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**STUDENT HANDBOOK**

Doctoral Program in

Educational Leadership (Ed.D.)

**All policies and procedures are applicable to all students within the Ed.D. Program.**

**UPDATED July 2021**

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# **GRADUATE SCHOOL POLICIES, PROCEDURES & REQUIREMENTS**

## Introduction:

Welcome to the Doctoral Program in Educational Leadership (Ed.D) at the University of Washington Tacoma. All doctoral students in Educational Leadership are responsible for information and policies contained in this handbook. This includes information linked to websites and documents. Additional information can be accessed through the graduate school website at [www.grad.washington.edu](http://www.grad.washington.edu) and the UW Tacoma website at [www.tacoma.uw.edu](http://www.tacoma.uw.edu).

We are excited to have you join an extended community of dynamic, practitioner-based educational leaders who span public and private service sectors. The purpose of this program is to strengthen local leaders who are dedicated to relevant, meaningful, systemic improvement within their professional arena. Mindful of the many interconnected problems facing our vast, diverse world, this program takes multidisciplinary approaches to help students reach across fields, professions, and arenas to strengthen and develop collaborative solutions to the most pressing academic and social problems within our disciplines.

Students represent Community Leadership (adult education and tribal/indigenous leadership), P-12 Educational Leadership (Superintendent and Program Administrator Credential), and Higher Education Leadership. Three common threads link these professional students: 1) demonstrated expertise within their professional arenas; 2) a commitment to collaborating across boundaries to solve pressing problems; and 3) a recognition that instructional leadership, broadly defined as supporting educational needs of students, communities, and/or employees, is a means to improving systems. The ultimate goal of the program is to strengthen the capacity for leadership in a variety of educational settings, thereby creating an inclusive culture of high expectation for all members of our community.

The Ed.D. Program is a 123-credit, three-year cohort-based program. For those who wish to earn the P-12 Superintendent or Program Administrator Credential, six additional credits are required in order to meet all state competencies; therefore, 129 credits will be required. Courses are offered as two full days, Fridays and Saturdays, approximately once per month for 12 months out of the year. Students participate digitally throughout the month, in preparation for monthly face-to-face class sessions, engaging in discussions and group work. For more specialized focus, students elect content-area study options for courses, or parts of courses, and are supported by a range of faculty, professional, and community leaders.

The first year is comprised primarily of coursework, with attention to leadership development, exploring systems as interconnected, contested arenas with overlapping purposes, and a broad focus on instructional leadership. The second year centers on Community Grounded Praxis, where students develop hands-on application of leadership and systems change theory at their chosen professional sites, working closely with in-the-field practitioner experts and relevant faculty mentors. In the second year, educators holding a valid Principal or Program Administrator certificate or those with significant administrative experience may also be able to earn a P-12 Superintendent or Program Administrator Certificate, which requires two additional courses, and specific community grounded praxis experiences in order to meet all state competencies. The third year focuses on completion of an Applied Dissertation of Practice, which culminates a relevant research-based project that explores (and proposes solutions for) systemic inequities within the students’ professional arena.

The Ed.D. Program offers three non-transcripted study options:

* P-12 Educational Leadership Option: This area prepares and strengthens P-12 practitioner orientation and engagement with disrupting structural inequalities in schools, disricts, and related educational organizations transform institutional approaches to curriculum, teaching, student, family, and community engagement, and leadership.
* Community Leadership Option (Adult Education): This area strengthens practitioners working with adult education areas from community focused, organization specific or policy oriented to dismantle and disrupt to center community grounded praxis through relational learning.
* Community Leadership Option (Tribal/Indigenous Leadership): This area strengthens and centers Tribal and Indigenous leadership development as they navigate working within their own or other Tribal communities. Additionally, this program prepares individuals who are interested in working within Indigenous educational leadership capacities with community grounded approaches.
* Higher Education Leadership Option: This area prepares and strengthens higher education practitioner orientation and engagement with disrupting structural inequalities in all higher education settings toward sustainable approaches in teaching, research, student engagement, and leadership.
	+ Leadership for Nurses and Healthcare Professionals in Higher Education Option: This area prepares and strengthens higher education practitioner orientation and engagement with disrupting structural inequalities in all higher education settings toward sustainable approaches in teaching, research, student engagement, and leadership.
* With the exception of those earning a Superintendent or Program Administrator Certification, selection of an option is not required. When disciplinary breakout sessions are offered, students may choose based upon interests. Those with other educational interest areas are also welcome in the program. They may select appropriate breakouts or mentoring relationships to support their interests.

Educational Leadership Program Contact Information:

Campus Location: WCG 324

Mailing Address: 1900 Commerce St, Box 358435, Tacoma WA 98402

Phone number: 253-692-4430

Office hours: 9:00am - 5:00pm, Monday through Friday

Educational Leadership Program website: [http://www.tacoma.uw.edu/soe/EdD](http://www.tacoma.uw.edu/edd)

## Director:

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## Advising:

The Ed.D. Graduate Advisor is available to assist students and to provide them with the tools needed to progress through the completion of their graduate degree. Students may elect to meet with the Graduate Advisor to prepare a program plan. The program plan outlines the courses the student will take to fulfill the requirements of the doctoral degree and the University. If a program plan needs to be changed the student should work with the advisor. It is the student's responsibility to meet and follow procedures as stipulated by the degree option, the School of Education, the School of Nursing & Healthcare Leadership, and the Graduate School.

Students must adhere to registration dates and deadlines.

Review the [Registration Guidelines and Course Offerings](https://www.tacoma.uw.edu/uwt/registrar/registration)

## Curriculum:

## Petition for Course Waivers or Substitutions:

It is appreciated that many students have prior graduate coursework. It is also recognized that students may have gained expertise by nature of their professional employment. In general, students are expected to take required courses, and bring whatever knowledge they have gained into the group learning experience. In order to petition to waive a required course, students must provide evidence of meeting the student learning objectives for that course in an academic setting.

For students who have taken a course in the same topic while in a master’s or doctoral program from a regionlally accredited institution, and if the evidence suggests that the UWT Ed.D. Student Learning Objectives for that course were met; *by student petition that course and credit requirement may be waived by transferring in the credits from prior institution*. The course credits will be considered part of the 90 credits required to graduate. No more than 30 credits may be substituted in this manner and Core Courses (T EDLD 570, T EDLD 571, T EDLD 572, and T EDLD 573) and dissertation credits may not be waived.

No students will be allowed to waive a course or credits due to life experience. For students who may have gained expertise by nature of their professional employment, professional development, workshops, etc., and who show evidence of meeting the student learning outcomes of the course, they may discuss with the professor options for alternate course expectations such that more appropriate learning objectives may be assigned. It is the prerogative of the professor to accept or deny alternate learning activities.

## **UWT Master in Nursing and Ed.D. Articulation**:

**NOTE:** This policy is pending revision.

## Attendance/Participation:

Being a cohort member requires participation as part of the group. Courses, seminars, small groups, on-line discussion boards, and breakout sessions are all built upon the notion that interdisciplinary dialogue and critical thinking is done individually during the month and collectively on the weekends of class. If, for any reason a student is unable to attend a class session, that student must notify the faculty member(s) of the class, and any students participating in a group. Participation points eligible for that session may not be available to the student, so the grade will likely be impacted. Faculty are not required to provide “extra credit” or alternative assignments for those missing class. If missing a class is unescapable, it may be acceptable for students to ask the faculty member for permission to Zoom/FaceTime in, by asking another student to monitor laptop access etc. Faculty should not be asked to provide this access.

## Class Time:

Regardless of the number of credits, for Year 1 and 2, classes are held Friday and Saturday, once per month, from: 8:30 a.m.- 4:30 p.m., with a one-hour lunch break. Being on time and fully present for participation is essential for the benefit of all.

Every Friday morning of the Face-to-Face weekend, there will be a “cohort time” for 30 minutes to update all students on cohort news and requirements, provide a time for general questions from students to faculty, and brief writing coaching/feedback. For this period, all students will meet together. Arriving on time is essential, as key information or program modifications may be shared in these meetings.

Optional Sessions:

On occasion, special workshops will be held on a week night other than class sessions. These are optional, and may be shared electronically for those with long distance commutes.

## Online Canvas Discussion Posts:

Many courses require students to participate in designated module discussion posts. Each discussion post should critically reflect on the prompt and connect with current practice, with use of citations as appropriate. Typically, unless otherwise indicated, discussion posts should be about 500 words. **A strong post** does the following:

1. Responds to the prompt of the module;
2. Critically examines main arguments/ideas (strengths/limitations);
3. Connects to professional work situation;
4. Includes a quote and/or example from readings that illustrate point;
5. Raises a question or wondering related to professional learning in an institutional context.

In addition, students are typically required to provide a constructive response to peer’s posts. Peer response should be about 150 words.

## Grading Policies for Graduate Students:

The University of Washington Tacoma uses a numerical grading system at both the graduate and undergraduate levels of instruction. Graduate students must follow the grading system as outlined by the graduate school. If you believe you have been improperly graded please follow the grade appeal procedure as outlined in [Memo 16: Unsatisfactory Performance and Progress](https://www.grad.washington.edu/policies-procedures/graduate-school-memoranda/memo-16-academic-performance-and-progress/).

A minimum grade of 2.7 is required in each course that is to be counted toward a graduate degree. A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 602, 700, 750, and 800, and in courses at the 100, 200, and 300 levels.

Failure to maintain a 3.00 GPA, either cumulative or for a given quarter, constitutes low scholarship and may lead to a change-in-status action by the Graduate School. Failure to maintain satisfactory performance and progress toward a degree may also result in a change-in-status action by the Graduate School.

## Infants/Children in Class Policy:

Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use the [campus lactation stations](https://www.tacoma.uw.edu/uwt/cfss/lactation-stations) (GWP 410 and MAT 20A). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases, an instructor may restrict an infant, child or children from being present in class. - [Approved by the Executive Council on 2/17/17](https://www.tacoma.uw.edu/uwt/faculty-assembly/actions-legislation-memos-policies-resolutions).

##

## Ed.D. Grading Scale:

Although faculty may make adjustments to this guideline, in general, correspondence between number grades and letter grades is as follows:

|  |  |  |
| --- | --- | --- |
| **Numeric Grade Point** | **Percentage Scale Conversion** | **Letter Grade** |
| 4.0 | 100-98% | A |
| 3.9 | 97% | A |
| 3.8 | 96% | A- |
| 3.7 | 95% | A- |
| 3.6 | 94% | A- |
| 3.5 | 93% | A- |
| 3.4 | 92% | B+ |
| 3.3 | 91% | B+ |
| 3.2 | 90% | B+ |
| 3.1 | 89% | B+ |
| 3.0 | 88% | B |
| 2.9 | 87% | B |
| 2.8 | 86% | B- |
| 2.7 | 85% | B- |
| 2.6 | 84% | B- |
| 2.5 | 83% | B- |
| 2.4 | 82% | C+ |
| 2.3 | 81% | C+ |
| 2.2 | 80% | C+ |
| 2.1 | 79% | C+ |
| 2.0 | 78% | C |
| 1.9 | 77% | C |
| 1.8 | 76% | C |
| 1.7 | 75% | C |
| Grades 1.6 or below will be recorded as 0.0. |

**NOTE:** 2.7 is the lowest acceptable grade for an Ed.D. student.

## Superintendent or Program Administrator Certificate Option\*\*:

For students who wish to earn the P-12 Superintendent or Program Administrator Certificate, six additional credits are required in order to meet all state competencies; therefore, 129 credits will be required. The following six credits, or two courses, must be completed:

TEDLD 596: School District Governance (3 credits)

TEDLD 594: Seminar in the School Superintendency (3 credits). This course is spread across Year 2, and held on the same days as TEDLD 602 Field Practicum and Reflective Seminar, so students in this section will stay for a slightly longer session each day.

\*\**See the EdD Advanced Standing Option for the Superintendent/Program Administrator Certificate under Community Grounded Praxis.*

## UW Tacoma School of Education Professional Licensure Disclosure:

Thank you for your interest in applying to, or enrolling in, one of the University of Washington Tacoma School of Education (SOE) state certification programs.

Certification requirements vary from state to state and are dependent on the intended profession. Academic programs and graduates must meet standards set by that state in order to be eligible for a license or certification. All of our certification programs have been designed to meet or exceed Washington state requirements. If you currently reside in a state other than Washington, and continue to live there while enrolled in the program, or plan to work in a state other than Washington after completing a Washington state approved certificate program with us, we have prepared the following information on other states where 1) the School of Education (SOE) preparation program meets the state’s requirements, 2) where we have not yet determined whether or not the SOE preparation program meets requirements and 3) any states where the SOE preparation program does not meet the requirements of another state. Candidates are strongly encouraged to contact the appropriate state licensing agency to seek information and additional guidance before beginning the program.

This information is accurate as of July 1, 2020. We will review and update this information annually.

|  |  |  |  |
| --- | --- | --- | --- |
| **Certification or License Area** | **States where****UW program****meets state****requirements** | **States where we have not yet determined if UW****program meets requirements** | **States where UW program****does not meet****requirements** |
| **Residency Teaching Certificate**• K-8/Elementary Education• Secondary Education | Washington | AL, AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY | Unknown at this time |
| **Residency Administrator****Certificate – Principal**• Educational Administration | Washington | AL, AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY | Unknown at this time |
| **Residency Administrator****Certificate - Program****Administrator**• Educational Administration | Washington | AL, AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY | Unknown at this time |
| **Superintendent/Program Administrator -- Initial****Administrator Certificate**• Ed.D. Educational Leadership | Washington | AL, AK, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, MS, NE, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WV, WI, WY | Unknown at this time |

## Academic Grievance Procedures:

Students who believe they have been subjected to unfair treatment in grading may seek resolution according to [Memo 33: Academic Grievance Procedure](http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/). Attempts by the EdD Program and Graduate School at informal conciliation are recommended whenever possible. Briefly, the process is that a student should make complaints in the following order whenever possible, attempting to resolve at the earliest juncture, but when continuing in dissatisfaction, moving to next level:

1. To faculty member in course
2. To Director of EdD Program
3. Dean/Director of Education or faculty member’s academic unit
4. Graduate School

## Scope and Sequence of EdD Curriculum:

P12 = for P-12 and superintendent/Program Admin credential study option

HE = for Higher Education study option

CL=for Community Leadership study option

Disciplinary breakout sessions will be held in multiple classes (TBD).

|  | **Year 1** | **Year 2** | **Year 3** |
| --- | --- | --- | --- |
| **Summer** | TEDLD 571: Community Grounded Systems Leadership (5)TEDLD 572: Anti-racist and De-colonial Frameworks in Education (5)  **10** | TEDLD 575: Human Capacity in Educational Institutions (5)TEDLD 576: Education Law and Governance (5) TEDLD/TEDNUR 602Community Grounded Praxis (3) **13** | TEDLD 577: Funding. Budget and Inequities (5) TEDLD 590: Critical Approaches to Student Development (HE & CL) (5)***OR:*** TEDLD 595: Equity-focused District Leadership (P12) (3)**8 or 10** |
| **Autumn** | TEDLD 573: Critical Pedagogies and Leadership (5)TEDLD 574: Decolonizing Writing and Oral Praxis(5) **10** | TEDLD 588: Relational Learning and Healing in Praxis (5)  TEDLD 583: De-construction Knowledges (5) TEDLD/TEDNUR 602: Community Grounded Praxis (5)  TEDLD 594: School District Leadership (P12) (1) **SUP= 16 HE/NE=15** | TEDLD 589: Leadership for Healing (5)TEDLD 801: Dissertation in Practice (4)TEDLD 802: Dissertation Seminar (1)**10** |
| **Winter** | TEDLD 570: Revolutionizing Leadership (5)TEDLD 581: Introduction to Decolonizing Research(5) **10** | TEDLD 584: Re-constructing Knowledges (5)TEDLD/TEDNUR 602: Community Grounded Praxis (5) TEDLD 596: District Level Instructional Leadership (P12) (3)TEDLD 594: School District Leadership (P12) (1) **SUP= 14 HE/NE=10** | TEDLD 801: Dissertation in Practice (6)TEDLD 802: Dissertation Seminar (1)**7** |
| **Spring** | TEDLD 582: Applied Decolonizing Research Approaches (5) TEDLD 587: Disrupting and Dismantling Current Praxis (5) **10** | TEDLD 585: Proposing Relational Research (5)TEDLD/TEDNUR 602:Community Grounded Praxis (5)TEDLD 594: School District Leadership (P12) (1)\***SUP= 11 HE/NE=10** | TEDLD 801: Dissertation in Practice (7)TEDLD 802: Dissertation Seminar (1)**8** |
|  |  | Proposal for Dissertation of Practice Due |  |
|  | **Yearly Credits = 40** | **Yearly credits = 48 (P12 54)**  | **Yearly credits = 35 (P12 33 or 35)**  |

 **Total 123=credits** **Superintendent Cert. = 127-129 Credits**

## COMMUNITY GROUNDED PRAXIS

### Overview:

The Community Grounded Praxis, which occurs in the second year of the program, is an advanced leadership experience that focuses on evaluation and reflection in a shared learning environment to enhance leadership knowledge, critique leadership praxis and develop community grounded approaches to demonstrate connections to the Ed.D. values. The community grounded praxis is individually organized in a professional setting, within a student's specific area of interest and professional goals. Further, it is developed within the context of a student’s past professional experience as well as knowledge gained in the first and second year of the program. The practicum is meant to be directly aligned with Ed.D. [Student Learning Goals](https://www.tacoma.uw.edu/uwt/soe/EdD/student-learning-goals).

Most commonly, students will conduct their Community Grounded Praxis within the institution or system in which they are employed. However, if conducting Community Grounded Praxis at one’s job site is not desirable, other locations are acceptable. Community Grounded Praxis leadership activities will be above and beyond the current expectation of the student’s job description and are expected to expand current professional leadership experiences.

### Guidelines:

1. Items to include in your contract as evidence of Student Learning Goals/NELP standard accomplishment:

* Activities student creates (e.g. agendas, marketing documents, training manuals, PowerPoint Presentations, evaluation tools)
* If you participated in leadership, ok to include above, but include a brief summary of your role, relative to leader.
* If you attended something important to your experience, and had no leadership responsibility, you may include documentation with a substantial reflective piece describing what you learned.
* Letters or other written commentary by stakeholders of your contributions.

2. What NOT to include:

* Agendas etc., of meetings you attended but have not leadership responsibility.
* Papers for other UW Tacoma classes.
* ***NOTE:*** All names of people, schools, and districts, must be redacted.

3. What can “count” as hours for Community Grounded Praxis:

* Any time spent in activities relative to your Community Grounded Praxis plan
* Time spent in actual preparation for these activities
* Writing time for assigned reflections
* Supervision time with Preceptor/Mentor and/or your UW Tacoma Supervisor
* Observation time/Shadowing, if agreed upon by your mentor that this is community gounded praxis related.
* The Friday/Saturday afternoon class time dedicated to supervision about Community Grounded Praxis (you must attend in order for it to count).

4. What does NOT “count” as hours for Community Grounded Praxis:

* General reading of interesting books and article, writing notes, etc.
* Preparation for UWT Community Grounded Praxis Seminar
* Coursework for other UW Tacoma classes

### Advanced Standing Option:

The Ed.D. degree program requires that students complete 123 credits to graduate, which includes 18 Field Community Grounded Praxis credits (360 hours). The program option would allow admission of applicants to the EdD Advanced Standing Program Option who have completed requirements for the Washington State Initial Superintendent Certificate at an accredited State institution.

Certification for the Washington State Superintendent Certificate requires that individuals must complete a minimum of 360 field community grounded praxis hours. Ed.D. applicants who provide documented evidence of having attained certification will be allowed to waive 300 of the 360 practicum hours required for the doctoral degree, and must complete 123 course credits, plus 6 Field Practicum credits (60 hours) for a total of 129 credits. The Advanced Standing Program Option allows students credit for knowledge and skills gained in addition to those they will acquire in the Ed.D. program. Prospective students from states that have “reciprocal certification agreements with Washington State” will also be eligible for the Advanced Standing Program Option.

### Field Mentor/Preceptor:

Students, in conjunction with Ed.D. faculty, will work with field mentors/preceptors to set up authentic, high-level educational leadership experiences in the field. According to disciplinary norms, the term “field mentor” is used for most placements, but nursing uses the term “preceptor”. These individuals are the site-based supervisors of the community grounded praxis.

### Faculty supervisor:

The EdD Program will assign a faculty member to be the liaison between the University, the student, and the field mentor/preceptor. This faculty member will lead the seminars on a monthly basis, and visit the students at the sites on a quarterly basis.

The community grounded praxis will consist of **300** (**360** for **Superintendent/Program Admin Cert**) total hours over the course of four (4) academic quarters (inclusive of reflective seminar). Community Grounded Praxis is offered on a credit/no credit basis.

### Enrollment:

|  |  |
| --- | --- |
| **Quarter** | **TEDLD/TEDNUR 602: Community Grounded Praxis Credits** |
| Summer, Year 2  | 3 |
| Autumn, Year 2 | 5  |
| Winter, Year 2 | 5  |
| Spring, Year 2  | 5  |
| **Total Credits** | **18** |

### **Approximate Time Line Year 2 (Community Grounded Praxis Year)**:

|  |  |
| --- | --- |
| End of spring quarter Year 1 | Community Grounded Praxis proposal: This is not part of a course, but faculty will help students work on the plan as needed. It must be approved by the EdD Program prior to collecting hours. |
| Autumn | Collect and document hours; submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor/Preceptor. |
| Winter | Collect and document hours submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor/Preceptor. |
| Spring | Collect and document hours submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor/Preceptor. Summative Report; see below description (Early May, Year 2).Community Grounded Praxis Showcase (First Saturday in June, Year 2). |
|  | Dissertation Proposal must be approved by last day of Spring quarter. |

### Community Grounded Praxis Plan and Contract:

During spring quarter, Year-1, students will develop a Community Grounded Praxis plan and contract that identifies activities corresponding to Ed.D. [Student Learning Goals](https://www.tacoma.uw.edu/uwt/soe/EdD/student-learning-goals). The Community Grounded Praxis plan and contract must identify a potential field mentor/preceptor, as well as describe assessment of planned activities. Community Grounded Praxis faculty, the student and the preceptor must approve and sign the Community Grounded Praxis plan and contract before the student may begin Community Grounded Praxis.

### Quarterly Community Grounded Praxis Logs:

Students must keep documentation of all 300 (360 for Superintendent/Program Admin Cert) Community Grounded Praxis hours by completing the Community Grounded Praxis Activity Logs, which includes activities, dates, and hours. Field mentor/preceptors will sign off on the hours as submitted by student, and complete a quarterly evaluation of the student’s work.

### Community Grounded Praxis Reflection Journals:

In addition to completing the activity log, students must write a 3 page, APA formatted, quarterly reflection that addresses their Community Grounded Praxis experiences. Students are encouraged to reflect on the Ed.D. *Student Learning Goals* and related planned activities that did or did not take place. Students should describe how the Community Grounded Praxis affected their professional growth as an educational leader, as well as their planned next steps to continue their professional growth. Other items that should be included are relevant professional certification frameworks and related educational leadership theories.

### Reflective Seminars:

TEDLD/TEDNUR 602 Reflective Seminar:

In addition to Community Grounded Praxis hours in the field, students will attend monthly face-to-face seminars, which will include faculty-led topics by subgroups. The seminars will focus on case studies and reflective analysis of Community Grounded Praxis. The grades for TEDLD/TEDNUR 602 Reflective Seminar are Credit/No Credit. Credit is earned by submission of all required documentation.

### Summative Report:

At the end of the Community Grounded Praxis year (Spring Quarter, Year 2), each student will compile a summative report. This report includes documentation of all required materials (including the Community Grounded Praxis Plan & Contract as a required artifact in the, activity logs, journals, demonstrations of competency in all individual and program objectives), as well as substantive analysis of the overall impact of the experiences. Completion of the Community Grounded Praxis experience (and final Community Grounded Praxis course) is dependent upon approval of the summative report by the field/mentor/preceptor and faculty. For additional information see [Summative Report](file:///S%3A%5CEdD_Program%5CGeneral%5CCurriculum%5CPracticum%5CSummative%20Report_rv%204-8-20.docx).

### Community Grounded Praxis Showcase:

In early June at the end of the Community Grounded Praxism, students will conduct a Community Grounded Praxis Showcase, with a cohort poster session to show the focus of the work and the accomplishment of the student learning outcomes. Field mentors/preceptors are invited as are faculty, family, friends and other interested community members.

## DISSERTATION in PRACTICE

### Introduction:

The Dissertation in Practice is the culmination of the Ed.D. Program, a practice-oriented doctoral program (see UW’s definition [**here**](https://www.grad.washington.edu/policies-procedures/graduate-school-memoranda/memo-46-graduate-degree-requirements/))[[1]](#footnote-1). Reflective of doctoral level study, it is a rigorous, intensive application of a field-based analysis and/or implementation of a structural change project related to educational leadership. The dissertation requires scholarly inquiry that reflects sustained thinking around a theoretical framework, literature-based problem, and related set of activities (e.g., program implementation) that are documented in the form of a comprehensive report, a publication-ready academic article or report, and professional presentation. Each student conducts the dissertation under the supervision of a supervisory committee which approves the completed dissertation, and with support of program faculty through a dissertation seminar. Graduation and conferral of the Educational Leadership doctorate is dependent upon approval by the supervisory committee.

### Overview:

In the final year of study, students complete a yearlong, practice-based dissertation, in which they address an actual problem of practice. The dissertation synthesizes coursework and practicum-based study into a comprehensive product to capture the work completed, and can be either a continuation of Community Grounded Praxis efforts, or a new stand-alone project. The dissertation must be in addition to the student’s normal work expectations, which specifically demonstrates leadership at a higher level than that of their current professional context. Dissertations are required to be hands-on, problem-based, applied leadership endeavors preferably with an equity lens, that inform current practice or policy at a national or local level (i.e., with potential influence greater than the local institution).

Although there is latitude in the design of this project, all projects must address the following common elements: conceptual grounding in theory and literature, clearly articulated problem of practice, methods, and analysis. All projects should either clarify program improvement or other solution(s) to the problem, or clarify implementation of proposed solutions, including, if applicable, evaluation of the impacts.

The problem to be investigated will be complex; therefore, approved students may elect to conduct their dissertation with other doctoral students, forming a dissertation group (Reference to Group Dissertation in Practice Section Below).

Dissertations (including group projects) will be evaluated individually for their achievements by each student’s supervisory committee, in accordance with UW Graduate School requirements for the practice doctorate. This committee formally approves the dissertation proposal and final dissertation in practice. Each student will have a supervisory committee, which includes a committee chair, an additional University of Washington Tacoma faculty member, and a credentialed, highly experienced, professionally relevant third member.

The Dissertation in Practice committee will include an embedded chair who will teach the *TEDLD 585: Proposing Relational Research* course and will remain the chair during each students third year and will teach the *TEDLD 802: Dissertation in Practice Seminar* course. The Ed.D. Program will support students who require additional guidance in identifying their 2nd and 3rd committee members. In selecting their 2nd committee members, students may consider a wide-range of relevant faculty members across the University of Washington Tacoma, with encouragement for students to consider faculty in the School of Education and School of Nursing and Healthcare Leadership. The 3rd committee member may include an outside expert with relevant knowledge, or a faculty member within the University of Washington system or another university. In consultation with the chair, students make recommendations for remaining members. Students will complete the Supervisory Committee Member forms (see Appendixes C & D) with the Director of the Ed.D. Program. The Ed.D. program advisor will notify the Graduate School of the final committee membership.

### Enrollment:

|  |  |  |
| --- | --- | --- |
| **Quarter** | **TEDLD/TEDNUR 801 Credits** | **TEDLD/TEDNUR 802 Credits** |
| Autumn, Year 3 | 4 | 1 |
| Winter, Year 3 | 6 | 1 |
| Spring, Year 3 | 7 | 1 |
| **Total Required Dissertation Credits** | **17** | **3** |
| As needed (if not completed by Spring) | 2 per Quarter (minimum) |  |

### Approximate Time Line Year 3 (Dissertation Year):

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | **Student** | **Faculty** | **Program** |
| **Winter Year 2** | * Develops topic, research questions and literature review (TEDLD 583)
* Identify committee chair via instructor for TEDLD 585 specified section for student by specialization/area of interest (TEDLD 584)
* Develops methodology and approach to applied leadership activity (or set of leadership activities) that align around a central educational leadership issue of concern (TEDLD 584)
 | * TEDLD 583 professor supports development of topic, research questions and literature review.
* TEDLD 584 professor supports development of methodology (and any remaining work on literature review)
 |  |
| **Spring Year 2** | * Develop proposal
* Prepare IRB application materials
* Identify the 2nd and 3rd committee members.
 | * Director of the EdD program approve chair and committee members.
* TEDLD 583 professor (chair) supports development of proposal
* Committee approves proposal
* IRB paperwork submitted
 | * Add approved student committee to MyGrad
 |
| **Summer Year 2** | * Finalize committee (if not finalized)
* Begin dissertation work (if committee approved and all paperwork completed)
 | * Committee approves proposal (if not yet approved)
 | * Add approved student committee to MyGrad
 |
| **Fall Year 3** | * Begin dissertation
* Continue dissertation (if already approved)
 | * Committee approval
* Reflective seminar faculty (chairs) meet with students
* Meet with student(s) & committee (outside of seminar as needed)
 |  |
| **Winter Year 3** | * Continue dissertation work
 | * Meet with student(s) & committee
* Reflective seminar faculty (chairs) meet with students (outside of seminar as needed)
 |  |
| **Spring Year 3** | * Dissertation public presentation
* Comprehensive report
* Final publishable manuscript
* Graduation (if approved)
 | * Final approval by committee
* For those not meeting approval, continued enrollment in TEDLD/TEDNUR 801/802 until completion
 | * Digital archiving
* Submit student degree request to Graduate School via MyGrad
 |

### Dissertation Supervisory Committee:

The appointment of a practice doctoral supervisory committee indicates that the Graduate Faculty in the student's field finds his/her background and achievement a sufficient basis for progression in the doctoral program. A practice doctorate involves extensive coursework and a culminating project/dissertation that is in lieu of a traditional Ph.D. dissertation. This project/dissertation is not filed with the Graduate School but is archived for public access through UWT Library Digital Commons.

The practice doctoral supervisory committee consists of a minimum of three members. At least two committee members, including the Chair, must be members of the UWT Graduate Faculty with an endorsement to chair doctoral committees, and at least half of the total number must be members of the Graduate Faculty. The following applies to all practice doctoral supervisory committees:

* Any committee members who are not Graduate Faculty must be identified by the student's appointing department or program as productive scholars or practitioners in the student's major field and/or subfields.
* The Chair of a committee must be able and willing to assume principal responsibility for advising the student. In addition, the Chair should have adequate time available for this work and should expect to be accessible to the student.
* A Graduate School Representative (GSR) is not required.

Responsibilities of the committee include approval and oversight of the student’s project proposal and approval of the completed project.

After the practice doctoral supervisory committee has evaluated the final project/dissertation, if a majority of the supervisory committee members agree that the evaluation is positive, the recommendation is made to The Graduate School (via the warrant) that the degree be awarded. If members of the practice doctoral supervisory committee do not agree with the majority recommendation, the minority report portion of the warrant must be used.

**For Nursing and Healthcare Leadership Students**

For these students the EdD program will work with the students who focus in this area to meet the necessary requirements to have the designated course transcriptions and coursework that is needed to graduate to fit the NHL requirements. In cases, where there are few students in the specific cohort the EdD program will make necessary arrangements to partner with the NHL school to fulfill the needs of the students.

### Dissertation Proposal:

Towards the end of the second year, students enroll in *TEDLD/ TEDNUR 585: Proposing Relational Research* the last course in the five-course research sequence. This class focuses on the full proposal of the dissertation as a structured inquiry process. At the end of the class, successful students will have completed a draft of their dissertation proposal having worked with their committee chair and committee members. The supervisory committee chair, in consultation with other committee members, will determine final approval of the proposal and permission to begin the dissertation. This might include modifications of the proposal designed in the course as requested by the chair. The students will have started the IRB application process but will not have submitted it until the chair is selected and the proposal has been approved by the committee.

### Dissertation Coursework:

The dissertation experience (*TEDLD/TEDNUR 801 and 802: Dissertation in Practice and Seminar*) consists of a minimum of 20 credits over 4 quarters in Year 3.

*TEDLD/TEDNUR 801: Dissertation in Practice*: Beginning as soon as committee formation is approved, students enroll in *TEDLD/TEDNUR 801: Dissertation in Practice*. Students work on dissertations, including project application, inquiry, and writing are encompassed in this course, with credits gradually increasing through Spring quarter. Instructors of this course will be the Committee chairs (and have taught TEDLD 585 in the spring of the 2nd year) and are responsible for submitting Credit/No Credit grades at the end of each quarter.

*TEDLD/TEDNUR 802: Dissertation in Practice Seminar*: During the academic year, students enroll in a one-credit course to support the dissertation process. This course includes peer coaching, process support, peer review of drafts, and general advice in relation to completion of dissertation efforts.The instructor for this course is also the chair of the Committee and will be done in a cohort model by specialization/interest area.

### Institutional Review Board (IRB):

All research that involves human subjects must follow appropriate UW Institutional Review Board (IRB) policies and procedures. Prior to conducting any research related to the dissertation, students must have received a human subjects judgment by UW’s Human Subjects Division. Most students’ dissertation will fall into one of three categories: (a) Exempt from IRB review, (b) Expedited/Minimal Risk, or (c) Not Research. The Chair of the Supervisory Committee will help students determine which category to apply for. The first two require form submission to the IRB. For more information, including application procedures, visit the [Human Subjects Division](https://www.washington.edu/research/hsd).

### Comprehensive Report:

At the culmination of the Dissertation in Practice, students complete and turn in a comprehensive report that details the Dissertation in Practice process. This comprehensive report provides conceptual grounding in theory and literature, clearly articulated problem of practice, data gathering and analysis. Reports should clarify program improvement or other solution(s) to the problem, and, if relevant, clarify implementation of proposed solutions, including, if applicable, evaluation of the impacts. This report is in addition to the final manuscript, and focuses more comprehensively on the entire project.

### Publishable Manuscript:

At the culmination of the Dissertation in Practice, students complete a publication-ready manuscript written for an identified academic or professional journal. This manuscript should be publication submission ready for the specific journal, and should address the norms and conventions of the journal and field, including standard length, appropriate style of writing, and detailed findings and/or outcomes of the practicum project. Note: the manuscript does *not* need to be submitted to the journal in order to meet this requirement.

Following graduation, students may choose to attempt to publish their work. It is expected that under most circumstances, the student will invite the chair to be an author, particularly if the chair chooses to continue to work further with the student to make it publication ready. If other members have made significant contributions to the intellectual body of the work they should also be considered. Our program guideline is that the student is first author, the chair second and others may follow by amount of work contributed or other arrangement. Should there be two student authors, they must negotiate first and second authorship, then the chair will become third. It may be recommended that they write two articles based upon their unique contributions, and then alternate first authorship.

### Process:

Once the comprehensive report and publishable manuscript are completed, drafts should be submitted to the Supervisory Committee Chair. When the Chair determines final drafts to be sufficient, the student then submits final drafts to the full committee. Once both documents are approved, students are responsible for ensuring documents adhere to UW Graduate School and UWT digital archiving policies.

### Final Supervisory Meeting:

When the Chair deems that the student’s work is complete, a final supervisory meeting may be set up. This takes the place of what is often termed the “defense” of the project or “final exam” for the program. The chair will determine the content and process of the meeting. A vote of the Supervisory Committee regarding the student’s completion of the work is taken and reported to the program advisor. Approval of the Dissertation (through the Graduate School automated system which requires all committee members signatures) formally signifies completion of the Ed.D.

### Poster Presentation:

Students will present posters of their Dissertation in Practice for viewing at the School of Education Hooding Ceremony. Only students who have completed their projects will be allowed to present posters. These will be shared for peer review with other students in the Saturday seminars prior to Hooding Ceremony.

### Digital Archive:

Dissertations are archived digitally through the UW Library. The current system is called: [Digital Commons](https://guides.lib.uw.edu/tacoma/digitalcommons). These procedures serve to both protect student work and to expand the audience of student work. UW Tacoma Libraries will provide digital archival supports and training prior to required submissions.

Graduate School Degree Requirements:

**In order to qualify for the doctoral degree, it is the responsibility of the student to meet the following UW Graduate School and UWT minimum requirements.**

1. Successful completion of all required coursework with a minimum cumulative GPA of 3.0 and no less than 2.7 in any one course is required for a graduate degree at the University.
2. Successful completion of Practicum (18 credits), at proficiency level, according to competencies published in program handbook.
3. Preparation of and acceptance by the Dissertation Supervisory Committee of a Dissertation in Practice that is a significant contribution to knowledge and clearly indicates training in research. The candidate must register for a minimum of 20 credits of Dissertation over a period of four quarters.
4. A student must maintain registration as a full- or part-time graduate student at the University for the quarter the candidate certificate or doctoral degree is conferred. A student who does not complete all degree requirements by the last day of the quarter must be registered for the following quarter.
5. A student must satisfy the requirements that are in stipulated in this handbook at the time the student enters the program. Should a student leave the program, then be re-admitted, that student will enter with the requirements of the cohort in the year of readmission.

## Student Learning Goals:

By the completion of the program, student will:

1. **Model Community Grounded Approaches**
	1. Model reciprocal methods of collectivity – within and across institutions and movements – toward sustainable community grounded approaches.
2. **Integrate Ancestral Knowledge**
	1. Integrate intergenerational ways of knowing to engage with complex problems of practice.
3. **Apply Relational Learning**
	1. Apply reflexive and dialogic practices to create, implement, and evaluate relational learning environments that affirm learner-centered engagement
4. **Disrupt and Dismantle**
	1. Demonstrate personal and professional decolonial praxis that disrupts and dismantles systemic intersectional violence within institutions and communities.
5. **Foster Healing**
	1. Foster compassionate spaces for self and those we interact with to be holistically, authentically human

## Superintendent/Program Administrator Learning Goals:

Superintendent Candidates also have the following learning goals, as designed by the National Educational Leadership Preparation (NELP) Standards for District Level Leaders:

Standard 1—Mission, Vision, and Improvement:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities.

* Component 1.1 - Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
* Component 1.2 - Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2—Ethics and Professional Norms:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

* Component 2.1 - Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship) and professional district and school cultures.
* Component 2.2 - Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions
* Component 2.3 - Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3—Equity, Inclusiveness and Cultural Responsiveness:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.

* Component 3.1 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
* Component 3.2 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
* Component 3.3 - Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4—Learning and Instruction:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports and assessment.

* Component 4.1 - Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
* Component 4.2 - Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
* Component 4.3 - Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
* Component 4.4 - Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard 5—Community and External Leadership:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.

* Component 5.1 - Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
* Component 5.2 - Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
* Component 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6—Operations and Management:Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations.

* Component 6.1 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district’s mission and vision.
* Component 6.2 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
* Component 6.3 - Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district’s collective instructional and leadership capacity.

Standard 7—Building Professional Capacity:  Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support and professional learning.

* Component 7.1 - Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the district’s shared mission and vision.
* Component 7.2 - Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
* Component 7.3 - Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
* Component 7.4 - Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8—Internship (See Practicum):After August 31, 2013, an approved preparation program for superintendents shall require candidates for an initial superintendent certificate to demonstrate knowledge of principal evaluation research, Washington's evaluation requirements, and successfully complete opportunities to practice principal evaluation skills. At a minimum, superintendent preparation programs must address the following knowledge and skills related to evaluations.

AASA: Superintendent Students also follow the American Association of School Administrators (AASA) National Standards:

1. Leadership and District Culture
2. Policy and governance
3. Communications and Community Relations
4. Organizational Management
5. Curriculum Planning and Development
6. Instructional Management
7. Human Resource Management
8. Values and Ethics of Leadership

# STUDENT EXPECTATIONS:

Review the [Policies for enrollment in Graduate Education](https://grad.uw.edu/policies-procedures/general-graduate-student-policies/enrollment-requirement/) at the University of Washington.

## **Full-Time Enrollment:**

Full-time quarterly enrollment for graduate students is **10 credits**.

## **Attendance:**

The current academic calendar with course dates is posted on the Ed.D. webpage. All students are expected to attend all Friday-Saturday sessions; missing one Friday-Saturday session is the equivalent of missing 16 hours of face-to-face instruction for one quarter. It is the prerogative of the faculty to determine how missed classes are handled. Faculty do not typically give “extra credit” opportunities for missed work. Students should be aware that a lack of participation will likely result in reduced learning and a reduced grade for the course.

## **Academic Expectations:**

Students are expected to meet the traditional standards of honesty and truthfulness in all aspects of their academic work at UW Tacoma. In particular, all work submitted to an instructor in fulfillment of course assignments, including papers and projects, written and oral examinations, and oral presentations and reports, must be free of ***plagiarism***. Plagiarism is using the creations, ideas or words of someone else without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is stealing someone's work and presenting it as one's own original work or thought. [Sources of work to be cited include books, journals, the Internet, movies, class lectures, or any other idea taken from others.] Student work in which plagiarism occurs will not ordinarily be accepted as satisfactory by the instructor, and may lead to disciplinary action against the student submitting it. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the Student Conduct Code contained in the University Handbook, Part III, Chapter 1 (1996) and Chapter 478-120 WAC. For a complete text refer to the [UW Policy Directory](http://www.washington.edu/admin/rules/policies/index.shtml).

## **Writing Requirements**:

All assignments must adhere to the guidelines outlined in the [Publication Manual of the American Psychological Association](http://libguides.tacoma.uw.edu/citations) (APA), most recent edition. APA format is not simply how to write references, but includes essay writing, gender-neutral language, grammar, etc. Students may purchase the APA Manual in the University Bookstore and use it as a reference tool. There are also copies of the manual in the Library.

## Auditing a Course:

Non-enrolled Ed.D. students are not allowed to audit Ed.D. courses.

# **ACADEMIC POLICIES:**

## **Maintaining Graduate Status—Going On-Leave:**

*Taken directly from Graduate School Memoranda No. 9.* To read the policy in its entirety see [Memo 9: On Leave Policy to Maintain Graduate Student Status](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-9-on-leave-policy-to-maintain-graduate-student-status/).

To maintain graduate status, a student must be enrolled on a full-time, part-time, or official On-Leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. (Summer quarter On-Leave enrollment is automatic for all graduate students who were either registered or officially On-Leave during the prior Spring Quarter.) Any student who fails to register for classes or On-Leave status after being admitted to the UW will need to reapply to the Graduate School if he/she wishes to be considered for readmission by his/her program. Failure to maintain either continuous enrollment or On-Leave status constitutes evidence that the student has resigned from the Graduate School.

## Policy and Procedures to Apply for On-Leave Status:

Students requesting on-leave status must submit an online [Request for On-Leave Status](https://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-on-leave-status/) via MyGrad Program. For a given quarter, students can submit the request as early as two weeks prior to the first day of instruction and must submit payment of the non-refundable fee no later than 11:59:59 p.m. PST on the last day of instruction. Leave is granted on a quarterly basis, though the following students may request up to four consecutive quarters of leave at one time: PCMI students, military personnel with deployment orders, and some UW Fulbright grantees (with the exception of military personnel with deployment orders, these students will be required to pay the fee for each quarter of leave requested).

## Returning From On-Leave Status:

Graduate students who are on approved leave are eligible to register for the quarter immediately following the expiration of the on-leave period. It is the student’s responsibility to keep in contact with the program advisor and to update his/her program plan based on curricular changes made by the Education Program.

##

## Reinstatement:

Students previously registered in the Graduate School who have failed to maintain graduate student status (on-leave status was not secured or registration was not maintained) but wish to resume studies within the same degree program must file a [request for reinstatement](https://grad.uw.edu/policies-procedures/general-graduate-student-policies/reinstatement/) to the Graduate School. Requests will first be reviewed and approved by the department. Once the department has approved the request and the Graduate School has confirmed student’s eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement.

## Satisfactory Progress:

Satisfactory Progress in the UWT Ed.D. program is defined as meeting the Graduate School minimum grade point requirements and the standards of the Ed.D. Program.

Satisfactory Progress Policy:

The [Satisfactory Progress Policy](https://www.tacoma.uw.edu/uwt/registrar/extraordinary-circumstances-quarter-late-grading-option-change-request) of the University of Washington Tacoma (UWT) Doctoral Program in Educational Leadership (Ed.D.) outlines the policy and procedures for review of satisfactory progress for students.

Ed.D. students are admitted into the Graduate School of the University of Washington and to the UWT Ed.D. Program. Students must meet all academic and professional guidelines of the UWT Ed.D. Program, the UWT School of Education, and the University of Washington Graduate School.

## Review of Student Academic or Professional Behavior:

The staff and faculty of the Ed.D. Program at the University of Washington Tacoma take very seriously their responsibility to prepare, and recommend for degree and/or certification individuals who uphold the highest intellectual, moral, ethical, and standards of the profession. Retention or dismissal from the Ed.D. Program is not only an academic issue, but includes issues of professionalism and skill acquisition. Professional behaviors are further delineated below in section *Standards for Essential Abilities and Dispositions.*  A review may be initiated with performance information provided by the Ed.D. advisor, faculty practicum supervisor, preceptor/supervisor, agency personnel, faculty, or Ed.D. program directoron any issues regarding progress in the professional development of the students.

The Ed.D. Faculty Council (Council) will conduct annual reviews of all students to assess satisfactory progress toward completion of degree/program requirements. For this review, the program advisor will provide a list of all Ed.D. students to the Council, noting any student not making satisfactory progress toward completion of degree/program requirements. In addition, the Council will review for satisfactory performance and progress concerns raised relative to the *Standards for Essential Abilities and Dispositions*. UWT faculty and program advisors may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. The Ed.D. advisor will notify students who are not making progress toward completion of degree/program requirements to set up a meeting to review and update their program plans. In cases of serious breach of professional standards or legal obligations, students may be immediately removed from their Practicum placement, and may be dismissed from the Ed.D.

## Academic standards:

To remain in good standing and continue study in the Ed.D. Program, students must meet the standards of academic performance outlined below:

1. Earn a minimum of 2.7, or credit (CR) in each course. Courses where a grade below a 2.7 or a no credit (NC) is earned, credit will not be applied toward the Ed.D. degree.
2. Earn a minimum quarterly grade-point average of 3.0.
3. Earn a minimum cumulative grade-point average of 3.0.

4. Make satisfactory progress in meeting degree requirements including:

a) All Incomplete (I) grades converted to a satisfactory grade within the agreed upon time frame.

b) An accumulation of not more than two courses for which I grades were given.

c) Not more than one non-hardship withdrawal per year.

5. Adherence to *Standard for Essential Abilities and Dispositions*

## Procedures for Implementation:

During the second week of the quarter the program advisor reviews academic progress for the most recent quarter, notifying the Council of students who have not met standards. Ed.D. faculty may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. Results of the review will be reported to the Ed.D. program director[[2]](#footnote-2).

## Review of academic standards[[3]](#footnote-3):

When reviewing ***academic standards***, the UW Graduate School guidelines below will be followed when determining a change of status based on scholarship standards:

1. Where a student’s cumulative GPA is above 3.0 but whose **most recent quarter's course work** is below 3.0 and there is no cause for concern, the graduate advisor will send a letter to the student with a reminder of the policy and the student will remain in good standing. There is no formal committee review and no change in status communicated to the Dean of the Graduate School.
2. Where a student’s quarter and/or cumulative GPA falls below a 3.0, the Council may place the student on **warning**. The Ed.D. graduate advisor will notify the Ed.D. program director and the Council, and will send a letter notifying the student of a change in status, the policy, and the time limit specified by the graduate program in which he/she must regain satisfactory standing.
3. Where a student’s quarter and/or cumulative GPA falls below a 3.0 for two quarters, the Council may place the student on **probation**. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Ed.D. program director will notify the student of his/her change in status, the policy, and the time limit specified by the graduate program in which he/she must regain satisfactory standing.
4. Where a student’s quarter and/or cumulative GPA falls below a 3.0 for three quarters, the Council may place the student on **final probation**. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Ed.D. program director will notify the student of his/her change in status, the policy, and the time limit specified by the graduate program in which he/she must regain satisfactory standing.
5. Where a student’s quarter and/or cumulative GPA falls below a 3.0 for four quarters, the Council may **drop the student** from the Ed.D. program. The graduate advisor will officially communicate this change of status to the Dean of the Graduate School. The Ed.D. Program Director will notify the student of his/her change in status, the policy, and whether or not he/she may return to the program at a later date.
6. Where a student has not met benchmarks outlined by the program for entry to or exit from Practicum, the Ed.D. Program Director will notify the student of his/her change in status, and options for continuance.
7. Where a student has not met benchmarks outlined by the program for entry to or exit from Dissertation, the Ed.D. Program Director will notify the student of his/her change in status, and options for continuance.

To return to good standing, the student must earn a cumulative and quarter GPA of 3.0 or higher.

When reviewing for ***performance standards***, the Council will review the concern and make appropriate recommendations and determine next steps. The Council may recommend a change of status to the Graduate School based on the severity of the violation to include a warning, probation, final probation, or drop.

## Appeals:

Students may appeal a change in status through a written petition directly to the Ed.D. program director. Appeals beyond this point should follow the process outlined in Graduate School [Memorandum No. 33, Academic Grievance Procedure](http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/).

Further details, including guidelines for change of status actions may be found in Graduate School [Memorandum No. 16, Academic Performance and Progress](https://www.grad.washington.edu/policies-procedures/graduate-school-memoranda/memo-16-academic-performance-and-progress/).

## Graduate School Academic Grievance Procedure:

Having exhausted the avenues for resolution within the UWT Ed.D. Program, a doctoral student with a complaint of unfair treatment involving academic policies may file a formal complaint seeking resolution by the Graduate School Academic Grievance Committee. (For complete procedural details, refer to the Graduate School [Memorandum No. 33, Academic Grievance Procedure](http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/).

## Ombudsman:

The [Ombudsman’s](https://www.tacoma.uw.edu/uwt/ombud) role is to assist in the protection of the rights and interests of individual members of the student body, the faculty and the staff against arbitrary or capricious action or lack of appropriate action by University agencies, the student body, the faculty, or staff.

# **Limit Enrollment Policy:**

Students may not enroll in a course from which they withdrew (after the add/drop deadline) or completed but failed for a third time.

Memoranda:The list of [memoranda](https://grad.uw.edu/policies-procedures/graduate-school-memoranda/) includes graduate program policies maintained by the Graduate School. Content is reviewed and modified as needed. Final decisions regarding implementation or continuation of policies receive the advice of the Graduate School Council. **These policies apply to all graduate students (including those in the Ed.D. Program at UW Tacoma).**

# Selected Policies:

Please read and refer to The Graduate School website regarding [Policies & Procedures](https://grad.uw.edu/policies-procedures/).

# Specific Doctoral Policies:

To qualify for the doctoral degree, it is the responsibility of the student to meet the following Graduate School minimum [Doctoral Degree Requirements](https://grad.uw.edu/policies-procedures/doctoral-degree-policies/doctoral-degree-requirements/).

# STUDENT RESOURCES:

## Departmental Resources:

Most general information for students can be found on the UW Tacoma web site. Please check under *current students* on the home page [www.tacoma.uw.edu](http://www.tacoma.uw.edu) to review information available.

## [School of Education](https://www.tacoma.uw.edu/uwt/soe)

## [Nursing & Healthcare Leadership](https://www.tacoma.uw.edu/uwt/nursing)

## [The Graduate School](http://grad.uw.edu/)

## [UW Tacoma Course Catalog](https://www.tacoma.uw.edu/uwt/catalog)

## UW Tacoma Registration Guide:

For important registration information for current quarters, review the [UW Tacoma Registration Guide.](https://www.tacoma.uw.edu/uwt/registrar/registration)

## Information Technology Help Desk:

[The Department of Information Technology](https://www.tacoma.uw.edu/uwt/it) provides computing, media and academic technology support across the UW Tacoma Campus.

## [Academic Calendar](https://www.tacoma.uw.edu/uwt/registrar/academic-calendar)

## [Enrollment Services](https://directory.tacoma.uw.edu/department/enrollment-services)

## [Tuition Payment](http://www.tacoma.uw.edu/node/21848)

## [Financial Aid and Scholarships](https://www.tacoma.uw.edu/uwt/finaid)

## Library Resources:

The University of Washington Libraries is an extensive system sharing materials, resources, and services across the three campuses that comprise the University of Washington. UW Tacoma students have access to the entirety of the UW Libraries’ collections, electronic resources, and digital images.

Subject Librarians for all disciplines are available to provide instruction in class, for groups and individuals. From the [UWT Library home page](http://www.tacoma.uw.edu/library), students can access [Research Guides](http://libguides.tacoma.uw.edu/citations) that provide links to article databases, electronic journals, pertinent websites, search techniques, and other information to orient you to the research process.

## [Library Writing Guides](http://libguides.tacoma.uw.edu/citations)

## Teaching and Learning Center:

Request the graduate writing support person from the [Teaching and Learning Center](http://www.tacoma.uw.edu/teaching-learning-center) (TLC).

## Husky Card (Student ID Card):

A Husky card is required for a variety of transactions and services on campus. In addition to identification, the Husky card also serves as a library card and U-PASS (if students sign up for it). Lost ID cards can be replaced at the [Office of the Registrar](http://directory.tacoma.uw.edu/department/registrar-office). A non-refundable $20 fee is charged for replacement ID cards. Husky cards can be used in the library, the campus copy center, the West Coast Grocery convenience store. The easiest way to add funds to an account is through the [Online Card Office](https://www.hfs.washington.edu/olco/Default.aspx#gsc.tab=0) using Visa or MasterCard. Students may also open an account or add funds to an existing account with cash in the following locations:WG108 computer lab or UW Tacoma Library.

## **Public Transportation:**

The campus is conveniently located near the Tacoma Dome Transit Station, Pierce Transit, Sound Transit Express, and Downtown Connector buses stop along Pacific Avenue, right in front of campus. Click here to learn more about [travel to campus](https://www.tacoma.uw.edu/uwt/fa/facilities/transportation).

## Parking:

UWT students are eligible to purchase discounted [quarterly parking permits](https://www.tacoma.uw.edu/uwt/fa/facilities/transportation/permits). For more information, contact the Office of Finance and Administration at 253-692-5660.

## Inclement Weather:

In the event of inclement weather, take the following steps for determining whether the campus is open and if classes will be held as scheduled:

Call (253)-383-INFO to find out if the campus has been closed. Information will also be posted on the UWT main web page. <http://www.tacoma.uw.edu/>

Sign up for [UW Alert](https://www.tacoma.uw.edu/uwt/fa/safety/uw-alert). The UW Alert system is designed to immediately notify students and employees about emergencies that affect normal campus operations. Notifications will be displayed on the UW Tacoma website and sent via email. You can also sign up to receive alerts as text messages to your cell phone. In addition to emergency or crisis situations, the system will provide information about suspensions or delays in campus operations due to inclement weather.

## Campus Safety and Security:

[Campus Safety and Security](http://directory.tacoma.uw.edu/department/safety-and-security-campus) is located in the Dougan Building, Room 180B. Safety and Security Services works closely with the Tacoma Police Department in providing law enforcement and security for the campus community. Some of the services available include:

## [The Campus Safety Escort Program](https://www.tacoma.uw.edu/uwt/fa/safety/safety-escorts)

## [Motorist Assistance](https://www.tacoma.uw.edu/uwt/fa/safety/motorist-assistance)

## [Lost and Found](https://www.tacoma.uw.edu/uwt/fa/safety/lost-and-found)

## What To Do In An Emergency:

If you have an emergency, dial 911 from any public telephone or dial 9-911 from any campus telephone. Review the [Emergency Response](https://www.tacoma.uw.edu/uwt/fa/safety/emergency-response-preparedness) for more information.

Non-Emergency Business: Please report all campus thefts, property losses, vandalism, or suspicious activity to Campus Safety and Security, 253-692-4416.

## First Aid Stations:

The main First Aid Station is located in DOU-180 Safety & Security Office. First Aid Stations are also located in each office suite on Campus, including the Library, Computer lab and the Harmon Building.

## UW Net ID:

All newly enrolled students must create a UW NetID. Visit the [IT Connect](http://itconnect.uw.edu/security/uw-netids/about-uw-netids/) webpage for instructions on how to set up a UW NetID.

## **UW Tacoma Email Account:**

Every person who has a UW NetID has a default email address of your\_uwnetid*@u.washington.edu* **or** your\_uwnetid*@uw.edu* (they are equivalent). Official messages from the University are sent only to your UW email address. You can keep your UW email address after you graduate or no longer attend UW. For questions about UW email, visit the [Email](https://www.tacoma.uw.edu/uwt/it/email) webpage on the Information Technology website, or contact the IT help desk at: tachelp@uw.edu, or 253-692-HELP (4357).

## UW Email Policy:

The following policy statements concern the conditions under which faculty, staff, and students are expected to use the University of Washington email system. They do not prevent faculty, staff, or students from also using that system for other purposes ( e.g., limited private use).

For more information, visit the webpage regarding [Appropriate Use](https://www.tacoma.uw.edu/uwt/it/appropriate-use).

## **MYUW Web Registration Instructions:**

MyUW is a customized Web portal site for use by students, staff and faculty of the University of Washington. Students can register for classes, check their grades, check their student loan status, apply for short-term loans and get online assistance through the site. A UW NetID is required to access MyUW.

To access MyUW and register for classes, first create a UW NetID by accessing the [About UW NetIDs](http://itconnect.uw.edu/security/uw-netids/about-uw-netids/) page. **NOTE:** Your NetID will also serve as your UW e-mail address.

Login to [MyUW](https://www.tacoma.uw.edu/uwt/it/myuw-portal) using your UW NetID and password.

From the Student Personal Services menu, select REGISTRATION.

To register for courses, click on Registration. Enter the SLNs for the courses you wish to take, along with the ENTRY CODE (provided quarterly by the Ed.D. Graduate Advisor) for each course. **NOTE:**ENTRY CODES can only be used once. Messages will appear on the right side of the screen to alert you to any problems. Make any necessary revisions and resubmit.

## Diversity Resources:

The [Center for Equity and Inclusion](http://www.tacoma.uw.edu/equity/home) was created to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community. This means paying attention to policies and practices involving management, leadership, communication, resources, scholarship, and community. It includes focusing attention on the demographic composition of UW Tacoma and our surrounding community of the South Puget Sound to be certain that we know who are our students, faculty, staff, and community partners in order to better serve and work with all.

## Disability Support:

UW Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately document physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. For more information, contact the [DSS office](https://www.tacoma.uw.edu/drsuwt).

## Bias Incident Reporting

[Bias incident reporting](http://www.tacoma.uw.edu/reportbias) is a resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.

## The Pantry

[The Pantry](http://www.tacoma.uw.edu/thepantry) provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UW Tacoma students and their families.

## UW Tacoma Commencement:

The University of Washington Tacoma holds one Commencement ceremony each year, at the end of spring quarter. Students who have graduated the previous autumn or winter quarter, along with students who have applied to graduate in spring, summer, or autumn quarters, are encouraged to participate. If you have questions about Commencement, please [check our FAQ](http://www.tacoma.uw.edu/events/node/33) page, contact the Commencement Team by email tcommenc@uw.edu, or visit the [Commencement website](https://www.tacoma.uw.edu/uwt/commencement).

1. For more information about practice doctorates, see the [Carnegie Project on the Education Doctorate](http://cpedinitiative.org/). [↑](#footnote-ref-1)
2. Also designated as the Graduate Program Coordinator (GPC) by the Graduate School. [↑](#footnote-ref-2)
3. [Memo 16: Unsatisfactory Performance and Progress](http://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-16-unsatisfactory-performance-and-progress/) [↑](#footnote-ref-3)