



SCHOOL OF EDUCATION

UNIVERSITY *of* WASHINGTON | TACOMA

STUDENT HANDBOOK

Doctoral Program in Educational Leadership (EdD)

All policies and procedures are applicable to all students within the EdD Program. This handbook is also subject to change, due to changes in accreditation, program, or university policies or requirements. Students will receive ample notice when this document is updated.

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Introduction:

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

We are excited to have you join an extended community of dynamic, practitioner-based educational leaders who span education-related sectors. The purpose of this program is to strengthen leadership approaches to transform our local, regional, national, and global world towards systemic healing. 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 our most pressing academic and social problems.

Students primarily represent Community Leadership (including adult education and Tribal/Indigenous leadership), P-12 Educational Leadership (including Superintendent and Program Administrator Credentials), and Higher Education Leadership. Three common threads link across cohorts: 1) demonstrated leadership within education-related professional arenas; 2) a commitment to collaborating across boundaries to solve systemic problems; and 3) a recognition that systemic oppression, intersectional racism, and ongoing coloniality shape and limit educational capacities, visions, and futures. The ultimate goal of the program is to strengthen personal and professional capacity for transformative leadership in a variety of educational settings, leveraging community grounded approaches, ancestral knowledges, and relational learning to disrupt and dismantle harmful systems and ultimately cultivate individual and collective healing.

The EdD 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 are required.

The first year is comprised primarily of coursework, with attention to leadership orientation, exploring systems as interconnected, contested arenas with overlapping purposes, and a broad focus on the parameters and infrastructures of oppressive educational systems. Students focus on strengthening personal and professional voice, integrate decolonial anti-racist theory and resources, and support each other in elevating leadership approaches to disrupt and dismantle ongoing oppressions. The second-year centers on Community Grounded Praxis, where students develop hands-on application of decolonial and anti-racist leadership and systems change approaches at their chosen professional sites, working closely with in-the-field practitioner experts and faculty mentors. Educators with substantial P-12 instructional or administrative experience may also be able to earn a Program Administrator Certificate. Educators with significant administrative experience who also hold a valid Teaching, Principal, Program Administrator certificate, or Educational Staff Associate may also be able to earn a P-12 Superintendent Certificate. Both certificate avenues require two additional courses, and specific school and district-based experiences in order to meet all state competencies. The third year focuses on completion of an Applied Dissertation in Practice (DiP), which culminates an applied research-based project that explores and proposes solutions for systemic inequities within the students' professional arena(s).

The EdD Program offers various non-transcripted study options:

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 or be placed into focused groups 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.

- P-12 Educational Leadership Option: This area prepares and strengthens P-12 practitioner orientation and engagement with disrupting structural inequalities in schools, districts, and related educational organizations to transform institutional approaches to curriculum, teaching, student, family, and community engagement, and leadership. Students with the appropriate credential and experiences may earn their program administrator or superintendent credential.
- Community Leadership Option (Adult Education): This area prepares and strengthens practitioner leaders working within adult learning arenas, including community, Tribal, civic, and governmental organizations.
- Community Leadership Option (Tribal/Indigenous Leadership): This area strengthens and centers Tribal and/or Indigenous leaders who work with Tribal and/or Indigenous communities.
- 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, administration, and leadership.

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: www.tacoma.uw.edu/soe/edd

EdD Program Director:

Christopher B. Knaus, Ph.D., Professor

WCG 336

253-692-4715

educate@uw.edu

EdD Program Advisor:

Ashley Walker, M.Ed.

WCG 324-C

253-692-4367

aw7@uw.edu

Advising:

The EdD Program Advisor is available to assist students and to provide the tools needed to progress through the completion of the doctoral degree. Students may elect to meet with the 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, UW Tacoma's School of Education, and the University of Washington Graduate School.

Students must adhere to registration dates and deadlines and are encouraged to review the Registration Guidelines and Course Offerings:

<https://www.tacoma.uw.edu/uwt/registrar/registration>

UW Graduate School

Full-Time Enrollment:

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

Transfer Credits:

With the approval of the graduate program and the Graduate School, a Ph.D. or a master's degree in a relevant field of study from an accredited institution may substitute for up to 30 of the required 90 credits.

A maximum of 10 quarter credits of graduate-level coursework taken at another recognized academic institution may be transferred and apply to UW practice doctorate degree requirements, when acceptable to the graduate program and the Graduate School.

No more than 12 credits derived from any combination of GNM credits and transfer credits may be applied towards the total degree requirements.

No more than 30 credits derived from any combination of GNM, transfer, and substituted credits may be applied towards the total degree requirements.

Requests for transfer credits must be submitted and approved by the EdD Program's Faculty Council and the UW Graduate School shortly after admission into the EdD Program and no later than the end of the first quarter of the program (first summer quarter). The student is expected to complete the School of Education Course Petition Form when requesting a modification of any EdD Program degree requirements. The Course Petition Form is located on the Student Resources page, under Important Forms, on the EdD Program website: <https://www.tacoma.uw.edu/soe/EdD/student-resources>.

Advanced Standing Option:

The EdD degree program requires that students complete 123 credits to graduate, which includes 18 Field Community Grounded Praxis credits (equivalent of 360 field hours). Admission of applicants to the EdD Advanced Standing Program Option is based upon previously completed requirements for the Washington State Initial Superintendent Certificate at an accredited State institution.

Certification for the Washington State Superintendent Certificate requires that individuals complete a minimum of 360 field community grounded praxis hours. EdD applicants who provide documented evidence of having attained Superintendent 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 (equivalent of 60 field hours) for a total of 129 credits. The Advanced Standing Program Option allows students credit for knowledge and skills gained in addition to those

acquired in the EdD program. Prospective students from states that have “reciprocal certification agreements with Washington State” will also be eligible for the Advanced Standing Program Option.

EdD Program Requirements:

Attendance/Participation:

Being a cohort member requires participation as part of the group. Courses, seminars, small groups, online discussion boards, and breakout sessions are all built upon the notion that interdisciplinary dialogue and critical thinking is done individually and with small groups during the month and collectively on the weekends of class. If the student is unable to attend a class session, that student must notify the instructor(s) of record, and any students participating in a group. Faculty are not required to provide “extra credit” or alternative assignments for those missing class. If missing a class is unescapable, it is upon the student to ask for faculty member permission to enable remote access. The current academic calendar with course dates is posted on the EdD webpage (<https://www.tacoma.uw.edu/soe/EdD/course-scheduling>). All students are expected to attend all synchronous sessions via the required instructional method. Unless stated otherwise or with prior approval by the course instructor, synchronous courses must be attended in person. Missing one weekend session is the equivalent of missing one third of face-to-face instruction for one quarter.

Class Time:

EdD Courses are offered as two full days (typically Fridays and Saturdays, with a one-hour lunch break), approximately once per month for 12 months out of the year. In person cohorts are offered in hybrid learning formats, with remote engagement throughout the month and monthly in person class sessions. Online cohorts are offered synchronously online with the exception of weeklong in-person summer residences. Being on time and fully present for participation is essential for the benefit of all.

The EdD Program strives to maintain the two full-day, monthly course schedule. However, there may be occasions when Community Grounded Praxis and Certification courses, during the second-year, are offered on a weeknight (Thursdays) beyond the standard Friday/Saturday class schedule.

Optional Sessions:

On occasion, special workshops will be held on a week night or weekend other than class sessions. These are optional and may be available for remote access.

Online Canvas Modules and Discussion Posts:

Many courses require students to participate in designated modules and discussion posts. All online engagement and discussion posts should follow instructor guidelines for participation and reflect professional discourse.

UW Tacoma School of Education Professional Licensure Disclosure:

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 strongly encourage students to contact the appropriate state licensing agency to seek information and additional guidance before beginning the program.

More information about licensure disclosure by state may be found by visiting the UW Tacoma State Licensure page, here: <https://www.tacoma.uw.edu/ir/state-licensure>.

The University of Washington Tacoma EdD in Educational Leadership Program meets the educational requirements for Washington state licensure. However, additional requirements such as examinations, background checks, etc. may apply. For more information, please visit the state licensure board website: www.pesb.wa.gov.

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. In addition to the full EdD curriculum, the following six credits, or two courses, must be completed:

TEDLD 596: District Level Instructional Leadership (3 credits)

TEDLD 594: School District Leadership (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 Certificate under Community Grounded Praxis.*

The EdD certificate preparation programs are designed to address the National Educational Leadership Preparation (NELP) Program Recognition Standards:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, inclusiveness, and Cultural Responsiveness
4. Learning and Instruction
5. Community and External Leadership
6. Operations and Management
7. Policy, Governance, and Advocacy
8. Internship

<https://www.npbea.org/wp-content/uploads/2021/08/NELP-DISTRICT-Standards.pdf>

Scope and Sequence of EdD Curriculum:

	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 602 Community Grounded Praxis (3) 13	TEDLD 577: Funding, Budgets and Inequities (5) AND TEDLD 590: Critical Approaches to Student Development OR TEDLD 591: Indigenous Leadership in Education & Community Contexts (5) 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 602: Community Grounded Praxis (5) TEDLD 594: School District Leadership (CERT) (1) CERT= 16; NON-CERT =15 10	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 602: Community Grounded Praxis (5) TEDLD 596: District Level Instructional Leadership (CERT) (3) TEDLD 594: School District Leadership (CERT) (1) CERT= 14; NON-CERT=10 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 602: Community Grounded Praxis (5) TEDLD 594: School District Leadership (CERT) (1)* CERT= 11; NON-CERT=10 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 (CERT 54)	Yearly credits = 35

Total 123=credits Superintendent or Program Administrator Certificate = 129 Credits

Independent Study:

Independent Study is designed to augment students' individual course of study and provide additional opportunities to engage with a faculty mentor. Independent Study is not designed to replace required core curriculum. To pursue an independent study, you must first receive permission from the EdD Program Director, then find a full-time EdD Program faculty member with expertise in the area you are interested in who is willing and able to support you. Part-time lecturers, field supervisors, or persons who are not full-time faculty within the EdD Program may not advise a student's independent study. It is best to have a clear idea of the content you would like to pursue before reaching out to faculty for support.

Once you have identified a full-time School of Education faculty member who has agreed to work with you, you will meet and complete the Independent Study Request Form:

https://www.tacoma.uw.edu/sites/default/files/2020-12/independent_study_form.pdf.

COMMUNITY GROUNDED PRAXIS

Community Grounded Praxis, which occurs in the second year of the program, is an advanced leadership experience that focuses on practical, hands-on leadership opportunities in a shared learning environment to enhance practitioner knowledge, strengthen leadership praxis and develop community grounded approaches to demonstrate the EdD values. Community grounded praxis is individually organized in a professional setting, within a student's professional area(s) of interest and experience and taking into consideration learnings from the first year of the program and future goals. Students have not completed the first-year coursework, who are not in good academic standing in the EdD Program, or otherwise not making adequate progress are not eligible to begin Praxis. This includes students who are currently on academic probation or who do not meet the [School of Education's Standards of Essential Skills and Dispositions](#).

The community grounded praxis will consist of 300 (360 for Certificate) total hours over the course of four (4) academic quarters (exclusive of the reflective seminar). This praxis should directly align with EdD Student Learning Goals <https://www.tacoma.uw.edu/soe/EdD/EdD-values-student-learning-goals>. Community Grounded Praxis is offered on a credit/no credit basis.

Most commonly, students will conduct their Community Grounded Praxis within the institution or system in which they are employed; other locations, however, are also an option if leadership support is provided. 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. For those working towards their Superintendent or Program Administrator credential, Community Grounded Praxis is specifically tailored towards state-required standards, in alignment with the Washington State Professional Educator Standards Board (PESB): <https://www.pesb.wa.gov/preparation-programs/standards/program-standards/>.

Guidelines:

1. What counts as hours for Community Grounded Praxis:

- Any time spent in activities relative to your approved Community Grounded Praxis plan
- Time spent in actual preparation for these activities
- Time with Mentor and/or your UW Tacoma Faculty supervisor
- Observation time/Shadowing, if agreed upon by your mentor that this is community grounded praxis related

2. What does NOT count as hours for Community Grounded Praxis:

- Duties that fall within your daily professional obligations
- General reading of interesting books and articles, research that does not inform praxis, etc.
- Preparation or time spent in EdD courses, including Community Grounded Praxis Seminar
- Transportation to and/or from Praxis location.

Edd Field Mentor:

Students, in conjunction with EdD faculty, will work with field mentors 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; these individuals are the site-based supervisors of the student’s 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. This faculty member will lead monthly seminars and visit the student at their site(s) on a quarterly basis.

Enrollment:

Quarter	TEDLD 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. The proposal must be approved by the EdD Program and Field Mentor 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.
Winter	Collect and document hours; submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor.
Spring	Collect and document hours submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor. Summative Report. Community Grounded Praxis Showcase.

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 EdD Student Learning Goals: <https://www.tacoma.uw.edu/soe/EdD/EdD-values-student-learning-goals>. The Community Grounded Praxis plan and contract must identify a potential field mentor, as well as describe planned activities. Community Grounded Praxis faculty, the student and the mentor 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 360 Community Grounded Praxis hours by completing the Community Grounded Praxis Activity Logs, which includes activities, dates, and hours. The field mentor will sign off on the hours as submitted by student, and complete a quarterly evaluation of the student's work.

Community Grounded Praxis Quarterly Report:

In addition to completing the quarterly activity log, students complete a quarterly report that provides an overview of hours spent, brief reflections for each EdD student learning goal, 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 readings, resources, and theories. The quarterly report is submitted to praxis faculty at the end of each quarter.

Reflective Seminars:

In addition to Community Grounded Praxis hours in the field, students will attend monthly face-to-face seminars (TEDLD 602). The seminars will focus on case studies and reflective analysis of Community Grounded Praxis. Credit is earned in this Credit/No Credit seminar through 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, activity logs, quarterly reports, and demonstrations of competency in all individual and program objectives, as well as analysis of the overall experiences). Completion of Community Grounded Praxis (and final Community Grounded Praxis course) is dependent upon approval of the summative report by the field mentor and faculty.

Community Grounded Praxis Showcase:

At the conclusion of the Community Grounded Praxis, students will participate in 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 are invited as are faculty, family, friends and other interested community members.

DISSERTATION in PRACTICE (DiP)

The Dissertation in Practice is the culmination of the EdD Program, a practice-oriented doctoral program¹. Reflective of doctoral level study, the DiP is an intensive application of a field-based analysis and/or implementation of a structural change project related to the EdD student learning goals. The dissertation typically requires scholarly inquiry that reflects sustained thinking around a theoretical framework, literature-based problem, and related set of activities (e.g., program implementation or applied research methods) that are documented in the form of a written dissertation in practice. Each student conducts the DiP under the guidance 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 completed program requirements, as well as DiP approval by the supervisory committee.

Enrollment in DiP credits (TEDLD 801/TEDLD 802) are dependent on good academic standing, the successful completion of all first-and-second-year coursework, and a DiP supervisory committee-approved proposal.

Overview:

In the final year of study, students complete a yearlong, practice-based dissertation, in which they engage an applied problem of practice. The DiP synthesizes coursework, community grounded praxis, and professional experiences 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 DiP must be in addition to the student's normal work expectations, which specifically demonstrates leadership at a different level than that of their current professional context. Dissertations are hands-on, problem-based, applied leadership endeavors that address, center, and otherwise apply the EdD student learning goals. DiPs should inform current practices or policies at a local, regional, and/or national 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 in relation to the EdD student learning goals: clearly articulated problem of practice, conceptual grounding in theory and literature, researcher positionality, methods, analysis, and practical or professional implications.

Dissertations 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/or co-chair), and a credentialed, highly experienced, professionally relevant third member.

¹ For more information about practice doctorates, see the [Carnegie Project on the Education Doctorate](#).

Dissertation Proposal:

In spring quarter of the second year, students enroll in *TEDLD 585: Proposing Relational Research*, the last course in the five-course research sequence. This class focuses on developing a full dissertation in practice proposal. At the end of the class, successful students will have completed a draft of their dissertation proposal, and will be ready to submit that to their dissertation chairs (and, if the chair permits, to the full dissertation committee). The supervisory committee determines final approval of the proposal and, upon approval, grants permission to begin the dissertation. This might include modifications of the proposal as required by the committee. The students may start the IRB application process but may not submit until the proposal has been approved by the committee.

Approximate Time Line Year 3 (Dissertation Year):

Quarter	Student	Faculty	Program
Autumn Year 2	<ul style="list-style-type: none"> Begin identifying topic and research questions Literature review 	<ul style="list-style-type: none"> TEDLD 583 instructor(s) supports development of topic, research questions and literature review. 	<ul style="list-style-type: none"> Offer Writing Workshops
Winter Year 2	<ul style="list-style-type: none"> Develops topic, research questions and literature review (TEDLD 583) Identify committee chair options Develops methodology and approach to DiP 	<ul style="list-style-type: none"> TEDLD 584 instructor(s) supports development of methodology (and remaining work on literature review) 	
Spring Year 2	<ul style="list-style-type: none"> Finalize proposal Prepare IRB application materials as needed Identify 2nd and 3rd committee members 	<ul style="list-style-type: none"> Director of the EdD program approve chair and committee members TEDLD 585 instructor(s) (chair) supports development of proposal Committee approves proposal IRB paperwork submitted 	<ul style="list-style-type: none"> Add approved student committee to MyGrad Offer Writing Workshops
Summer Year 2	<ul style="list-style-type: none"> Finalize committee (if not finalized) Begin dissertation work (if committee approved, all paperwork completed, IRB approval granted) 	<ul style="list-style-type: none"> Committee approves proposal (if not yet approved) 	<ul style="list-style-type: none"> Add approved student committee to MyGrad
Autumn Year 3	<ul style="list-style-type: none"> Begin dissertation Continue dissertation (if already approved) 	<ul style="list-style-type: none"> Committee approval Reflective seminar (TEDLD 802) Meet with student(s) & committee (outside of seminar as needed) 	
Winter Year 3	<ul style="list-style-type: none"> Continue dissertation work 	<ul style="list-style-type: none"> Meet with student(s) & committee Reflective seminar (TEDLD 802) Meet with students (outside of seminar as needed) 	
Spring Year 3	<ul style="list-style-type: none"> Dissertation Completion Committee Approval (and revision as needed) DiP Approval Meeting Graduation (if approved) 	<ul style="list-style-type: none"> Final approval by committee For those not meeting approval, continued enrollment in TEDLD 801/802 until completion 	<ul style="list-style-type: none"> Digital archiving Submit student degree request to UW Graduate School via MyGrad

Dissertation in Practice Enrollment:

Quarter	TEDLD 801 Credits	TEDLD 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)	

Dissertation Supervisory Committee:

The appointment of a practice doctoral supervisory committee indicates that the Graduate Faculty in the student's field finds their 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. 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 UW Tacoma Graduate Faculty and at least half of the total number must be members of the Graduate Faculty. The DiP committee formation begins with identifying a chair, who must be endorsed to chair doctoral committees by the UW Graduate School. Identification of such faculty is obtained via the UW Graduate School's *Find Graduate Faculty* website: <https://grad.uw.edu/programs/find-graduate-faculty/>. The EdD 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 graduate faculty members across the School of Education. However, they do need to be a graduate faculty member with an appointment in the degree program's academic unit. 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 may make recommendations for additional members. Students will submit Supervisory Committee Member forms (see Appendixes C & D) for approval to the Director of the EdD Program. The EdD program advisor will notify the UW Graduate School of the final committee membership.

The following applies to all practice doctoral supervisory committees:

- 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.
- Any third committee members who are not Graduate Faculty must be confirmed by the EdD Program as productive scholars or practitioners with expertise within the student's scholarly field.
- A UW 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 UW Graduate School via the online committee signature form that the degree be awarded. If a member(s) of the practice doctoral supervisory committee does not agree with the majority recommendation, the minority report portion of the online committee signature form must be used. This dissertation is not filed with the UW Graduate School but is archived for public access through UW Tacoma Library Digital Commons.

Dissertation Coursework:

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

TEDLD 801: Dissertation in Practice: Once all first- and second-year coursework is completed, and as soon as committee formation is approved, students enroll in *TEDLD/TEDNUR 801: Dissertation in Practice*. Student work on DiPs, 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 are responsible for submitting Credit/No Credit grades at the end of each quarter.

TEDLD 802: Dissertation in Practice Seminar: During the academic year, students enroll in a one-credit seminar to support the DiP process. This course includes peer coaching, process support, peer review of drafts, and general advice in relation to completion of dissertation efforts.

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/>.

Students conducting research involving minors are additionally required to complete WA State and FBI fingerprint clearance using resources **outside** of the University of Washington. If a student needs assistance identifying where to complete a background check, they are encouraged to contact their program advisor for support. Students are responsible for any background clearance related costs.

Approval Process:

While processes are determined by the Chair, generally the approval process reflects drafts submitted to the Supervisory Committee Chair for feedback. When the Chair determines final drafts to be sufficient, the student then submits final drafts to the full committee. Once the Dissertation in Practice is approved, students are responsible for ensuring documents adhere to UW Graduate School and UW Tacoma digital archiving policies.

Final Supervisory Approval Meeting:

When the Chair deems that the student's work is complete, a final approval meeting concludes the Dissertation in Practice experience. The chair will determine the content and process of the meeting, in consultation with the student. A vote of the Supervisory Committee regarding the student's completion of the work is taken and reported to the MyGrad online system for final approval.

Approval of the Dissertation through the UW Graduate School formally signifies completion of the EdD

Digital Archive:

Dissertations are archived digitally through the UW Library. The current system is called Digital Commons. 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. <https://guides.lib.uw.edu/tacoma/digitalcommons>

Publishing Upon Graduation:

Following graduation, students may choose to revise and submit their work for publication. It is expected that under most circumstances, the student will invite the chair to be a co-author, particularly if the chair chooses to continue to work with the student through to submission. If other committee members have made significant contributions to the intellectual body of the work, they should also be considered as potential additional authors. 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.

Student Learning Goals:

By the completion of the program, student will:

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

Program Administrator and Superintendent Learning Goals:

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

<https://www.npbea.org/wp-content/uploads/2021/08/NELP-DISTRICT-Standards.pdf>:

Standard 1—Mission, Vision, and Improvement: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

- 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing 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 professional norms and culture.

- 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district 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 wellbeing 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

- 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

- 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

- 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 district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

- 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 Praxis): Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

- Component 8.1 - Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

- [Component 8.2](#) - Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.
- [Component 8.3](#) - Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

EdD Writing Requirements:

Unless otherwise noted by the instructor, all assignments must adhere to the guidelines outlined in the Publication Manual of the American Psychological Association (APA), most recent edition. APA format is not simply how to write references, but includes essay writing, gender-neutral language, grammar, and related academic writing norms. All writing is expected to be thoroughly proofread and reflect professional quality writing. Subject to instructor grading preferences, papers that do not reflect such may not earn academic credit.

Academic misconduct and plagiarism:

1. The EdD program expects that all submitted academic and professional writing reflect doctoral level engagement. This includes papers, reflections, discussion boards, presentations, oral reports, and communications with faculty, staff, and peer students. All faculty expect all students to submit papers and written materials that have been thoroughly proofread and well-edited prior to submission. This includes attention to spelling, grammar and ensuring that writing reflects both sustained thinking and thorough attention to writing details. Accessing the [UW Tacoma Writing Center](#) can be extremely helpful when paired with additional proofreading, editing, and sharp attention to what is being asked for in each assignment, by each instructor.
2. Unless specified by the instructor, every written assignment is expected to be in [APA format](#). That includes the format of the paper, and ensuring that claims are supported with evidence, and where appropriate, citations. Citations are a foundational way to honor ancestral knowledges and to recognize that others have come before us. Strengthening APA skill sets while continually acknowledging others is essential to build towards dissertations.
3. All papers are expected to be original thinking and works by each individual student. While there are crossover assignments, each course and each quarter is an intentional building up of writing skills in relation to [EdD core values](#) (community grounded, ancestral knowledges, relational learning, disrupting and dismantling, and healing). The curriculum is designed to offer iterative writings; unless specified by the instructor, students are not to repeat or re-state work from other courses.
4. Additionally, all assignments must follow Washington State's legislative policy on academic misconduct ([WAC Chapter 478 Student Code of Conduct](#)).
 - a. Academic misconduct includes:
 - i. "Cheating" which includes, but is not limited to:

1. The use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments;
2. The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s);
3. Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes; or
4. Requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student.
- ii. "Falsification," which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research.
- iii. "Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 1. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 2. The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- iv. Unauthorized collaboration.
- v. Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- vi. Multiple submissions of the same work in separate courses without the express permission of the instructor(s).
- vii. Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
- viii. The recording of instructional content without the express permission of the instructor(s), unless approved as a disability accommodation, and/or the dissemination or use of such unauthorized records.
5. In reference to growing usage of Artificial Intelligence applications and programs, the EdD program notes that the use of AI (outside of checking for spelling and grammar) is not appropriate in doctoral level written work and is considered an act of plagiarism.

Violations of any of the above can ultimately result in dismissal from the program or the university.

ACADEMIC POLICIES:

Tuition Exemption

The Doctoral Program in Educational Leadership (EdD) does not accept state tuition waivers or tuition exemption.

UW Graduate School Requirements:

Policy 1.1: Graduate Degree Requirements:

<https://grad.uw.edu/policies/1-1-graduate-degree-requirements/>

Policy 1.1.1: Requirements Applying to All Graduate Degree Programs

- Credits applied towards graduate degree requirements must include University of Washington coursework of (1) at least 18 credits at the 500 level and above; and (2) at least 18 graded credits of 400- and 500-level coursework, excluding 499 and transfer credit.
- For CR/NC courses, submission of a CR grade indicates that the student has met course expectations at a level such that the course may be applied towards graduate degree requirements.
- For S/NS courses, an S grade indicates that the student has met course expectations at a level such that the course may be applied towards graduate degree requirements. A graduate program may restrict S courses from counting towards program requirements.
- Graduate degree requirements normally consist primarily of graduate-level coursework at the 500 level. Courses at the 300 level and 400 level may be part of a student's course of study and applied toward graduate degree requirements when acceptable to the student's graduate program and the Graduate School. Coursework at the 300 level may not be applied towards the minimum 18 graded credits and may not be applied towards more than one-third of total degree requirements, except as previously approved by the Graduate School.
- A student must be registered for credit the quarter in which any required exam or presentation occurs. A student must maintain registration as a full-time or part-time graduate student for the quarter the degree or certificate is conferred.
- A minimum cumulative grade point average (GPA) of 3.00 is required to earn a graduate degree, and a minimum of 2.7 is required in each course that is counted toward graduate degree requirements. Courses at the 300 level are not included in the calculation of grade-point average (GPA).
- With the approval of a student's graduate program and the Graduate School, up to 6 credits of 400-level or 500-level coursework, taken as a senior while an undergraduate at the University of Washington, may be applied towards graduate degree requirements.
- With the approval of a student's graduate program, a restricted amount of Graduate Non-Matriculated (GNM) credit may be applied towards degree requirements, as described in Policy 3.3: <https://grad.uw.edu/policies/3-3-enrollment-of-gnm-students/>.
- Credit taken while enrolled as a non-matriculated (NM) student or while matriculated as a post-baccalaureate student at the University of Washington may not be applied towards graduate degree requirements. Credit by independent study or advanced credit examination is not transferable.

Grading Policies for Graduate Students:

Satisfactory Progress:

EdD students are admitted into the UW Graduate School of the University of Washington and to the UW Tacoma EdD Program. Students must meet all academic and professional guidelines of the UW Tacoma EdD Program, the UW Tacoma School of Education, and the University of Washington Graduate School.

Satisfactory Progress in the UW Tacoma EdD program is defined as meeting the UW Graduate School minimum grade point requirements and the standards of the EdD Program. Two additional curricular progress points are offered; the praxis proposal (end of year 1) and the dissertation proposal (end of year 2). The praxis proposal can only be submitted once all year 1 courses are completed with the minimum grade point requirements. Approval also requires all students to meet the SOE's [Standards of Essential Skills and Dispositions for School of Education Students](#). The dissertation proposal may only be submitted for chair approval when students have completed all year 1 and year 2 courses with the minimum grade point requirements.

Standards of Essential Skills and Dispositions

The standards below are grounded in the mission, values, and conceptual framework of the School of Education (SOE) at UW Tacoma. They describe professional, intellectual, emotional and character attributes of aspiring or current educators, school psychologists, and leaders across all SOE programs (enrolled students- hereinafter referred to as candidates). Upon entry into any SOE academic program, candidates are asked to uphold and commit to pursuing growth in these standards as an integral part of all activities. More information about the School of Education's Standards of Essential Skills and Dispositions may be found by clicking on the following link: <https://www.tacoma.uw.edu/sites/default/files/2024-04/soe-dispositions.pdf>.

Review of Student Academic or Professional Behavior:

The staff and faculty of the EdD Program at the University of Washington Tacoma take seriously their responsibility to prepare, and recommend for degree and/or certification individuals who uphold the highest intellectual, moral, and ethical, standards of the profession. Retention or dismissal from the EdD Program is not only an academic issue, but includes issues of professionalism and skill acquisition. A review may be initiated with performance information provided by the EdD advisor, faculty, praxis mentors, or EdD program director on any issues regarding progress in the professional development of the students.

The EdD 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 EdD 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](#). UW Tacoma faculty and staff may initiate a review at any time based on perceived violation(s) of scholarship and/or performance standards. The EdD 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 praxis placement, and may be dismissed from the EdD, in accordance with SOE, UW Tacoma, and UW Graduate School regulations.

EdD Grading Scale:

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. 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 EdD student.

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.

Satisfactory/Non-Satisfactory Progress Policy:

Undergraduate and graduate students may amend their numeric or S/NS original grading options for courses under two very different circumstances related to whether the grading is taking place in Extraordinary Circumstances Quarters (ECQ) or not.

<https://www.tacoma.uw.edu/registrar/extraordinary-circumstances-quarter-late-grading-option-change-request>

Unsatisfactory Performance and Progress

The following three status levels are used to indicate unsatisfactory performance, to communicate clear expectations to the student, and consequences should those expectations not be met in the time indicated. The goal of each step is to establish clear expectations and outline a path to return to satisfactory progress.

Academic Notice:

This is an early status for a student who has failed to meet expectations for performance or progress. **Academic notices** are **optional** in the Academic Alert process and are managed internally by the program with a goal of resolving problems before escalating to academic alert. The program may issue multiple academic notification letters to the student and the Graduate School is not notified. The Graduate School recommends that programs use the academic notification status prior to an academic alert status.

Academic Alert:

This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. Programs send an **academic alert** recommendation to the student with a copy to the Graduate School no later than the 10th business day of the academic alert quarter. The Graduate School does a post review of academic alert letters sent to students by the department and up to two additional quarters of academic alert may be issued at the program's discretion. The Graduate School must receive documents supporting an academic alert recommendation each quarter.

Final Academic Alert:

This status is used for a student who has failed to resolve the documented problems in the student's academic alert status as submitted to the Graduate School. Programs send a **final academic alert** recommendation to the student with a copy to the Graduate School no later than the 10th business day of the final academic alert quarter. The Graduate School will review the final academic alert

letter and, if accepted, the Graduate School will send an additional letter from the Dean of the Graduate School to the student informing the student of final academic alert status. The graduate program must issue one quarter of final academic alert prior to a drop from the program, except in clearly documented situations as discussed below. A program may request an additional quarter of final academic alert in extenuating circumstances. The Graduate School must receive documents supporting this recommendation and will send letters to the student informing the student of final academic alert status.

Academic Drop:

An Academic Drop is an official action that terminates a student's enrollment from a graduate program because either the student has failed to resolve documented problems in the student's final academic alert status, or the student has one of the performance issues as outlined above. Graduate programs should submit academic drop recommendations to the Graduate School prior to the start of the quarter but no later than the fifth business day of the drop quarter. The Graduate School approves the academic drop and the drop status will appear on the student's official transcript. Academic drop letters are sent to the student from the department and from the Dean of the Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree. A student dropped from one graduate program may apply to and enroll in a different graduate program if accepted.

Grade Appeal:

The School of Education follows the UW Tacoma's and UW's general policy for grade appeals but with more specific guidance. Students who are enrolled across different academic units (e.g., double-majoring/double-minoring, taking elective courses in another program, etc.) will need to follow the home unit's grade appeal policy, which may be different from the UW Tacoma School of Education. Here is a link to the UW Tacoma School of Education Grade Appeal policy and submission form: https://www.tacoma.uw.edu/sites/default/files/2024-02/2024_updated-soe-grade-appeal-policy.pdf

Maintaining Graduate Status—Going On-Leave:

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 UW 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 UW Graduate School to be considered for readmission by their 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 via MyGrad Program: <https://grad.uw.edu/policies/graduate-on-leave-status/>. 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 (if any) made by the EdD Program.

Reinstatement:

Students previously registered in the UW 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 to the Graduate School. Requests will first be reviewed and approved by the EdD Program Faculty Council. If the request is approved and the UW Graduate School has confirmed student's eligibility for reinstatement, the student will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement. <https://grad.uw.edu/mygrad-program/>

Auditing a Course:

Non-enrolled EdD students are not allowed to audit EdD courses.

UW Graduate School Academic Grievance Procedure:

Policy 3.8: Academic Grievance Procedure: Graduate students who believe they have been subjected to unfair treatment in the administration of academic policies may, except as noted below, seek resolution of the student complaint under this Academic Grievance Procedure. Policy 3.8 applies to the application of departmental, college, or UW Graduate School policies, as well as deviations from stated grading practices (but not individual grade challenges). <https://grad.uw.edu/policies/3-8-academic-grievance-procedure/>

Bias Incident Report

Bias incidents are acts or behaviors motivated by the offender's bias against any combination but not limited to identities such as age, ancestry, color disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status.

While these acts do not necessarily rise to the level of a crime, a violation of state law, University policy, or the Student Code of Conduct, a bias act may contribute to creating an unsafe, negative, or unwelcome environment for the victim; anyone who shares the same social identity as the victim; and/or, community members of the University. More information, including how to file a report, may

be found by clicking here: <https://www.tacoma.uw.edu/equity-office/bias-incident-reporting>. You may also find information through the UW Civil Rights Investigation Office: <https://www.washington.edu/cr-investigations/>.

Civil Rights Discrimination

Civil rights laws, including Title VI and Title VII and in accordance with [state law and federal laws](#), protect the right to participate in University programs and activities free from discrimination based on race, color, national origin, and other protected characteristics.

If you or someone you know may have experienced discrimination or harassment, the University offers support, resources, and resolution options. <https://www.washington.edu/civilrights/seeking-support/civil-rights-discrimination/>

Title IX Discrimination

Title IX and other federal and state laws collectively prohibit discrimination based on sex, sexual orientation, gender, gender expression, pregnancy and related conditions, and LGBTQ identity. Under Title IX of the Education Amendments of 1972 and other federal and state laws, individuals have the rights to participate in educational programs free from discrimination on the basis of sex.

More information, including reporting options may be found by clicking here: <https://www.washington.edu/civilrights/seeking-support/sexual-misconduct/>.

Students in Distress

Student Life has compiled what is referred to as the "Purple Sheet". This document serves as a quick reference to assist faculty and staff in assessing behaviors that may be referred to the CARE team and how to do so. You may download the "Purple Sheet" by clicking here: <https://www.tacoma.uw.edu/student-life/purple-sheet>.