

Guidelines for the Examination of the EdD Dissertation

Focus of the Program

The EdD program is designed to provide advanced professional study for educators who have leadership and policy responsibilities. The aim is to integrate scholarship and practice. The focus is on professional practice. The coursework, the comprehensive examination, and the research dissertation are all oriented to the practice of educational leadership and policy. The slogan adopted by the program was “from practice to practice.” The program starts with practice, takes students on a journey into theory, philosophy, and reflection and then, through a research project, develops knowledge and understanding with the potential to improve practice.

One part of the dissertation may take the form of a document (or its equivalent in a non-print medium) of the kind commonly used in the field, such as a policy handbook or a particular policy statement, an action plan, a white paper, a curriculum or project design, a program evaluation, an institutional reorganization, a community development prospectus, or any other relevant innovative undertaking.

Evaluation of the Dissertation

The EdD Dissertation will reflect the orientation and the overall aim of the program. In doing so the EdD Dissertation will contain a substantial contribution of new knowledge to the field of study. It will present the results of original research, and should be significant enough to be publishable.

The evaluation of the dissertation will use both academic and professional norms. The former will include, for example, the coherence and integrity of the argument, the adequacy of the research base, the quality of the analysis and interpretation of relevant conceptual and theoretical work. The latter will include the educational impact of the work, the level of insight and imagination applied to the issues being dealt with, the sensitivity to historical and local circumstances, and the feasibility and requisite support for recommendations. The dissertation will be examined in a manner consistent with section 11 of the 2008/09 UBC Vancouver Calendar (pp. 237–38).

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