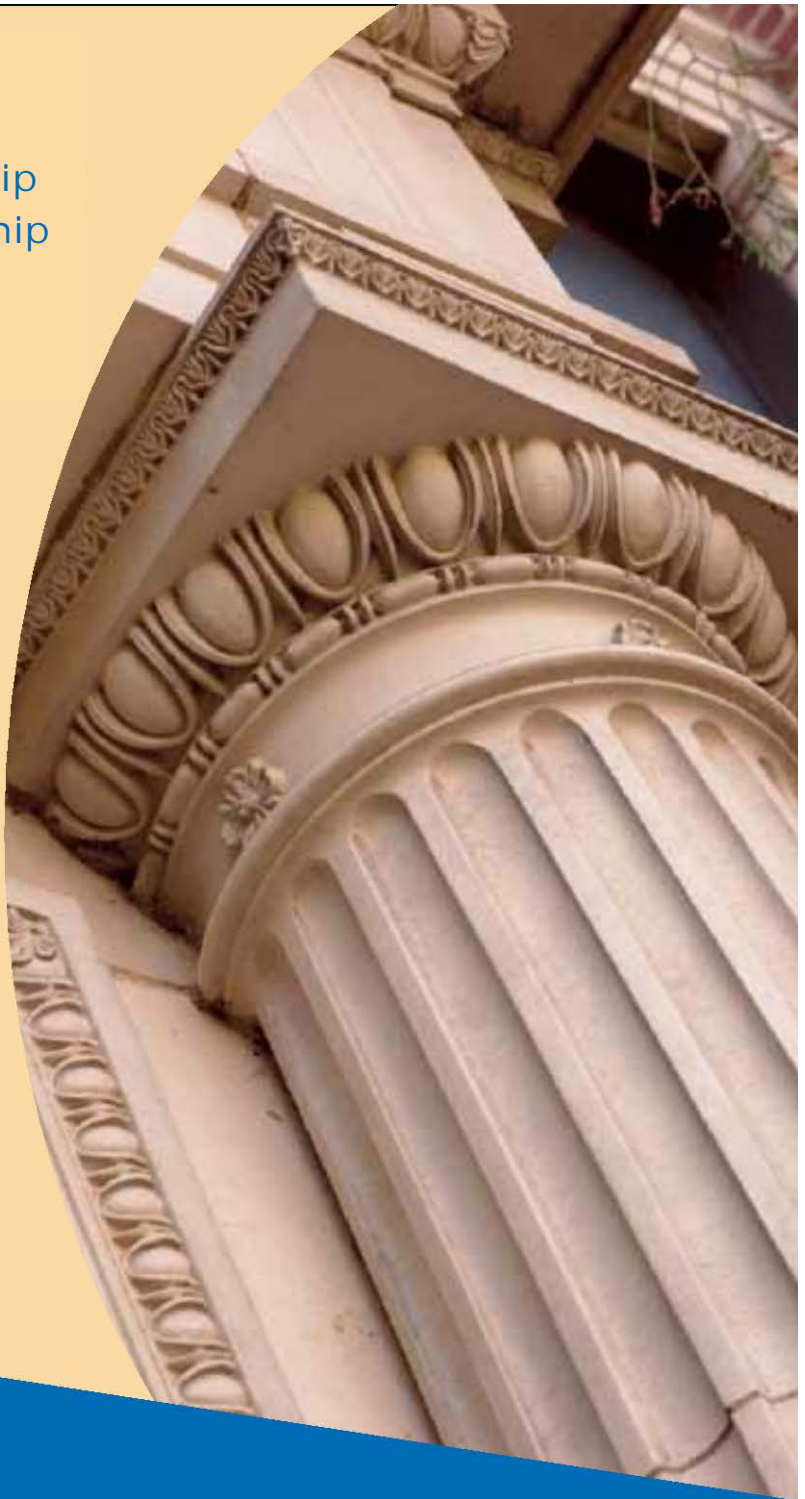**Doctor of Education (Ed.D.)**
Educational Leadership and Teacher Leadership Statewide Program

Program Handbook

Revised Fall 2015

Department of Educational Leadership, Sports Studies, and Educational/ Counseling Psychology

WASHINGTON STATE UNIVERSITY

WSU's Doctor of Education Statewide Program Handbook

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Washington State University
College of Education

Conceptual Framework

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Mission Statements

Doctor of Education Statewide Program
Washington State University's Doctor of Education (Ed.D.) Statewide program prepares practitioner-scholars for leadership roles and challenges in education at the local, state, national, and international levels. The program is offered on all WSU campuses and fosters a community of leaders who work together to strengthen educational services and learning opportunities in schools, communities, and other educational organizations. A team of academic and field-experienced faculty blends scholarship and practical expertise to prepare classroom, building, district, and other education leaders who utilize research, implement policy, and reform practice to improve learning and achievement for all students. Faculty from both departments in the College of Education participate in the program.

Department of Educational Leadership, Sport Studies & Educational/Counseling Psychology
The mission of the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration and professional practice.

Department of Teaching and Learning
The mission of the Department of Teaching and Learning is to advance knowledge and ethical practice in the field of education. We do so through collaboration among universities, schools, families, and local, regional, and global communities in a manner that reflects the ideals of democracy, social justice, and ecological sustainability. Our mission guides us in the preparation of highly qualified teachers, teacher leaders, and educational researchers.

WSU's Doctor of Education Statewide
Program Handbook
Introduction

This handbook describes the Doctor of Education (Ed.D.) Statewide program, which follows a modified cohort-based model focused on the theme of *leadership in education.* There are two major specializations within the program: Educational Leadership and Teacher Leadership. Each specialization incorporates literature and enhances the proficiencies of participants through four major content or curricular strands: Leadership Development; Policy and Systems; Ethics, Diversity and Social Justice; and Action Inquiry. A Theory of Action informs the program as set-forth in **Appendix A**. Program participants are encouraged to become engaged in a *learning community* dedicated to developing their leadership knowledge and skill to improve and promote learning for *all* students. The Ed.D. Statewide program has several unique features:

Statewide Program Delivery

Program participants can access courses, fulfill program requirements, and work with advisors through WSU's campuses at Pullman, Spokane, Tri-Cities, and Vancouver. Program offerings are sequenced to allow participants at each campus to complete requirements within a five-year time frame. Both specializations within the program share common courses on leadership, foundations of education, and research methods. For the majority of students, courses will be attended via Academic Media Services (AMS) enabled WSU campus classrooms. Students are also required to attend two Summer Leadership Institutes on the Pullman campus (see *Summer Leadership Institutes* below). Delivery of courses may also be augmented or provided through on-line and/or video conference learning systems.

A Practitioner-Scholar Approach

Program content combines the best of both worlds—issues important to practicing educational leaders in P-12 schools and other institutions as well as the scholarship that can help to analyze and address these issues. The program faculty is a blend of highly experienced school professionals and nationally-recognized academic scholars. Both contribute to the central purpose of the program, to prepare *practitioner-scholars* for effective and meaningful *leadership.*

Summer Leadership Institutes

Program participants from around the state attend two-week institutes for two consecutive summers. Institutes build a *learning community* and *support network* among the statewide cohort. Institute participants share their leadership experiences and challenges, plan *inquiry* around problems of practice, and benefit from working together and with a wide range of faculty. Institutes are designed to help students conceptualize and move toward completion of their dissertation research.

Alignment with Certification Programs

The Ed.D. Statewide program is closely aligned with WSU's Field-based Superintendent Certification and Principal Certification programs. Participation in the superintendent or principal programs is not a requirement for the Ed.D. and all program requirements can be met without completing a certificate.

Inquiry Model

Inquiry is one of the major content strands of the Ed.D. Statewide program. A goal of the program is for students to develop an *action inquiry stance* to examine and collaboratively address authentic problems of practice in their professional work. To help students develop the skills to facilitate collaborative inquiry within their work settings, the Summer Leadership Institutes offer training in action research and support for design and completion of dissertation proposals.

Purpose of the Handbook

This handbook serves as a guide for the faculty and students in the Statewide Doctor of Education (Ed.D.) Program; it is a supplement to the Washington State University (WSU) Graduate Catalog and the WSU Graduate School's policies and procedures. The handbook is intended to aid the student's orientation to and progress in the program.

It is the student's responsibility to follow the procedures outlined in this handbook and to stay informed about program changes, requirements for the degree, and the policies and procedures of the Graduate School at http://www.gradsch.wsu.edu. The policies and procedures operative on the date of the student's initial enrollment govern the student's program. As used in this handbook:

- "*College of Education*" refers to the WSU College of Education (COE) with main offices located in Cleveland Hall on the Pullman campus (http://education.wsu.edu)
- *"Department"* refers to the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology (ELSSECP), located in Cleveland Hall 351 on the Pullman campus, (509) 335-9117 or https://education.wsu.edu/college/elssecp/
- *"Graduate School"* refers to WSU's Graduate School, located in the French Administration Building, room 324, on the Pullman campus, (509) 335-6424 or http://www.gradsch.wsu.edu/
- *"COE Office of Graduate Education"* refers to the College of Education Office of Graduate Education located in Cleveland Hall 70 on the Pullman campus, (509) 335-7016/335-9195 or http://education.wsu.edu/graduate/
- *"Regional Campuses"* refers to the WSU campuses located in
  - Spokane, 600 North Riverpoint Blvd., (509) 358-7942
  - Tri-Cities, 2710 University Dr., Richland, (509) 372-7396
  - Vancouver, 14204 NE Salmon Creed Ave., (360) 546-9673

Contact Information

This handbook and all application materials for the Doctor of Education (Ed.D.) Statewide program are available at the Educational Leadership program website https://education.wsu.edu/graduate/edleadership/. For more information, contact the COE Office of Graduate Education at (509) 335-7016/335-9195 or gradstudies@wsu.edu or the following contact persons at the regional campuses:

Spokane Campus   http://spokane.wsu.edu
Kelly LaGrutta
(509) 358-7942   lagrutta@wsu.edu

Tri-Cities Campus   http://tricity.wsu.edu
Helen Berry
(509) 372-7396   hberry@wsu.edu

Vancouver Campus   http://vancouver.wsu.edu
Dan Overbay
(360) 546-9075   dan.overbay@wsu.edu

Program Faculty by Campus

Michele Acker-Hocevar, Ph.D., (Emeritus), University of South Florida (ackerhoc@wsu.edu)
- Organizational behavior (leadership, decision making, and power, i.e., social justice) and theory (how organizations learn and adapt to change (e.g., school development and improvement).

Tariq Akmal, Ph.D., Washington State University (takmal@wsu.edu)
- Middle school, retention in grade, teacher education.

Pamela Bettis, Ph.D., University of Toledo (bettis@wsu.edu)
- Youth cultures; gender, power and schooling; qualitative inquiry and discourse analysis.

Shannon Calderone, Ph.D., University of California Los Angeles (shannon.calderone@wsu.edu)
- K-12 to college transitions, financial literacy, college affordability, social class, families.

June Canty, Ed.D., University of Washington (jcanty@wsu.edu)
- General and special education in rural education, teacher preparation/induction, and legal ramifications of admissions and dismissal decisions from professional program

Kathleen Cowin, Ed.D., Seattle University (kathleen.cowin@wsu.edu)
- Mentoring (development of mentoring relationships, mentoring education, educational leader formation) and reflective practice by teachers and educational leaders.

Michael Dunn, Ph.D., Indiana University (dunnmi@wsu.edu)
- Quantitative and qualitative research to adress the needs of struggling readers and writers— students who are often identified with a learning disability (LD).

Gisela Ernst-Slavit, Ph.D., University of Florida (gernst@wsu.edu)
- Investigates language and education in culturally and linguistically diverse settings using ethnographic and sociolinguistic perspectives.

Susan Finley, Ph.D., University of Michigan (finley@wsu.edu)
- Diversity, engaging students from underrepresented groups.

Janet Frost, Ph.D., University of Nevada, Reno (frost@wsu.edu)
- Influences on pre-service and in-service mathematics teachers.

Gail Furman, Ph.D., Emeritus, Washington State University (gfurman@wsu.edu)
- Organizational and leadership theory, school as community, moral leadership and ethics, qualitative research methods.

Gordon Gates, Ph.D., Washington State University (gates@wsu.edu)
- Principal and teacher leadership, high reliability and resilience, stress and coping, evaluation for school improvement, survey research.

Chad Gotch, Ph.D., Washington State University (cgotch@wsu.edu)
- Assessment/measurement literacy among teachers, score reporting, and building validity arguments from both technical and non-technical evidence.

Paula Groves Price, Ph.D., University of North Carolina (pgroves@wsu.edu)
- Diversity, school reform/restructuring.

Leslie Hall, Ph.D., Ohio State University (ldhall@wsu.edu)
- Teacher education, media literacy.

Glenys Hill, Ed.D., Washington State University (glenys.hill@wsu.edu)
- K-12 educational leadership.

Kristin Huggins, Ph.D., Texas A & M University (k.huggins@wsu.edu)
- School reform, equity in education, instructional leadership.

Eric Johnson, Ph.D., Arizona State University (ejj@wsu.edu)
- Language policy and planning, immigrant communities, parent and community engagement, bilingual education, and Hispanic Serving Institutions.

Jane Kelley, Ph.D., University of Massachusetts, Amherst (jekelley@wsu.edu)
- Pedagogical strategies to introduce a critical multicultural analysis to pre-service teachers, service teachers, and graduate students.

Sharon Kruse, Ph.D., University of Minnesota (sharon.kruse@wsu.edu)
- Leadership, school improvement and change, problem solving and decision making

Stephen Kuser, Ph.D., Indiana University Bloomington (skucer@wsu.edu)
- Text processing and comprehension; understanding literacy and its instruction from a multi-dimensional perspective; and the use of thematic units for promoting both literacy and concept development.

Rich Lamb, Ph.D., George Mason University (rich.lamb@wsu.edu)
- Measurement of student cognition, and computational modeling of student cognitive processes related to Science, Technology, Engineering, and Mathematics.

John Lupinacci, Ph.D., Eastern Michigan University (john.lupinacci@wsu.edu)
- Social foundations of education, urban sociology and social justice, environmental justice; ecojustice pedagogy.

Linda Mabry, Ph.D., University of Illinois (mabryl@wsu.edu)
- Assessment of K-12 student achievement, program evaluation, and qualitative research methodology.

John Mancinelli, Ed.D., Washington State University (john.mancinelli@wsu.edu)
- Principalship, superindentency.

Teena McDonald, Ed.D., Washington State University (tpmcdonald@wsu.edu)
- Principalship, superindentency.

Darcy Miller, Ph.D., University of Wisconsin (darcymiller@wsu.edu)
- Special education teacher and leadership preparation, special education law, single subject research.

Judy Morrison, Ph.D., Oregon State University (jmorriso@wsu.edu)
- Students' understanding of science concepts in the classroom, in using science notebooks as a formative assessment tool, and in using scientists in the professional development of science teachers.

Tamara Nelson, Ph.D., University of Washington (tnelson1@wsu.edu)
- Teacher education, science education.

Forrest Parkay, Ph.D., Emeritus, University of Chicago (fwparkay@wsu.edu)
- K-12 educational leadership, multicultural education, principals, curriculum and instruction.

Paul Pitre, Ph.D., University of Maryland, College Park (pepitre@wsu.edu)

- Racial/ethnic minority and low socioeconomic status students' experience in the college choice process; factors that enhance student aspirations for college attendance; educational policy.

Kelly Puzio, Ph.D., Vanderbilt University (kelly.puzio@wsu.edu)

- Differentiated instruction, culturally relevant pedagogy, and adolescent literacy.

Katherine Rodela, Ph.D., Stanford University (katherine.rodela@wsu.edu)

- Culture, equity, and leadership in and around schools; Latino family and community engagement; Access and equity in higher education; Anthropological approaches to understanding leadership and schools.

Amy Roth-McDuffie, Ph.D., University of Maryland (mcduffie@wsu.edu)

- Professional learning and development for prospective and practicing teachers, with attention to equity and supporting diverse students, learning in mathematics.

AG Rud, Ph.D., Northwestern University (ag.rud@wsu.edu)

- Moral dimensions of teaching, learning, and leadership development.

Richard Sawyer, Ed.D., Teachers College, Columbia University (rsawyer@wsu.edu)

- Curriculum studies, transformational curriculum, teacher curriculum change, qualitative methodologies.

David Slavit, Ph.D., University of Delaware (dslavit@wsu.edu)

- Analyzing pre-service and in-service teacher development, and student learning processes and the long-term development of mathematical understandings, with an emphasis on the development of algebraic thinking.

Kelly Ward, Ph.D., Pennsylvania State University (kward@wsu.edu)

- Integration of teaching, research, and service; work and family concerns for faculty; faculty career development; faculty diversity in science, technology, engineering, and math (STEM).

Francene Watson, Ph.D., Washington State University (fwatson@wsu.edu)

- Sustainability, place-based education, critical pedagogy.

Program Overview

The Doctor of Education (Ed.D.) Statewide program is designed as a modified cohort-based program, offered through all WSU campuses. Students in all regions of the state and specializations follow the same application process for admission (described in Step 1 below) to join a statewide cohort admitted each year; once admitted, students may access course offerings and advisement through any of WSU's campuses. Courses delivered via a variety of methods (e.g., in person on campus, Academic Media Services, Elluminate online) are sequenced to allow students at all campuses to complete program requirements within a four-year time frame (contingent upon successful and timely completion of program requirements and dissertation research). In addition to program offerings at the regional campuses, students attend two-week Summer Leadership Institutes at the Pullman campus for two consecutive summers, after completion of a research methods course (typically EdRes 563). The purpose of the leadership institutes is to build a *learning community* and *support network* among the statewide cohort, and to form *inquiry groups* that will focus dissertation research on common problems of *leadership in educational settings*. After defending their preliminary examination and entering into doctoral candidacy, students in the fourth year of the program, enroll and complete their dissertation research (EdAd 800 or T&L 800).

The **Program of Study** (described in step 4 below) for completion of the Ed.D. requires a minimum of 72 semester hours, including at least 42 semester hours of graded coursework and at least 20 semester hours of EdAd 800 or T&L 800—Dissertation Research. Up to 12 semester hours on the **Program of Study** may be transferred from other accredited programs or from the student's master's degree, if approved by the faculty. Continuous enrollment *is required* while students are completing the dissertation. Students must enroll in at least 2 credit hours of EdAd 800 or T&L 800 the semesters they sit for the preliminary examination and for the final defense of the dissertation. (General course requirements for the Doctor of Education degree are provided in **Appendix B**. Courses are set, in part, using a rotation schedule for the Doctor of Education as provided in **Appendix C**.)

Program Objectives

The primary objective of the Ed.D. Statewide program is to prepare practitioner-scholars for leadership in education at the local, state, national, and international levels. This objective is carried out through a combination of coursework, field experiences, and inquiry opportunities. The ultimate goal is to prepare educational leaders who work together toward the goals of educational and institutional improvement and social justice.

Specific learning outcomes of the program include preparation for students to:
- Identify and analyze the theories, research, and policies related to the study of K-12. educational/teacher leadership: ethics and social justice; inquiry; policy; and leadership development.
- Prepare and present written work to both academic and practitioner audiences.
- Understand, evaluate, and apply educational theory and inquiry knowledge and skills to problems of policy and practice of educational leadership.
- Design, conduct, report, and present clear and coherent research studies that contribute to understanding and solving problems of practice on multiple levels of educational leadership.
- Articulate core values and model the guiding principles of the profession including: commitment to social justice; understanding of ethical responsibilities of leadership; effective and respectful interaction with others of similar and diverse cultures, values, and perspectives; commitment to school improvement and a positive impact on student learning.

Steps for Completing the Doctor of Education (Ed.D.) Degree

Please note that students have the responsibility to see that all steps are completed and that a record of progress is kept up-to-date in the COE Office of Graduate Education (gradstudies@wsu.edu).

Step 1: Admission into the Ed.D. Statewide Program
(Please see Appendix D for a Checklist for Admission Procedures)

Admission to the Doctor of Education Statewide program at Washington State University involves application to and acceptance by both the WSU Graduate School and the Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology. The WSU Graduate School application can be completed online at www.gradsch.wsu.edu. The Graduate School requires official transcripts from all previous colleges/universities, as indicated on the application form. During the online application process, the Graduate School also requires that you submit the names and email addresses of the three people from whom you will be requesting letters of recommendation. Once you submit your application, these recommenders will receive an email requesting they submit a letter on your behalf. This letter will be filed in your electronic file at the Graduate School.

For application to the Department of Educational Leadership, Sport Studies, and Educational/ Counseling Psychology, supplemental information materials should be submitted through the student's primary campus of enrollment (e.g., Pullman, Spokane, Tri-Cities, Vancouver—see contact information on page 4.) The printable Departmental Supplemental Information Form is available online at https://education.wsu.edu/students/apply/gradsupplementalapp/. (See **Appendix E** for a sample of the form.) The Department also requires copies of currently held certificates, a current resume or vita, a written statement of scholarly or professional objectives, and an academic writing sample.

The application deadline is January 10, for summer or fall admission. To be considered for admission, students must hold a master's degree and have at least a 3.0 grade average in previous graduate study. The final decision to accept a doctoral student into the Ed.D. Statewide program rests with the program faculty and the Graduate School. Once accepted, the student is assigned a temporary advisor until a committee is selected and the **Program of Study** is filed (see step 4 below). The student should download and become familiar with the **Deadlines and Procedures for Graduation** available online from the WSU Graduate School at http://www.gradsch.wsu.edu/Forms. Once enrolled in the program, Ed.D. students are reviewed annually by faculty to assess student progress toward degree.

A helpful **Checklist for Admission Procedures** is provided in **Appendix D**. More information is available from the COE Office of Graduate Education (gradstudies@wsu.edu) or from the contact persons at each regional campus listed on page 5 of this handbook. An orientation will be provided following admission to the program.

Step 2: Mandatory Research Training

All graduate students are required to complete the **Responsible Conduct of Research** online training module. This is a web based training located at https://myresearch.wsu.edu/MandatoryTraining.aspx Students are encouraged to take this training as soon as they are admitted to the doctoral program. Once you have completed the training, you will receive email confirmation of your completion. Please forward this email to the College of Education Office of Graduate Education (gradstudies@wsu.edu) as well as to the campus through which you applied. Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five-year period.

Step 3: Selection of a Committee Chair and the Doctoral Committee

After starting Ed.D. Statewide program coursework (*and no later than fall semester after the first leadership institute*), the student should request a graduate faculty member in the Doctor of Education (Ed.D.) Statewide program to serve as doctoral committee chair. A list of currently eligible Educational Leadership Graduate Faculty members is available from the COE Office of Graduate Studies (gradstudies@wsu.edu). Graduate faculty participation is required for faculty members to chair doctoral student committees. Faculty who are graduate faculty have demonstrated disciplinary expertise in a field related to the Ed.D. specializations, interest and experience in mentoring and teaching of graduate students in this field, and relevant professional accomplishments. The faculty member must accept the invitation to serve on a committee. In consultation with the committee chair, the process of selecting other committee members follows. The committee must include at least three members—two of whom must be graduate faculty in the program. The committee must also possess two tenured or tenure track faculty member. Students are encouraged to have one non-tenure track faculty member on their committee as well. It is recommended that committees be limited to three or four members. The student must secure the consent of all members to serve in this capacity by having each sign the completed **Program of Study** (see step 4 below). The committee may be changed at a later time, if necessary, with the concurrence of the student, committee members, and department chair. A **Committee Change Form** must be completed to finalize a committee change at https://gradschool.wsu.edu/facultystaff-resources/18-2/.

Step 4: Submission of a Program of Study

After selection of a chair and committee (see step 3 above), the student should prepare a **Program of Study form** (https://gradschool.wsu.edu/facultystaff-resources/18-2/) in consultation with the committee chair. The student submits a copy of the Program of Study to the committee chair for signature; the program must also be signed by the other committee members and the department chair. When final signatures are obtained, the Program of Study is submitted to the COE Office of Graduate Education and is forwarded to the WSU Graduate School for final approval. Upon final approval the Graduate School sends notification to the student and the COE Office of Graduate Education via email. *The Program of Study should be completed and submitted no later than fall semester following the first leadership institute.*

Doctor of Education Degree Requirements

A minimum of 72 semester credit hours is required for completion of the Ed.D. degree. These hours must include at least 42 graded coursework credits and at least 20 credits of EdAd 800 or T&L 800 (Dissertation Research). The following courses (or equivalent) *are required* as part of the 42 hours of graded coursework and should be included on the **Program of Study**.

Leadership Core Courses – minimum of 15 semester credits

EdAd 512	(3)	Leadership Studies
EdAd 582	(3)	Policy Formation & Analysis in Education
EdAd 580	(3)	School Organization
T&L 577	(3)	Curriculum Theory
EdAd 561	(3)	Intro to College Student Development
EdAd 587*	(3)	School Administration may substitute for EdAd 580

Research Requirements – minimum of 15 semester credits

EdRes 570	(3)	Action Research
EdPsy 508	(3)	Educational Statistics
EdRes 563	(3)	Principles of Research
EdRes 564	(3)	Qualitative Research
EdRes 571	(3)	Doctoral Dissertation Preparation

Additional Research Requirement

For students using quantitative methods in their dissertation research:

EdRes 565	(3)	Quantitative Research

Foundations Requirements – minimum of 9 semester credits

EdAd 503	(3)	Values & Ethics
T&L 589	(3)	Race & Identity
EdAd 501	(3)	History & Philosophy

In addition to the required leadership core, research, and foundation courses identified above, a minumum of 10 credits of graded/ungraded coursework is necessary to achieve the 42 graded credit hours. Graduate level courses in the College of Education or other colleges at WSU may be taken as part of the degree and placed on the **Program of Study**. Recommended courses electives are identified below.

Specialization Electives and/or Nongraded – minimum of 10 semester credits

Educational Leadership: EdAd 590, EdAd 522, EdAd 581, EdAd 587, EdAd 516, EdAd 583, EdAd 589; EdAd 513

Teacher Leadership: T&L 590, T&L 560, T&L565, EdAd 514, EdAd 515

Please see **Appendix B** for list of possible other courses. The course rotation schedule is offered on **Appendix C** to assist student planning, as well as a suggested course sequence.

Transfer Courses on the Program of Study

Students may include on the **Program of Study** no more than 12 semester credits of graduate level transfer courses from other institutions or from the student's master's or certification program at WSU. (Note: Only 9 credits taken under NADC status may be transferred into the program). Courses approved

for transfer must be from a comparable program at an accredited college or university. All transfer courses must have been completed within the ten-year timeframe allowed for completion of the degree.

Transfer courses must be approved at three levels: First, the student's committee approves by signing the **Program of Study** form; second, the department chair approves by signing the **Program of Study** form; and, third, the dean of the WSU Graduate School indicates final approval by approving the **Program of Study** form.

After the **Program of Study** is approved, changes may be made later by submitting a **Change of Program** form (available at https://gradschool.wsu.edu/facultystaff-resources/18-2/), which must be signed by the committee chair and the department chair.

Step 5: Doctoral Preliminary Examination

Preliminary examinations for the Ed.D. degree are offered during the fall and spring semesters. (Check current dates with the COE Office of Graduate Education, gradstudies@wsu.edu or by going to ELSSECP Exam Schedule available at https://education.wsu.edu/graduate/dissertationforms/). The Ed.D. Statewide program is sequenced to encourage completion of the preliminary examination during the academic year following completion of the second leadership institute; however, this sequence is flexible, and the student works with his or her committee chair to determine the best time to take the exam. When the decision is made to schedule the preliminary exam, the student is responsible for **officially** scheduling the exam using the **Preliminary Examination Scheduling Form** (available at https://gradschool.wsu.edu/facultystaff-resources/18-2/). This form is due to the COE Office of Graduate Education at least 20 working days prior to the exam date. The COE Office of Graduate Education then forwards the form to the WSU Graduate School (where it is due 10 working days before exam). ***The preliminary exam may not be scheduled if there are incompletes for coursework on the Program of Study.***

In general, an Ed.D. student is eligible to take the written preliminary examination when:

a. A majority of the graded coursework on the **Program of Study** has been completed;
b. There are no "incompletes" for courses on the **Program of Study;**
c. The student is registered for a minimum of two hours of EdAd 800 or T&L 800 during the semester he or she is taking the exam;
d. The approval of the doctor committee has been secured as indicated by signatures on the **Preliminary Examination Scheduling Form**.

The purposes of the preliminary examination are two-fold. First, it is designed to assess the knowledge that students have gained while completing their coursework. Student preparation and performance on the exam involves synthesis of learning from multiple courses to respond appropriately to each of six questions. Four questions are given for each of the program's strands (i.e., Leadership Development; Policy and Systems; and Ethics, Diversity and Social Justice; Action Inquiry). Second, the exam is used to determine whether or not students will be able to complete the dissertation. The exam thus includes two questions specifically focused on assessing the proposed research problem, purpose, review of literature, and methodology students will pursue as their dissertation. If both components are completed

successfully, students are admitted to candidacy. Anyone who passes prelims is almost certainly capable of completing a doctoral degree.

Evaluation of the student's performance on the exam is the responsibility of the student's committee members. Your committee will evaluate the preliminary examination using the Educational Leadership program's **Preliminary Examination Rubric** (see **Appendix F)**. The final decision determining whether the Ed.D. student passes or fails the preliminary examination is contingent upon a vote of faculty who read the student's responses, which is usually the student's committee members. The vote is conducted at a "ballot meeting" held within four weeks of the exam date. The doctoral student does not attend this meeting and is informed in writing of the faculty's decision. Passing the preliminary examination advances the student to candidacy for the degree. Students and committee members hold a meeting at this time to discuss student responses and prepare for the proposal for a dissertation study.

In the event of a failed examination, the student will be re-examined for a second and final attempt. At least three months must lapse between a failed examination and reexamination. When scheduling for a second exam, the scheduling form must be submitted to the COE Office of Graduate Education at least 20 working days before the exam. The COE Office of Graduate Education then forwards the form to the WSU Graduate School (where it is due 15 working days before the exam). A member of the Graduate Mentor Academy will be appointed by the WSU Graduate School and must be present at the balloting for the re-examination. A student who has twice failed the preliminary examination may not become a candidate for the Ed.D. degree and the student's enrollment in the WSU Graduate School will be terminated. (See WSU Graduate School Policies and Procedures at https://gradschool.wsu.edu/policies-procedures/).

Step 6: Submission and Approval of the Dissertation Proposal

The Ed.D. dissertation is a research study designed to address a contemporary problem of practice in a K-12 school or educational setting. After passing the preliminary examination, the student continues to develop a proposal for the dissertation study in consultation with the doctoral committee chair and committee. ***The student is required to meet with the full committee during the fall semester they are taking (EdRes 571) Doctoral Dissertation Preparation course***.

When the committee chair agrees that the proposal is ready, the student is responsible to schedule a meeting of the committee to present and defend the proposal at the "D-1" meeting. (The form for scheduling the D-1 is available on-line from the COE Office of Graduate Education at https://education.wsu.edu/graduate/dissertationforms/.   Copies of the dissertation proposal should be distributed to committee members at least two weeks before the D-1 meeting. The student is responsible to bring the **Dissertation Proposal Approval Form** (available on-line from the COE Office of Graduate Education, https://education.wsu.edu/graduate/dissertationforms/) to the D-1 meeting; approval of the proposal is indicated by committee signatures on this form. ***The D-1 meeting may not be scheduled if there are incompletes for coursework on the Program of Study.*** Depending on the student's study, each committee member scores the proposal using one of two rubrics for **Action Research Dissertation Proposals** or **Tradition Research Dissertation Proposals** (see **Appendix G**).

In addition, students must obtain approval for the study from WSU's Office of Research Assurances—Institutional Review Board (IRB). To obtain this approval, students, in consultation with the committee chair, complete the **Human Subjects Review Form** (available from www.irb.wsu.edu/forms.asp) and submit it to their chair. A signed Human Subjects approval must be attached to the signed **Dissertation Proposal Approval Form** and submitted to the COE Office of Graduate Education. Later in the program, proof of Human Subjects approval must be submitted to the WSU Graduate School upon scheduling of the final oral defense of the dissertation (see step 8 below).

The Ed.D. Statewide program is sequenced to encourage students to present and defend their dissertation proposals during the academic year following completion of the second leadership institute and after the preliminary exam has been successfully completed. Students must be enrolled in at least 2 credit hours of EdAd 800 or T&L 800 to defend the proposal.

Step 7: Completion of the Dissertation
The Ed.D. candidate is responsible for conferring with the committee chair and members of the committee to familiarize them with progress of the dissertation research and to benefit from their guidance. The student should obtain WSU's **Dissertation and Thesis Guidelines,** the **Deadlines and Procedures for Graduation,** and the **Final Dissertation/Thesis Acceptance Checklist** (all available at http://www.gradsch.wsu.edu/Forms/). *The student is responsible for meeting all Graduate School deadlines and filing appropriate paperwork. Continuous enrollment is required while students are completing the dissertation.*

The usual procedure relative to writing and completing the dissertation is:
   a. Consult with the committee chair regularly throughout the process of the dissertation research and writing
   b. Prepare an initial draft and present it to the committee chair. Several revisions and corrected drafts may be required; this process usually takes several months
   c. When the dissertation is nearing completion, apply to graduate through your myWSU account during the semester before the final oral defense.
   d. When the chair agrees, present the dissertation in final form for approval by each committee member *at least four weeks before the defense*. Further revisions and corrections may be required. The committee is responsible for approving all aspects of the final dissertation before the final oral defense is scheduled.
   e. Obtain required signatures on the **Dissertation/Thesis Acceptance/Final Examination Scheduling Form** at https://gradschool.wsu.edu/facultystaff-resources/18-2/ and submit to the COE Office of Graduate Education *at least 15 working days before the final oral defense* (which means you have to circulate the form for signatures well in advance of the due date). The COE Office of Graduate Education will then forward the signed form to the WSU Graduate School (where it is due 10 working days before the exam).
   f. Upload an electronic copy (PDF) of the pre-defense dissertation to *the UMI/ProQuest website via* Upload your Doctoral Dissertation at *http://www.dissertations.wsu.edu/* at least 10 working days before the final oral defense. Requirements for graduation and for digital submission of the dissertation can be found in the Graduate School's document *Thesis and Dissertation Formatting and Submission Guidelines*.

g. Submit an electronic copy of the abstract to the COE Office of Graduate Education at least five working days prior to the final oral defense.

Step 8: Final Oral Defense of the Dissertation

The purpose of the final oral defense (the "D-2") is to test the candidate's ability to integrate, interpret, and apply research and theory in the field of educational leadership through a defense of the dissertation research. The final defense is generally limited to two hours. The format of the defense meeting is determined by the candidate's committee; typically, the candidate presents the dissertation research study and responds to the questions and comments of faculty in attendance. The candidate passes the final oral defense if the number of those voting affirmatively meets the standard established by the WSU Graduate School. Those entitled to vote are all members of the student's committee and other members of the graduate faculty in attendance. Depending on the student's study, each committee member scores the dissertation using one of two rubrics for Action Research Dissertations or Tradition Research Dissertations (see **Appendix F**).

Step 9: Completion of Degree Requirements

Upon successful defense of the dissertation and any required final revisions, the dissertation must be submitted digitally, in PDF format, to *UMI/ProQuest website via* Upload your Doctoral Dissertation at *http://www.dissertations.wsu.edu/*.   Requirements for graduation and for digital submission of the dissertation can be found in the Graduate School's document *Thesis and Dissertation Formatting and Submission Guidelines*. Also, a bound copy of the dissertation is presented to the Department of Educational Leadership, Sport Studies, and Counseling Psychology office, and, traditionally, the student presents a bound copy of the dissertation to the committee chair. As a courtesy, other members of the dissertation committee are also given final copies.

Step 10: Post-graduation Exit Survey

At the time of graduation, fill out the Graduate Programs Exit Survey (see **Appendix G**) and submit it to the COE Office of Graduate Education, as instructed on the survey form.

Q: What is the difference between the Ph.D. and Ed.D. degree programs in Education:
A: The Ph.D. program is intended to prepare scholars and researchers, while the Ed.D. program prepares "scholar-practitioners" who intend to continue with careers in K-12 institutions. The Ph.D. program of study requires more extensive preparation in research methods and more hours of EdAd 800 or T&L 800 for completion of the dissertation (see step 4 in this handbook). The Ph.D. dissertation is an original, empirical research study that contributes to the scholarship in the field, while the Ed.D. dissertation is a research study intended to address a contemporary problem of practice in K-12 schools.

Q: What is a Program of Study?
A: A **Program of Study** is a plan for completion of your doctoral degree. It lists the members of your committee and the courses you plan to take. The **Program of Study** form is available on-line from the WSU Graduate School at http://www.gradsch.wsu.edu/Forms/.

Q: When should I file the Program of Study?
A: The **Program of Study** is filed as soon as possible after selecting a chair and committee for the doctoral program, but *no later than fall semester following attendance at the first leadership institute*. Early completion of the **Program of Study** is important because it allows for the student and advisor to work together to make sure that all program requirements will be completed in a timely manner.

Q: Can I change the doctoral committee or list of courses once the Program of Study is filed?
A: Yes, both the committee and listing of courses can be changed, with the permission of the committee members and department chair. To change the committee, complete a **Committee Change** form (available at http://www.gradsch.wsu.edu/Forms/), obtain the necessary signatures, and submit to the COE Office of Graduate Education (gradstudies@wsu.edu). To change the courses listed on the Program of Study, complete a **Change of Program** form (available at http://www.gradsch.wsu.edu/Forms/), obtain the necessary signatures, and submit to the COE Office of Graduate Education (gradstudies@wsu.edu).

Q: Who should be on my committee?
A: Your committee is a group of faculty members who will assist you through your preliminary examination and dissertation process. The committee is composed of at least three faculty members, including your chair. The chair must be a graduate faculty member in the Doctor of Education Statewide program. The student must secure the consent of all members to serve in this capacity by having each sign the completed **Program of Study**.

Q: How many credits can transfer onto my program?
A: You can transfer up to 12 semester credits of graduate work from another institution or from a master's or certification program at WSU, with permission of your committee, the department chair, and the WSU Graduate School. 9 credits taken under NADC status at WSU may be transferred into the program. All transfer courses must have been completed within the ten-year timeframe allowed for completion of the Ed.D. degree. Consult with your advisor to determine which transfer courses you should include on the **Program of Study**. Transfer courses must be comparable to those offered in the WSU doctoral program.

Q: The Ed.D. Statewide program is described as a modified cohort-based program that can be completed within a four-year timeframe. What happens if I can't complete the program in four years or stay with the cohort sequence?
A: You can still complete the Ed.D. degree. Your advisor/chair will work with you to develop an alternative plan for completing the program. Doctoral students have ten years or three years beyond preliminary exams (whichever is the lesser amount of time) to complete all degree requirements.

Q: The Ed.D. Statewide program requires attendance at two consecutive Summer Leadership Institutes in Pullman. What happens if I can't attend for two consecutive summers?
A: The leadership institutes are an important part of the Ed.D. Statewide program. At the leadership institutes, you meet and work with a wider range of faculty and with doctoral students from around the state; you get critical help with your dissertation research work, including preparation in action research; and you get to work in inquiry groups with other doctoral students, away from the distractions of your professional role. However, the Ed.D. program faculty recognizes that for certain individuals personal and professional circumstances may make it impossible to complete all program requirements in the usual sequence. In this case, your advisor will work with you to identify alternative pathways for completing degree requirements.

Ethics & Social Justice
(Who you are; what you value;
awareness of broader issues)

**Leadership
For Equitable
Learning**

Leadership Development
(Micro – What you do & how to do it)

Policy & Systems
(Macro – Understanding the
context in which you work)

Action Inquiry
(How you know things and decide)

- A Theory of Action for equitable learning through inquiry informs the program.
- Strands interface with:
  - Core, required courses
  - Set of "experiences" throughout the program
  - Preliminary exams
  - Topics for dissertation research
  - Learning outcomes

APPENDIX B
General Course Requirements for the Doctor of Education (Ed.D.) Statewide Program

The **Program of Study** for the Doctor of Education degree must include a minimum of 72 credit hours, including at least 42 credit hours of graded coursework and at least 20 credit hours of dissertation research (EdAd 800 or T&L 800). The following is a partial list of appropriate courses and is subject to change.

		Educational and Teacher Leadership Courses			
EdAd 512	3	Leadership Studies	EdAd 561	3	Adult Learning
EdAd 513	3	Organizational Behavior			
EdAd 521	1-4	Topics in Education			
EdAd 522	1-4	Topics in Education			
EdAd 531	3	Special Topics			
EdAd 532	3	Special Topics			
EdAd 580	3	School Organ and Administration	T&L 523	3	Studies in Educational Leadership
EdAd 581	3	Politics in Education	T&L 577	3	Curriculum Theory
EdAd 582	3	Policy Formation in Education	T&L 560	3	Research in Teaching
EdAd 583	3	Community and Communications			
EdAd 584	3	Human Resources Management			
EdAd 585	3	Financial Manage in Education		**Foundations Courses**	
EdAd 586	3	Management of Facility Planning	EdAd 501	3	History and Philosophy of Education
EdAd 587	1-6	Seminar in School Administration	EdAd 503	3	Values and Ethics for Educational Leaders
EdAd 588	3	The Law and Education	EdAd 507	3	Social Foundations of Education
EdAd 589	3	Leadership Development Seminar	EdAd 502	3	Theoretical Foundations of Learning
	Curriculum and Instruction Courses		T&L 589	3	Race, Identity and Representation
EdAd 520	3	Sem in Curriculum and Instruction		**Research Courses**	
EdAd 510	3	Improvement of Instruction	EdPsy 508	3	Educational Statistics
EdAd 514	3	Basic Principles of Curriculum Design	EdRes 563	3	Principles of Research
EdAd 515	3	Curriculum Implementation	EdRes 564	3	Qualitative Research
EdAd 516	3	Instruction and Curriculum Leadership	EdRes 565	3	Quantitative Research (Statistics)
EdAd 518	3	Media Literacy and Ed Technology	EdRes 570	3	Action Research
EdPsy 510	3	Assessment of Learning	EdRes 571	3	Doctoral Dissertation Preparation
	Additional Research Electives - To be determined in consultation with your advisor				
EdAd 537	3	Advanced Qualitative Research	EdAd 538	3	Special Topics in Qualitative Research
EdAd 539	3	Applied Research	EdPsy 509	3	Educational Measurements
EdPsy 565	3	Advanced Educational Statistics	EdPsy 571	3	Advanced Program Evaluation
EdPsy 568	3	Research Methods II	T&L 524	3	Arts Based Educational Research
	Dissertation Research and Additional Studies				
EdAd 800		Doctoral Research/Dissertation/Examination	T&L 800		Doctoral Research/Dissertation/Examination
EdAd 590	V	Internship	T&L 590	V	Internship

APPENDIX C
Rotation Sequence of Courses

Requirements	Fall Rotation	Spring Rotation	Summer Rotation
Leadership	EdAd 512 Leadership Studies		EdAd 561 Adult Learning
	EdAd 580 School Org	TchLrn 577 Curriculum Theory	EdAD 582 Policy Form
Foundations	EdAd 501 History & Philo	EdAd 503 Values & Ethics	TchLrn 589 Race & Identity
Research	EdRes 570 Action Research	EdRes 563 Principles of Res	EdPsy 508 Ed Statistics
	EdRes 571 Dissertation Prep	EdRes 564 Qual Research	
	EdRes 565 Quant Research		
Ed Lead	EdAd 581 Politics in Ed	EdAd 513 Org Behavior	
	EdAd 507 Social Foundation	EdAd 522 Supt Seminar	
Teach Lead	EdAd 514 Curriculum Design	EdAd 520 Curriculum & Instr	
	TchLrn 560 Res into Teaching		
	EdAd 515 Curriculum Implem		

Example Sequence for   Example Sequence for Teacher Leadership

Semester	Course	Title	Credit	Course	Title	Credits
Spring	EdAd 587	School Admin	3			
	EdAd 590	Internship	1			
Fall	EdAd 581	Politics in Ed	3	TchLrn 560	Res into Teaching	3
	EdAd 590	Internship	1	EdAd 501	History & Philo	3
	EdAd 501	History & Philo	3			
Spring	EdAd 522	Supt Seminar	3	EdAd 514	Curriculum Design	3
	EdAd 590	Internship	2	TchLrn 577	Curriculum Theory	3
Fall	EdAd 512	Leadership Studies	3	EdAd 512	Leadership Studies	3
	EdRes 570	Action Research	3	EdRes 570	Action Research	3
Spring	EdRes 563	Research Methods	3	EdRes 563	Research Methods	3
	TchLrn 577	Curriculum Theory	3			
Summer	EdPsy 508	Ed Statistics	3	EdPsy 508	Ed Statistics	3
	EdAd 561	Adult Learning	3	EdAd 561	Adult Learning	3
Fall	EdAd 580	School Org	3	EdAd 580	School Org	3
	EdRes 565	Quant Research	(3)	EdRes 565	Quant Research	3
Spring	EdRes 564	Qualitative Research	3	EdRes 564	Qualitative Research	3
	EdAd 503	Values & Ethics	3	EdAd 503	Values & Ethics	3
Summer	T&L 589	Race & Identity	3	T&L 589	Race & Identity	3
	EdAd 582	Policy Form	3	EdAd 582	Policy Form	3
Fall	EdRes 571	Dissertation Prep	3	EdRes 571	Dissertation Prep	3
	EdAd 800	Prelims, D1	2-4	EdAd 800	Prelims, D1	2-4
Spring	EdAd 800	Dissertation	14-16	EdAd 800	Dissertation	14-16

APPENDIX D
Ed.D. Statewide Program
Checklist and Instructions for Admission Requirements

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1. Submit the following items to the WSU Graduate School:
Graduate School, Washington State University
P. O. Box 641030, French Administration 324, Pullman, WA 99164-1030
(509) 335-6424

☐ __ **Graduate School Application, for Ed.D. in Educational Leadership**
available online at http://www.gradsch.wsu.edu/

☐ __ **$75 application fee**
paid with credit card when submitting on-line application

☐ __ **OFFICIAL transcripts from any colleges/universities:**
- Where any <u>degrees</u> have been granted or are expected.
- That show the last 60-graded semester (90 quarter) credits of course work
- That show graded graduate level work (including doctoral) taken after the bachelor's degree.
- "Official" transcripts are those sent directly by the college/university the student attended to the WSU Graduate School in Pullman. Transcripts that are not sent directly from the Registrar of the school attended to the WSU Graduate School are NOT considered official. Transcripts issued directly to students in sealed envelope are NOT considered official.

Transcripts are NOT required for course work taken at WSU.

☐ __ **Names and e-mail addresses for three people from whom you will request letters of recommendation, as described on the supplemental information form.**

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2. Submit the following items to your primary campus of enrollment:

Pullman:	**Spokane:**
Office of Graduate Education, College of Education	Educational Leadership, c/o Kelly LaGrutta
Washington State University	P. O. Box 1495, Spokane, WA 99210-1495
(PO Box 642114, Pullman, WA 99164-2114	(509) 358-7942, lagrutta@wsu.edu
(509) 335-7016/335-9195, gradstudies@wsu.edu	
Tri-Cities:	**Vancouver:**
Educational Leadership, c/o Helen Berry	Educational Leadership, c/o Dan Overbay
2710 University Dr., Richland, WA 99352	14204 NE Salmon Creek Ave.
(509) 372-7396, hberry@wsu.edu	Vancouver, WA 98686-9600
	(360) 546-9673, dan.overbay@wsu.edu

☐ __ **Completed Supplemental Information Form** (attached)
☐ __ **Current resume or vita.**
☐ __ **Written statement of scholarly and professional objectives as described on the supplemental information form.**
☐ __ **Academic writing sample as described on the supplemental information form.**
☐ __ **Copies of currently held education certificates.**

3. Mandatory Research Training All graduate students are required to complete the **Responsible Conduct of Research Education** online training module. This is a web based training located at https://myresearch.wsu.edu/MandatoryTraining.aspx Students are encouraged to take this training as soon as they are admitted to the doctoral program. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to Kelly LaGrutta, Helen Berry, or Dan Overbay. The training will need to be repeated after a five-year period.

WASHINGTON STATE UNIVERSITY

College of Education

SUPPLEMENTAL INFORMATION FORM

EdD Statewide Program with a Specialization in Educational Leadership

Priority application deadline is January 10 for summer or fall admission

Please Note: Students applying to graduate programs at Washington State University must also apply to the Graduate School. Graduate School applications must be submitted online at: http://www.gradsch.wsu.edu/

Name (First, Middle, Last):

Mailing Address:

| Street | City | State | Zip |
| Phone: Home (   ) | Work/Cell (   ) | | |

Preferred Email Address:

Please indicate the campus where you anticipate attending classes (nearest to you):
  ☐ WSU Pullman   ☐ WSU Spokane   ☐ WSU TriCities   ☐ WSU Vancouver

Please indicate the semester you plan to begin the program:
  ☐ Fall   ☐ Spring   ☐ Summer Session   Year

Please indicate the strand you plan to focus:
  ☐ K-12 Leadership   ☐ Teacher Leadership ☐ Higher Education

Official Graduate Record Exam or Miller Analogy Test (MAT) scores.
For information on scheduling the GRE call (800) 473-2255 or visit online at www.gre.org.
  Date taken: _____   or date scheduled to take GRE: _____
  Scores: Verbal: _____ Quantitative: _____   Analytical _____

Copies of currently held education certificates

| **Professional Experience: List school experience; begin with the most current experience.** |

Dates of Employment District and location   Position held   Supervisor

Credentials

Educational or professional credential/certificate held: Issued by/ certificate # (attach copies)

Disclosures

Have you ever had a teaching or administrative credential revoked?   ☐ Yes   ☐ No

Have you ever been dismissed from a position?   ☐ Yes   ☐ No

Within the last seven years, have you been convicted, fired, imprisoned or placed on probation for violation of any law, police regulation or ordinance (excluding traffic violations?   ☐ Yes   ☐ No

If you answered "yes" to any of the above questions, please attach a full explanation, which will not prejudice your admission to this program.

_____   _____
Signature   Date

Please note: All application and supplemental materials MUST be received by the department of educational leadership before the _January 10_ priority cutoff date in order for candidate to be considered for the program.

Follow up with your primary campus of enrollment to make sure they have received all of your application materials or if you have questions.

Washington State University

-Pullman	**-Spokane**	**-TriCities**	**-Vancouver**
Office of Graduate Education	Kelly LaGrutta	Helen Berry	Dan Overbay
gradstudies@wsu.edu	lagrutta@wsu.edu	hberry@wsu.edu	dan.overbay@wsu.edu
(509)335-7016/335-9195	(509) 358-7942	(509) 372-7394	(360) 546-9673

APPENDIX F

Preliminary Examination Rubric

Scoring Key: 1 = Unsatisfactory, 2 = Poor, 3 = Inadequate, 4 = Satisfactory,
5 = Excellent, and 6 = Outstanding

Note: Scoring denotes strengths and weakness of each portion of each question. Summary scores for each question and for overall exam need not be averages, and reflect overall faculty judgment of responses and the exam as a whole.

Reader Name: **Candidate Number:**

Overall Exam Score: _____

Question	Question Score
Responsive to question	
Organization of answer	
Incorporates theoretical & empirical research	
Uses effective examples	
Avoids significant errors of fact, logic, citation	
Summary score for Question 1	
Comments:	

ETC for each question on exam.

APPENDIX G

Rubric for Evaluating Action Research Dissertation Proposals

Using the rubric below, please indicate your assessment of the submitted proposal.	Needs Improvement	Meets Standard	Exemplary
1. Focus of Dissertation: The proposed action research dissertation addresses an issue, question, or problem of practice important to stakeholders in an education setting and is relevant to researcher's professional work. The importance of the topic in regard to broader issues in the field of education is clearly explained.	○	○	○
2. Context of Dissertation: The setting for the dissertation research is described and the researcher's positionality in the setting is explained.	○	○	○
3. Outcomes: Proposal addresses how the outcomes of the action research could be useful to participants in the project setting, including how educational services and/or outcomes for students might be enhanced.	○	○	○
4. Collaboration: The dissertation process incorporates democratic collaboration with stakeholders in the setting, and the proposed collaboration process is discussed.	○	○	○
5. Collection & Analysis of Data: Proposed dissertation research incorporates collection and analysis of empirical data (quantitative, qualitative, documents) relevant to the context and purpose of the action research project.	○	○	○
6. Ethics: Proposal addresses ethical issues in the dissertation activities and research and conforms to the guidelines laid out in WSU's Institutional Review Board. Students must complete an IRB Application before data can be collected.	○	○	○
7. Literature Review: The project is informed by a well-written, thorough review of the literature incorporating both research findings and conceptual frameworks. Review clearly addresses the problem of practice.	○	○	○
8. Reflections & Questions: The proposal includes reflections about the dissertation and how it may contribute to the student's development as an educational leader. The student addresses her/his hopes/fears for the project.	○	○	○
9. Technical Quality of Manuscript: Manuscript is well written and edited and follows APA style.	○	○	○

Rubric for Evaluating Action Research Dissertations

Using the rubric below, please indicate your assessment of the submitted proposal.	Needs Improvement	Meets Standard	Exemplary
1. Focus of Study: The action research study addresses an issue, question, or problem of practice important to stakeholders in an education setting and is relevant to researcher's professional work. The importance of the topic in regard to broader issues in the field of education is clearly explained.	○	○	○
2. Setting of Study: The setting for the research is described and the researcher's positionality in the setting is explained.	○	○	○
3. Literature Review: The project is informed by a well-written, thorough review of the literature incorporating both research findings and conceptual frameworks. Review clearly addresses the problem of practice.	○	○	○
4. Collaboration: The study incorporates democratic collaboration with stakeholders in the setting, and the process of collaboration is discussed.	○	○	○
5. Collection & Analysis of Data: The research involved collection and analysis of empirical data (quantitative, qualitative, documents) relevant to the context and purpose of the action research project.	○	○	○
6. Ethics: Ethical considerations involved in conducting research conform to the guidelines laid out in WSU's Institutional Review Board. Students must complete an IRB Application before data can be collected.	○	○	○
7. Outcomes: Results and findings of the study were useful to stakeholders in the project setting, including how educational services and/or outcomes for students were enhanced or improved in some way.	○	○	○
8. Reflections & Questions: The research's reflections on the study as a professional development experience are clearly presented.	○	○	○
9. Technical Quality of Manuscript: Manuscript is well written and edited and follows APA style.	○	○	○

Rubric for Evaluating Traditional Dissertation Proposals

Using the rubric below, please indicate your assessment of the submitted proposal.	Needs Improvement	Meets Standard	Exemplary
1. Problem formulation: Research problem and purpose are clearly stated and supported by a literature review and/or theoretical framework.	○	○	○
2. Design and logic: Methodology is clearly, logically, and fully explained as related to the problem formation.	○	○	○
3. Sources of evidence: Data collection, instruments, procedures, sampling, are rigorous, thoroughly explained and appropriate.	○	○	○
4. Analysis and interpretation: Proposed analytical techniques are rigorous, appropriate, fully discussed, and support conclusions and interpretations.	○	○	○
5. Ethics: Ethical considerations involved in data collection, analysis, and reporting are explicitly addressed.	○	○	○
6. Limitations: Limitations of the study are fully identified and critiqued.	○	○	○
7. Conclusions and significance: Conclusions are well grounded in the data analysis, significant, and connections to relevant literature are fully articulated.	○	○	○
8. Technical quality of manuscript: Manuscript is well written and edited and follows APA style.	○	○	○

Rubric for Evaluating Traditional Dissertations

Using the rubric below, please indicate your assessment of the submitted proposal.	Needs Improvement	Meets Standard	Exemplary
1. Problem formulation: Research problem and purpose are clearly stated and supported by a literature review and/or theoretical framework.	○	○	○
2. Design and logic: Methodology is clearly, logically, and fully explained as related to the problem formation.	○	○	○
3. Sources of evidence: Data collection, instruments, procedures, sampling, are rigorous, thoroughly explained and appropriate.	○	○	○
4. Analysis and interpretation: Analytical techniques are rigorous, appropriate, fully discussed, and support conclusions and interpretations.	○	○	○
5. Ethics: Ethical considerations involved in data collection, analysis, and reporting are explicitly addressed.	○	○	○
6. Limitations: Limitations of the study are fully identified and critiqued.	○	○	○
7. Conclusions and significance: Conclusions are well grounded in the data analysis, significant, and connections to relevant literature are fully articulated.	○	○	○
8. Technical quality of manuscript: Manuscript is well written and edited and follows APA style.	○	○	○

APPENDIX H
Graduate Programs Exit Survey
College of Education

NOTE: We are interested in feedback from your program experience. Your responses will be held in strict confidence, and you will not be identified in any reports or release of survey data. Survey results will be aggregated and reported as group data. For questions/concerns, contact the Office of Graduate Education 509-335-9195; gradstudies@wsu.edu or a Department Chair.

First 5 digits of your WSU ID#: _____

(Your ID Number will not be associated with the results; nor will the departments know the identity of survey respondents)

Please circle your response to each question below:

1. What degree have you completed?   MIT   Ed.M.   M.A.   Ed.D.   Ph.D.

2. Which program specialization did you complete?   Comm Coun   Sch Coun   EdPsy   HiEduc
   Ed Lead   CC Lead   CoPsy   SpMgt

   St. Affair

   El Ed   Sec Ed   ESL   Literacy

   SpEd   CSSTE

   Math Ed   C&I   Lang & Lit   Teach

   Lead

3. How many years did it take you to complete the degree?   <2   3   4   5   6   >6

4. Were you primarily: Part Time Student   Full Time
   Student

5. At which campus did you complete your degree?   Pullman/Spokane   Tri-Cities
   Vancouver

	Not at All		Somewhat		Very Much	
Not Applicable						
6. How satisfied were you with the availability of faculty for mentoring?	1	2	3	4	5	N/A
7. How satisfied were you with the support provided by the College of Education Office of Graduate Education (Pullman campus) or similar support received at the regional campus in which you are a student?	1	2	3	4	5	N/A
8. To what degree did the specialization meet your individual hopes/needs?	1	2	3	4	5	N/A
9. To what degree have you been satisfied with the	1	2	3	4	5	N/A

overall quality of courses/instruction of courses?

10. To what degree were you satisfied with your   1   2   3   4   5   N/A
    ability to interact with other students and faculty
    in your program?

11. How satisfied were you with opportunities provided   1   2   3   4   5   N/A
    you to research/disseminate research?

12. To what degree were you given opportunities to make   1   2   3   4   5   N/A
    connections between theory and practice?

13. How well prepared do you feel to enter a new career?   1   2   3   4   5   N/A

Open-Ended Questions

1. Please describe the most positive aspects of your time in one of our graduate programs.

2. Please describe the most important ways we can improve our programs for incoming graduate students.

3. What is your career goal?