples are shown in Arial font, Times New Roman is the preferred font for your dissertation.)

Chapter One
Introduction

Or, consider the following example of a more descriptive chapter title.

Chapter One
Managing Legitimacy

Section headings. As defined in the APA Manual, all five levels of headings may be used. Note: Because chapter titles are Level 0, only Level 1 headings are additionally used in the Table of Contents.

Identification and order of typical elements. Each element that typically appears in a doctoral dissertation is identified and described in the following paragraphs. Some are optional. Others are only required under certain circumstances. Each element is presented in the order it should appear in the dissertation.

Title page. This is the first page of the dissertation and is required. Everything is centered and double spaced. Two double-spaces down from the first line must appear the name of the university in all capital letters: UNIVERSITY OF REDLANDS. Two double-spaces below the name of the university is where the dissertation title begins.

The rules for capitalization in the title are strict: The first, last, all principal words and words with four (4) letters or more must have the first letter capitalized, including those that follow hyphens in compound terms. The only words that should not be capitalized are articles (a, an, the), prepositions (e.g., in, to), and conjunctions (e.g., and, but, for) with fewer than four letters. Use word substitutes for formulas, symbols, superscripts, Greek letters, or other non-alphabetical symbols in the title. If more than one line is required for the Complete Title of the Dissertation, typically, an inverted pyramid format should be used.

Two double-spaces below the dissertation title is where the partial degree satisfaction and identification statement begins. Your degree name is Doctor of Education, and your program name is Leadership for Educational Justice. This statement, followed by the word "By" on the next line, should appear as follows.

A dissertation submitted in partial satisfaction of the requirements for the degree of
Doctor of Education in Leadership for Educational Justice
By

The next line has your name. Use your official name, which is your name exactly as it is found on file with the Registrar's Office. If you wish to record your name in a different manner, you may file a name change petition with the Registrar. On the line below your name appears the date. The date consists of the last month of the term in which you were last enrolled (i.e., March or April; July or August; or December) and the year. (Note: Square brackets are used to denote that the text inside them is simply an example and not the required text.)

[Anna-May Zingliedler]
[August 2013]

Two double-spaces below the date appears the identification of the names and terminal degrees of your dissertation committee. Provide the identifying title, followed on the next line by the name and degree

of the Committee Chair, and the following lines by each of the remaining committee members. This should appear as follows.

Dissertation Committee:
[A. Faculty Member], [Ph.D./Ed.D.], Committee Chair
[Another Faculty Member], [Ph.D./Ed.D.]
[A. Possible Outside Member], [Ph.D./Ed.D.]

Copyright page. This page is optional. It declares your right to reserve permission for use of your dissertation. You must provide the word “Copyright” followed by the year, your name, and the statement “All Rights Reserved.” The information should be centered and three-fourths of the distance down the page. The text itself should appear as follows.

Copyright © [2013] by [Anna-May Zingliedner]
All Rights Reserved

Signature page. The format for this page has been defined and is available on the program’s Moodle site. Signatures must be in black ink. Committee members’ signatures on the signature page indicate that the final copy of the dissertation has been fully approved by each committee member.

Abstract. An abstract of no more than 350 words must be included on a separate page. The abstract should be prepared thoughtfully and carefully because it will be read far more often than any other element in your dissertation. The abstract has the following heading.

ABSTRACT
[Complete Title of the Dissertation]
[Anna-May Zingliedner]
Doctor of Education, [2013]
University of Redlands
Advisor: [A. Faculty Member], [Ph.D./Ed.D.]

Dedication. This section is optional.

Acknowledgements. This section is optional. It is a nice place to thank the faculty, family members, and friends who have helped you reach this point in your academic career.

Table of contents. The table of contents should be easy to read, consistent, and have page numbers listed on the right side of the page. The table of contents can include page number references for the preliminary pages, but they are not required.

If illustrations (i.e., figures, tables, maps, diagrams, charts, photographs, etc.) are to be scattered throughout the text, or if more than one of illustrations, etc., are used, then a separate “List of Figures”, or “List of Tables”, or “List of Illustrations” etc., must be included after the “Table of Contents”. This (these) list(s) must not only reference the figure/table/illustration number and the page on which it appears, but also the subject matter (i.e., caption). Each list must be separate and begin on a new page.

List of tables. The List of Tables, if one is required, must not only reference the table number and the page on which it appears, but also the subject matter (i.e., caption). This list must be separate and begin on a new page.

List of figures. The List of Figures, if one is required, must not only reference the figure number and the page on which it appears, but also the subject matter (i.e., caption). This list must be separate and begin on a new page.

List of appendices. Appendices are ordered with letters rather than numbers and have titles. This list must be separate and begin on a new page. All dissertations will include at least one appendix: a one-page, abbreviated version of your curriculum vitae. (Note: If the only element of a particular appendix is a table, the table title serves as the title of the appendix; no label is needed for the table itself. If you have text in addition to a table or tables in an appendix, label the table with the letter of the appendix [e.g., Table A1, Table A2, Table B1, and so on]. These tables would be listed in the List of Tables following the Table of Contents.)

Preface. This section is optional.

Manuscript of chapters. In addition to all of the aforementioned guidelines, there is the matter of notes. Notes may appear as footnotes at the bottom of individual pages, may be gathered together in a section at the end of each chapter, or may be placed all together in a section at the very end of the text. This is a matter of preference that you should discuss with your committee. Remember that note entries should be single spaced, with a double space between each entry (see “Spacing” earlier in this manual). Notes that are grouped at the end of each chapter or at the end of the document must have a Level 1 heading of “Endnotes” at the top of the page.

A matter of profound significance is the use of published material in a dissertation. Students preparing theses or dissertations are reminded that plagiarism is a serious offense. Any material of another author, either in direct quotations or paraphrase, must be given proper credit in an appropriate citation. No dissertation incorporating reprint material that has been copyrighted will be accepted without appropriate authorization. It is your responsibility to resolve any copyright problems arising from the use of published material. Please note, in particular, that:

- Direct quotations of 150 words or more from another author's work must not be used without permission in writing from the copyright owner.
- Reproductions of photographs, charts, data, drawings, tables, standardized tests, or any other reproductions made directly from any published work (such as newspapers, magazines, professional journals, websites, or books) may not be used without prior written permission from the copyright owner.

Failure to observe these regulations will result in non-acceptance of the manuscript. Additionally, it is recommended that students protect their own work against plagiarism by copyrighting the manuscript.

References. Pay special attention to italics, capitalization, and punctuation. The standards in the APA Manual can be challenging to follow.

Appendices. Each appendix has its own title page and is labeled with a capital letter (e.g., Appendix A). When including photocopied or previously printed material, you may have to shift the material on the page or reduce it in size to fit within the area bounded by the margins. The last appendix is a one-page, abbreviated version of your curriculum vitae (c.v.).