



SCHOOL OF EDUCATION

UNIVERSITY *of* WASHINGTON | TACOMA

Doctoral Program in Educational Leadership (EdD)

STUDENT HANDBOOK

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.

UPDATED AUGUST 2026

Table of Contents

Introduction.....	4
Educational Leadership Program Contact Information:	5
UW Graduate School.....	6
Advanced Standing Option.....	7
Edd Program Requirements.....	7
Attendance/Participation	7
Class Time.....	7
Optional Sessions.....	7
Online Canvas Modules and Discussion Posts	8
UW Tacoma School of Education Professional Licensure Disclosure	8
Program Administrator or Superintendent Certificate Option.....	8
Scope and Sequence of Edd Curriculum:.....	9
Independent Study	10
COMMUNITY GROUNDED PRAXIS.....	10
Guidelines	11
Edd Field Mentor	11
Faculty supervisor	11
Enrollment.....	11
Approximate Timeline.....	12
Community Grounded Praxis Plan and Contract	12
Community Grounded Praxis Quarterly Report	12
Reflective Seminars	12
Summative Report.....	12
Community Grounded Praxis Showcase	13
DISSERTATION in PRACTICE (DiP)	13
Overview.....	13
Dissertation Proposal.....	14
Approximate Timeline.....	14
Dissertation in Practice Enrollment	15
Dissertation Supervisory Committee	15
Dissertation Coursework	16
Institutional Review Board (IRB).....	16
Approval Process	17
Final Supervisory Approval Meeting	17
Digital Archive	17
Publishing Upon Graduation.....	17
Student Learning Goals:	17
Program Administrator and Superintendent Learning Goals	18
Edd Writing Requirements	21
Academic misconduct and plagiarism	21
ACADEMIC POLICIES	22
Tuition Exemption.....	22
UW Graduate School Requirements	22
Grading Policies for Graduate Students.....	23
Satisfactory Progress	23

Standards of Essential Skills and Dispositions.....	23
Review of Student Academic or Professional Behavior	24
EdD Grading Scale.....	24
Satisfactory/Non-Satisfactory Progress Policy:	25
Academic Performance & Progress	25
Unsatisfactory Performance and Progress	25
Academic Notice.....	25
Academic Alert.....	25
Final Academic Alert	26
Academic Drop	26
Grade Appeal.....	26
Maintaining Graduate Status—Going On-Leave	26
Returning From On-Leave Status	27
Reinstatement	27
Auditing a Course	27
UW Graduate School Academic Grievance Procedure.....	27
The Civil Rights Compliance Office	27
Civil Rights & Title IX Reporting.....	27
Preparing to Graduate.....	28
Graduation Celebration	28
Commencement	28

Introduction

Welcome to the Doctoral Program in Educational Leadership (EdD) at the University of Washington Tacoma. All doctoral students in the Educational Leadership Program 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.

The EdD Program began in 2013, with a focus on preparing P-20 leaders for transformative instructional change and applied dissertation research. In response to regional needs, the faculty updated the curriculum to reflect a growing need for educators prepared to lead with racial justice and Indigenous-centric lenses, as well as systems change strategies. In reflecting the EdD Program's commitment to collaborative relationships, previous cohorts included a two-cohort partnership with the Muckleshoot Tribal College. The EdD Program continues to evolve to reflect professional student demand, regional opportunities, and sector-wide partnerships to focus on preparing and strengthening current and future generations of transformational, racial justice leaders adept in community approaches, Indigenous methods, and applying critical race theory to learning systems.

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 three study areas: **Community Leadership** (including adult education, community organizations, and Tribal/Indigenous leadership); **P-12 Educational Leadership** (including school, district, and state-level representatives and those seeking 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 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 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 antiracist 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 antiracist 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 who also hold a Teaching or Education Staff Associate certificate may also be able to earn a Program Administrator Certificate. Educators with significant administrative experience who also hold a valid Principal or Program Administrator certificate may also be able to earn a P-12 Superintendent Certificate. Both certificate avenues require two additional courses (totaling six credits), 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 in a research-based project that integrates program values as methods to engage systemic inequities within the students' professional arena(s).

The EdD Program offers three non-transcripted study options:

The EdD program is rooted in applied, multidisciplinary, cross-sector learning that brings together education-focused experts to transform learning contexts by offering a range of study areas that may vary by cohort. Typical study areas include:

- **P-12 Educational Leadership:** 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:** This area prepares and strengthens community practitioner orientation to work within adult learning arenas, including (but not limited to) Tribal, local community focused, civic, and government organizations.
- **Higher Education Leadership:** 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, PhD, Professor

WCG 336

253-692-4715

educate@uw.edu

EdD Program Advisor:

Ashley Walker, MEd

WCG 324-C

253-692-4367

aew7@uw.edu

Advising:

The EdD Program Advisor is available to assist students and provide support to progress through the completion of the doctoral degree. The Advisor helps students understand program requirements, navigate academic policies and processes, and connect with appropriate university

resources. Through individualized advising and collaboration with university and community sources, the EdD Program Advisor is available to help students make informed decisions, address questions or concerns, and progress through the program. 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 UW Tacoma Registration Resources: <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 Doctoral Program approval and confirmation of policy compliance by the Graduate School, a maximum of 10 quarter credits of graduate-level coursework taken at another recognized academic institution may be transferred and applied to UW practice doctorate 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>.

Course Equivalence

The EdD Faculty Council approved course equivalence for two courses in [UW Bothell's MEd with Educating for Critical Race Theory \(E-CRiT\) Concentration](#). Students who complete the following two courses with a 3.5 or higher are eligible to have these courses count as EdD equivalents (listed below).

UW Bothell MEd Course	UW Tacoma EdD Course (Equivalent)
B EDUC 500: Foundations of CRT in Higher Ed	T EDLD 572: Anti-racist & De-colonial Frameworks in Education
B EDUC 525: Applied CRT as Systems Change	T EDLD 587: Disrupting & Dismantling Current Praxis

Students who complete either or both courses at UWB are able to count them for the required UWT EdD curriculum for a total of 10 credits provided that students follow procedures for course substitution prior to their first quarter of admissions.

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 180 of the 360 practicum hours required for the doctoral degree and must complete 105 course credits, plus 6 Field Practicum credits (equivalent of 120 field hours) for a total of 111 credits. The Advanced Standing Program Option allows credit for knowledge and skills gained in addition to those acquired during the EdD program. Prospective students from states that have reciprocal certification agreements with Washington State are also eligible for the Advanced Standing Program Option.

EdD Program Requirements

Attendance/Participation

Being a cohort member requires participation as an individual and as part of the group. 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 or, for the online cohort, virtually. Missing one weekend session is the equivalent of missing one third of a quarter. 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 to make 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; in cases of in-person class sessions, faculty are under no obligation 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>).

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, due to the potential need for flexible scheduling, there may be occasions in the second year when Community Grounded Praxis and Certification courses are offered on a weeknight beyond the standard Friday/Saturday class schedule. Such variations will be organized within each cohort and communicated well in advance.

Optional Sessions

On occasion, special workshops will be held on a weeknight 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 EdD Program certification pathways 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 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.

Program Administrator or Superintendent Certificate Option

For students who wish to earn the P-12 Program Administrator or Superintendent Certificate, six additional credits are required to meet all state competencies; therefore, 129 credits are required. In addition to the full EdD curriculum, the following six credits, or two courses, must be completed: 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 typically stay for a slightly longer session each cohort day. Note that, with advanced notice and cohort input, faculty may schedule on a non-cohort day (such as a weekday).

TEDLD 596: District Level Instructional Leadership (3 credits). This course focuses on district- and/or systems-level approaches to transforming instructional leadership and includes ways of reconceptualizing district-level ways of knowing in relation to systems change strategies.

***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 570: Revolutionizing Leadership (5) <i>In Person Week Intensive</i> TEDLD 571: Community Grounded Systems Leadership (5) TEDLD 572: Antiracist and Decolonial Frameworks in Education (5)	TEDLD 576: Education Law and Governance (5) <i>In Person Weeklong Intensive</i> TEDLD 575: Human Capacity in Educational Institutions (5) TEDLD 577: Funding, Budgets and Inequities (5) TEDLD 602: Community Grounded Praxis (3)	EDLD 596: District Level Instructional Leadership (CERT) (3) <i>In Person Week Intensive</i> TEDLD 590: Critical Approaches to Student Development (5) TEDLD 589: Leadership for Healing (5)
AUTUMN	TEDLD 573: Critical Pedagogies and Leadership (5) TEDLD 574: Decolonizing Writing and Oral Praxis (5)	TEDLD 583: De-construction Knowledges (5) TEDLD 602: Community Grounded Praxis (5) TEDLD 594: School District Leadership (CERT) (1)	TEDLD 801: Dissertation in Practice (5) TEDLD 802: Dissertation Seminar (1)
WINTER	TEDLD 581: Introduction to Decolonizing Research (5) TEDLD 588: Relational Learning and Healing in Praxis (5)	TEDLD 584: Re-constructing Knowledges (5) TEDLD 602: Community Grounded Praxis (5) TEDLD 594: School District Leadership (CERT) (1)	TEDLD 801: Dissertation in Practice (5) TEDLD 802: Dissertation Seminar (1)

	Year 1	Year 2	Year 3
SPRING	TEDLD 582: Applied Decolonizing Research Approaches (5)	TEDLD 585: Proposing Relational Research (5)	TEDLD 801: Dissertation in Practice (7)
	TEDLD 587: Disrupting and Dismantling Current Praxis (5)	TEDLD 602: Community Grounded Praxis (5)	TEDLD 802: Dissertation Seminar (1)
		TEDLD 594: School District Leadership (CERT) (1)*	
	Proposal for Praxis Plan Due	Proposal for Dissertation in Practice Due	Dissertation Completion
	Yearly Credits = 45	Yearly credits = 48 (CERT 51)	Yearly credits = 30 (CERT 33)
			TOTAL CREDITS = 123
			*Cert option = 129

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 the 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. The completed form is submitted to the EdD Advisor who will review it, then share the quarterly registration codes with the student: <https://www.tacoma.uw.edu/sites/default/files/2022-10/Independent%20Study%20Form.pdf>.

COMMUNITY GROUNDED PRAXIS

Community Grounded Praxis occurs in the second year of the program and 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 who have not completed the first-year coursework and/or 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 alert or who do not meet the School of Education's Standards of Essential Skills and Dispositions. As students are representing the EdD Program, the School of Education, and the University of Washington Tacoma during their praxis placements, students who do not make academic progress and/or do not adhere to the SOE's Standards of Essential Skills and Dispositions may be removed from their Praxis sites.

Community grounded praxis consists of 360 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 beyond current professional leadership experiences. For those working towards their Program Administrator or Superintendent 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 outside of class times
- 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 EdD Program, 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 Timeline 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.

Community Grounded Praxis Quarterly Report

Students complete a quarterly report that provides an overview of the work and activities that they completed. The Quarterly Report must include the following details:

- Praxis activity Time Log;
- Summary of hours spent;
- Brief reflections connected to Student Learning Goals;
- Upcoming activities or shifts to the plan; and
- Impacts on professional growth.

The quarterly report is submitted to the 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- and/or solution-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 and/or professional implications.

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

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 faculty member and/or co-chair (both of which need to be endorsed to chair doctoral dissertation committees by the UW Graduate School), and a credentialed, highly experienced, professionally relevant third member.

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 to the proposal as required by the committee. The students may not submit their proposal for [human subjects review](https://research.washington.edu/research/hSDL/) (<https://research.washington.edu/research/hSDL/>) until the proposal has been approved by the committee.

Approximate Timeline Year 3 (Dissertation Year)

Quarter	Student	Faculty	Program
Autumn Year 2	- Begin identifying topic and research questions - Literature review	TEDLD 583 instructor(s) support development of topic, research questions and literature review	Offer Writing Workshops
Winter Year 2	- Develops topic, research questions and literature review - Identify committee chair options - Develops methods and approach to DiP	TEDLD 584 instructor(s) support development of methodology (and remaining work on literature review)	
Spring Year 2	- Finalize proposal - Prepare IRB application as needed - Confirm 2nd and 3rd committee members	- Director of the EdD program approves chair and committee members - TEDLD 585 instructor(s) (chair) support development of proposal - Committee approves proposal - IRB paperwork submitted	- Add approved student committee to MyGrad - Offer Writing Workshops
Summer Year 2	- Finalize committee (if not finalized) - Begin dissertation work (if committee approved, all paperwork completed, IRB approval granted)	Committee approves proposal (if not yet approved)	Add approved student committee to MyGrad
Autumn Year 3	- Begin dissertation - Continue dissertation (if already approved)	- Committee approval - Reflective seminar (TEDLD 802)	

		Meet with student(s) & committee (outside of seminar as needed)	
Winter Year 3	Continue dissertation work	- Meet with student(s) & committee - Reflective seminar (TEDLD 802) - Meet with student(s) (outside of seminar as needed)	
Spring Year 3	- Dissertation Completion - Committee Approval (and revision as needed) - DiP Approval Meeting - Graduation (if approved)	- Final approval by committee - For those not meeting approval, continued enrollment in TEDLD 801/802 until completion	- Digital archiving via ResearchWorks - Submit degree request to UW Graduate School via MyGrad

Dissertation in Practice Enrollment

Quarter	TEDLD 801 Credits	TEDLD 802 Credits
Autumn, Year 3	5	1
Winter, Year 3	5	1
Spring, Year 3	7	1
Total Required Dissertation Credits	17	3
Additional credits as needed and only if not completed by the final Spring quarter. The Graduate School requires a minimum of 2 credits within the graduating quarter.		

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 maximum of three (3) members on their committee. Students may construct a four-member committee, but 3 members need to be UW graduate faculty;
- At least two committee members, including the Chair, must be members of the UW Graduate Faculty and endorsed to chair doctoral committees by the UW Graduate School;
- Graduate Faculty members must have primary, joint, emeritus, or adjunct appointments and hold the following rank: Professor, Professor (WOT), Teaching Professor, Research Professor, Professor of Clinical Practice or Clinical Professor (Salaried); and
- At least one-half of the total number of members must be Graduate Faculty.

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 University of Washington. However, they do need to be a graduate faculty member with an appointment in their 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. The 3rd member cannot be a family member/relative. 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 and with related terminal degrees.
- A UW Graduate School Representative (GSR) is not required.

Responsibilities of the committee include oversight of the student's proposal and approval of the final dissertation. After the practice doctorate supervisory committee has evaluated the final dissertation presentation (final exam), all committee members must agree that the evaluation is positive, then recommendation is made to The UW Graduate School via the online committee signature form (through MyGrad) that the degree be awarded. This dissertation is filed with ResearchWorks, the University of Washington's digital repository (also known as "Institutional Repository") for disseminating scholarly work.

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 supervisory committee is approved, students enroll in *TEDLD 801: Dissertation in Practice*. Students work on DiPs, including project application, inquiry, and writing are encompassed in this course, with credits accruing 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 determination 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 the program advisor for support. Students are responsible for any background clearance related costs.

Approval Process

While specific 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 by the full committee, 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 (pending potential minor edits), 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 ResearchWorks, housed within the UW Library. These procedures serve to both protect student work and to expand the audience of student work. The EdD Program Advisor will provide ResearchWorks support and posting instructions prior to required submissions. <https://digital.lib.washington.edu/researchworks/home>.

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, students will be equipped to:

- 1. Model Community Grounded Approaches**

Model reciprocal methods of collectivity, within and across institutions and movements, toward sustainable community grounded approaches.

- 2. Integrate Ancestral Knowledge**

Integrate intergenerational ways of knowing how to engage with complex problems of practice.

3. Apply Relational Learning

Apply reflexive and dialogic practices to create, implement, and evaluate relational learning environments that affirm learner-centered engagement.

4. Disrupt and Dismantle

Demonstrate personal and professional decolonial praxis that disrupts and dismantles systemic intersectional violence within institutions and communities.

5. Foster Healing

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 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 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 cite 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](https://www.tacoma.uw.edu/tutoring/writing-center) (<https://www.tacoma.uw.edu/tutoring/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 \(https://apastyle.apa.org/style-grammar-guidelines/paper-format\)](https://apastyle.apa.org/style-grammar-guidelines/paper-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: \(https://www.tacoma.uw.edu/soe/EdD/edd-values-student-learning-goals\)](https://www.tacoma.uw.edu/soe/EdD/edd-values-student-learning-goals) 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. Student disciplinary proceedings for misconduct, including plagiarism and cheating, fall under the provisions of the Student Conduct Code contained in the Student Policies Chapter 209 and Chapter 478 WAC: <https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121-107>.
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. Check with your instructors prior to using AI for any assignments.

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

The Graduate School defines minimum degree requirements for all University of Washington graduate programs.

Individual graduate programs may have degree requirements that exceed the Graduate School minimum requirements. The Graduate Faculty with oversight of a graduate program have primary responsibility for assuring that students recommended for graduation have satisfactorily fulfilled the degree requirements for the program in which they are enrolled.

A student must meet the degree requirements in effect in the term they graduate. When proposing changes to degree requirements, programs can work with the Graduate School to establish a transitional exception plan for students enrolled before the change <https://grad.uw.edu/policies/1-1-graduate-degree-requirements/>.

Policy 1.1.1 Requirements Applying to All Graduate Degree Programs

A graduate degree program consists of a coherent body of study beyond the baccalaureate degree that includes a meaningful progression of coursework and includes a final culminating experience or an integrated experience across the curriculum.

Policy 1.1.1.1 Minimum Coursework Requirements

- 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.
- Graduate degree requirements consist primarily of graduate-level coursework at the 500 level and above. 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 confirmed by the Graduate Faculty with oversight of a graduate program to have a level of rigor and depth appropriate to the graduate program and to have a subject matter closely aligned with the degree program's outcomes.
- 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 by petition to the Graduate School from the graduate program.
- 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. The GPA for graduate students is calculated entirely on the basis of numeric grades in 400- and 500-level courses.

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 after 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 supervisory committee 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.

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 based on 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>

Academic Performance & Progress

Policy 3.7 This section articulates policies for the academic performance and progress of graduate students, including guidance on appropriate processes for cases where student academic performance does not meet program expectations.

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/soe/student-grade-appeal-submission>.

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. 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 their 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/>

The Civil Rights Compliance Office

The Civil Rights Compliance Office (CRC) is responsible for compliance with civil rights laws and University policy. Federal and state laws collectively prohibit discrimination based on protected characteristics, including age, citizenship, disability, national origin or shared ancestry, race, sex, gender, veteran status, and more. We serve the University by making it welcoming to all through education, compassionate response, and fair and timely resolution.

Civil Rights & Title IX Reporting

The University encourages reporting to provide support and resources, offer resolution options, stop the conduct, prevent its recurrence, and remedy its effects. If you or someone you know has experienced or becomes aware of possible discrimination, harassment, or sexual misconduct, you are encouraged to make a Civil Rights & Title IX Report. In many cases, you may submit a report anonymously. <https://www.washington.edu/civilrights/>

Preparing to Graduate

Graduation Celebration

Graduate students may have opportunities to participate in School-sponsored graduation celebrations and recognition events, such as a hooding ceremony or other activities honoring graduates. Eligible students will receive information regarding available graduation events, participation requirements, and registration details by their academic advisor as they become available.

Commencement

UW Tacoma has one commencement ceremony per year, held at the end of the Spring Quarter. All students who graduated in the previous Summer, Autumn, Winter, and Spring are eligible to participate, as well as those students who are going to finish their degrees during the coming Summer Quarter. If you expect to be a summer graduate, you have a choice which ceremony you would like to participate in, but you can only "walk" once. Information about the ceremony, including registration, purchasing a cap and gown, graduation announcements, and preparation for the ceremony, can be found on the Commencement website.