

Student Handbook

Graduate Program in Higher Education

University of Washington
College of Education

Revised: June 2010
(This handbook applies to students who begin Summer 2010 or thereafter)

Introduction

Congratulations on your acceptance into the Graduate Program in Higher Education (GPHE) within the College of Education. As one of the oldest public research institutions in the nation, the University of Washington offers a rich and complex environment in which to learn about higher education.

First begun in 1960, the Graduate Program in Higher Education at the University of Washington has enjoyed a long tradition of success preparing researchers, policy makers, and leaders who advance higher education scholarship and practice throughout Washington State and across the nation.

But that is where the similarities with other prominent higher education programs end, and the benefits of a Washington education begin. Washington's unique approach to the study of higher education is rooted in the faculty's belief that the postsecondary part of our educational system is best understood by those who see the connections among and between various elements of the entire educational system. At the University of Washington, you will learn about higher education through a rigorous series of courses examining its history, structure, and persistent challenges. You will also examine critically the connections between higher education and the P-12 school system. You will take courses that focus specifically on the higher education context, as well as courses that cover issues spanning the broader educational spectrum.

The purpose of this handbook is to provide you with an informational source that you may turn to for information about classes, rules and regulations, processes, and procedures. Created by the faculty of the Program, this handbook is revised yearly and incorporates all of the latest information from the University of Washington, the Graduate School, the College of Education, and the Area of Educational Leadership and Policy Studies.

It is our hope that this handbook will be useful and informative to you. Welcome to the Program. We look forward to being a part of your professional development.

Sincerely,
The GPHE faculty

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Mission of the Program

The mission of the Graduate Program in Higher Education is to prepare students as effective and transformational college and university leaders. The Program embodies the following values:

- Higher education is part of a broader educational context and students will be encouraged to examine the connections between P-12 systems and colleges and universities.
- Like all of education, leadership in a college or university is a moral endeavor that requires leaders to consider the larger implications of their work within the context of broader social challenges and dilemmas.
- Effective and transformative leaders in higher education are those individuals who are able to competently promote change within colleges and universities that is rooted in: (a) a deep understanding of the tensions between competing values, (b) an empirical and systematic approach, and (c) a passion for improving the lives of those served by colleges and universities.

In recognition of these values, faculty members have created a Program that, across all degree options, encourages development of the following skills and competencies:

1. Students will gain an appreciation of the history of American higher education and learn how to use their historical understanding as a tool for effective college leadership.
2. Students will develop a strong understanding of the institutional diversity within the American system of higher education, with an eye toward examining how these different types of institutions work individually and together.
3. Students will develop methodological competence with the goal of being able to design and execute empirical examinations of issues relevant to higher education.
4. Students will learn about the financial, legal, and policy dimensions of colleges and universities, and the implications of these dimensions for larger society.
5. Students will develop theoretical and practical expertise in how college students develop and change during the college years, and the ways in which college and university environments shape that change and development.
6. Students will develop a strong theoretical understanding of multicultural issues within higher education and will be asked to examine ways in which they can, as leaders, promote inclusion.
7. Students will learn to work with others whose primary intellectual foci lie in P-12 institutions.
8. Students will learn to appreciate the global and international dimensions of higher education issues.
9. Students will gain practical experience through internships or other intellectually based experiences that bring their coursework to bear in practical settings.

The Core GPHE Faculty

James Soto Antony (Ph.D., University of California, Los Angeles, 1996)

Associate Professor, Educational Leadership & Policy Studies
Adjunct Associate Professor, Sociology
Associate Dean for Academic Programs, Graduate School
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Dr. Antony's research is focused in three areas: (1) Student socialization and professional development, (2) Examining the social-psychological determinants of career satisfaction and professional success among higher education faculty, and (3) The development and use of large-scale relational and longitudinal data sets in higher education.

Frances Contreras (Ph.D, Stanford University, 2003)

Assistant Professor, Educational Leadership & Policy Studies
M-205 Miller Hall
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Dr. Contreras researches issues of equity and access for underrepresented students in the education pipeline and higher education. Dr. Contreras addresses transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education and the role of the public policy arena in higher education access for underserved students of color.

Shirley Hune (Ph.D, George Washington University)

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Dr. Hune has a long standing interest in international migration studies with attention to the history and experiences of Asian American and Pacific Islander populations. She uses an interdisciplinary approach that incorporates the standpoint of critical theory and race, ethnic, gender, and class perspectives. Her research focuses on access, climate, and social justice issues for first-generation, immigrant, minority and women students in higher education.

Joe Lott (Ph.D, Louisiana State University, 2005)

Assistant Professor, Educational Leadership and Policy Studies
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Dr. Lott examines how elements of the collegiate environment impact the change in civic attitudes of college students from freshmen year to post-baccalaureate. In addition, how Black racial identity stages influences leadership and civic outcomes of Black college students. Another stream of my research examines campus climate issues for Black males.

Maresi Nerad (Ph.D, University of California, Berkeley, 1988)

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Dr. Nerad's research focuses on many aspects of graduate and postdoctoral education across major disciplines, including issues of class, race, gender, and culture. Her teaching focuses on higher education history, women's higher education, international higher education, policy analysis, and interview and survey research methods.

Steven Olswang (J.D. University of Illinois, 1971; Ph.D., University of Washington, 1977)

Professor in Educational Leadership & Policy Studies
Interim Chancellor, University of Washington (Tacoma Campus)
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Dr. Olswang's area of teaching and research specialization includes all facets of law and education, with particular emphasis on legal issues in faculty personnel and governance. He has published over 30 articles, monographs, and chapters on higher education legal issues.

Edward Taylor (Ph.D., University of Washington, 1994)

Associate Professor in Educational Leadership & Policy Studies
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Dr. Taylor's areas of teaching and research include history of higher education, policies and programs servicing disenfranchised groups in secondary and post-secondary settings, and the construction of race-based policy. His research and teaching also examine the social construction of race and the use and development of Critical Race Theory.

William Zumeta (Ph.D., University of California, Berkeley, 1978)

Professor, Daniel J. Evans School of Public Affairs
Professor in Educational Leadership and Policy Studies
Associate Dean in Daniel J. Evans School of Public Affairs
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Dr. Zumeta's teaching centers on public policy analysis and implementation, higher education policy and finance, and education and workforce policies. He has written and published widely in the fields of higher education finance, state policy and private higher education, and public policies related to human resources for science.

The Master's Degree in Higher Education

There are two Master's degree options of study within the Graduate Program. Both of these degrees lead to the Master's in Education. Both degrees have identical credit requirements (48 credits) but course requirements differ between the two degrees.

General M.Ed. Degree Defined:

This degree is intended for those individuals who wish to pursue advanced doctoral study in higher education, or a related field. Students in this degree option are required to submit a thesis.

Student Affairs M.Ed. Degree Defined:

Students in this degree option intend to pursue entry or mid-level administrative careers in the student affairs field. These students will complete an internship and will pursue the non-degree option (professional portfolio). Each of these degree options is described in detail below.

For the most up to date information on University requirements for the Master's degree, go to the Graduate School web site: <http://www.grad.washington.edu>

College of Education coursework for a specific master's degree (thesis and non-thesis options) will exceed Graduate School minimums. Information about your master's degree can be found on the Master's degree course of study forms by going to <http://education.washington.edu/current/forms/index.html>

Graduate School Rules & Regulations Regarding Master's Degrees

It is the responsibility of each master's candidate to meet the following Graduate School minimum requirements:

1. Under a thesis program, a minimum of 36 or more quarter credits (27 course credits and a minimum of 9 credits of thesis) must be earned. Under a non-thesis program, a minimum of 36 or more quarter credits of course work must be earned.
2. At least 18 of the minimum 36-quarter credits for the master's degree must be for work numbered 500 and above. (In a thesis program, 9 of the 18 must be course credits and 9 may be for 700, Master's Thesis.)
3. Numerical grades must be earned in at least 18-quarter credits of course work taken at the University of Washington. The Graduate School accepts numerical grades (a) in approved 400-level courses accepted as part of the major, and (b) in all 500-level courses. A minimum cumulative GPA of 3.00 is required for a graduate degree at the University.
4. A minimum of 30 credits must be earned at the University of Washington.
5. In a thesis degree program, a thesis, approved by the supervisory committee, must be submitted to the Graduate School by 5 pm on the last day of the quarter. A student must register for a minimum of 9 credits of thesis (EDLPS 700). With the exception of summer, students are limited to a maximum of 10 credits per quarter of thesis (EDLPS 700).
6. A final oral or written master's examination, if required by the student's supervisory committee, must be passed.

7. Any additional requirements imposed by the graduate program coordinator in the student's major department or by the student's supervisory committee must be satisfied. A master's degree student usually takes some work outside the major department. The graduate program coordinator in the major department or the student's supervisory committee determines the requirements for the minor or supporting courses.
8. The graduate student must apply for the master's degree no later than the second Friday of the quarter in which he or she expects the degree to be conferred (see detailed information under Application Instructions for Master's Degree).
9. The graduate student must maintain registration as a full- or part-time graduate student at the University for the quarter in which the degree is conferred. Or, if eligible, pay the Graduate Registration Waiver Fee within 14 days following the last day of the quarter in which all degree requirements were met (effective as of 2010).
10. All work for the master's degree must be completed within six years. This includes quarters spent On-Leave or out of status and applicable work transferred from other institutions (see detailed information under Transfer Credit).
11. A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.
12. A second master's degree may be earned at the University of Washington by completing an additional set of requirements. Please refer to Concurrent Degree Programs later in this section and Graduate School Memorandum No. 35 for more specific information.

Transfer Credit

A student working toward the master's degree may petition the Dean of the Graduate School for permission to transfer to the University of Washington the equivalent of a maximum of 6 quarter credits of graduate level course work taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a written recommendation from the graduate program coordinator and an official transcript indicating completion of the course work. Transfer credits are not entered on the UW transcript.

University of Washington students who are within 6 credits of completing their undergraduate degree and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to Graduate School for up to 6 credits in 500-level courses in addition to the last 6 credits they require of undergraduate work. The graduate program that has admitted the student must approve registration for the courses. The student, after admission to the Graduate School, must file a petition with the Dean of the Graduate School to transfer the 6 credits. The student must also provide a letter from the office of Graduations and Academic Records stating that these credits have not been applied toward the undergraduate degree.

Approved transfer credits are applied toward total credit count for the master's degree only. (Transfer credits are not applicable toward a doctoral degree.) The 18-quarter credits of numerically graded course work, and 18-quarter credits of 500-level-and-above course work may not be reduced by transfer credit.

Credit taken as an undergraduate non-matriculated student or post-baccalaureate student at the University of Washington may not be transferred into a graduate program. Credit by either independent study through correspondence or advanced credit examinations is not transferable.

Thesis Program

The master's thesis should be evidence of the graduate student's ability to carry out independent investigation and to present the results in clear and systematic form. Two copies of the thesis, normally written in the English language, along with the appropriate forms signed by the members of the supervisory committee from the student's graduate program, must be submitted to the Graduate School by the end of the quarter in which degree requirements are completed.

The faculty in the graduate program may require that the student present an additional copy of the thesis for its own use. The Graduate School publishes a Style and Policy Manual for Theses and Dissertations, which outlines format requirements. This manual should be read thoroughly before the student begins writing the thesis. The thesis must meet all format requirements before being accepted by the Graduate School. A thesis advisor is available in the Graduate School for consultation during the thesis preparation process.

A \$25 binding fee is payable at 129 Schmitz before the thesis is submitted to the Graduate School.

In addition to these Graduate School rules and regulations regarding the Master's Thesis, see the section below entitled, "**Finishing the General M.Ed. Degree Option—The Master's Thesis**"

Non-thesis Programs

The faculty in some graduate programs have arranged programs of study for the master's degree that do not require the preparation of a thesis. These non-thesis programs normally include a more comprehensive plan of course work for more extensive examinations than are required in thesis programs, or they may include some faculty-approved research activity in lieu of a thesis.

In addition to these Graduate School rules and regulations regarding the Master's Thesis, see the section below entitled, "**Finishing the M.Ed. in Student Affairs Degree Option—The Internship & Professional Portfolio**"

Final Examination for Master's Degree

As soon as is appropriate, the faculty in the student's graduate program appoints a supervisory committee, consisting of two to four members. The Chair and at least one-half of the total membership must be members of the graduate faculty (see Graduate School Memorandum No. 13). The committee Chairperson arranges the time and place of the final examination, the results of which must be reported to the Graduate School by the last day of the quarter (last day of finals week) in which degree requirements are met. The examination may be oral or written, and all members of the supervisory committee must certify its results. If the examination is not satisfactory, the committee may recommend to the Dean of the Graduate School that the student be allowed to take another examination after a period of further study.

Application Instructions for Master's Degree

During the last two quarters of Master's study, the procedures below are followed for application, evaluation, and awarding of the degree. **The student must maintain registration during the quarter in which degree requirements are fulfilled.**

The online address of the master's degree application request is:

<http://www.grad.washington.edu/stsv/mastapp.htm>

1. Students must apply for the master's degree on the web. The on-line application period commences Monday, the third week of each quarter and closes Friday (midnight Pacific Time), the second week of

the subsequent quarter (the quarter the student intends to graduate). For example, if completing in Winter Quarter, the earliest an on-line request can be submitted is the third week of Autumn Quarter and the latest is Friday of the second week of Winter Quarter. If degree requirements are not met in the requested quarter, students must complete another degree request for the quarter in which they expect to complete requirements.

2. Students will receive an email confirming receipt of their Master's Degree Request.
3. Transcripts are evaluated for minimum Graduate School requirements (as stated in the *2000-2002 General Catalog*, pages 15-16). The approved Master's Degree Requests are returned to the department for committee signatures and departmental approval at the end of the 4th week of each quarter.
4. If the student does not meet minimum Graduate School requirements, he/she is notified by email of any outstanding requirement(s). The contingency must be completed in order to meet minimum Graduate School requirements for the degree and must be done before the degree will be conferred.
5. By signing the Master's Degree Request, the student's committee certifies that he/she has met all departmental requirements for the degree, except the thesis, if one is required.
6. Occasionally, a department may indicate a contingency that must be met before the degree is to be awarded (for example; satisfactory completion of a required course in the student's current program or removal of an incomplete.) If so, the Graduate School will verify that it has been met before conferring the degree. If no departmental contingencies are listed on the signed Master's Degree Request, it will be assumed that all departmental requirements have been met.
7. The signed Master's Degree Request must be returned to the Graduate School no later than the last day of the quarter (defined as the last day of exams) in which the student expects to receive the degree. If this deadline is not met, registration for the following quarter is required and the student must complete another Master's Degree Request as well.
8. Once a student has submitted the signed Master's Degree Request, he/she will receive verification via email. After the end of the quarter, the students will receive an email indicating whether or not their degree was conferred.

The student should be thoroughly acquainted with the requirements for his/her particular degree. For the most updated information on University requirements for the Master's degree, go to the Graduate School website: <http://www.grad.washington.edu>.

Graduate Program in Higher Education - College of Education Information

M.Ed. Course of Study Forms

The GPHE faculty has created the Course of Study forms provided on the next pages in order to assist you in your planning. Each of these forms indicates the degree requirements for your program. The courses you take should fit within these requirements.

Use the form that is appropriate for the Master's Degree Option you are pursuing. That form will be signed and officially filed with the Office of Admissions & Academic Support at the time of your graduation. Both of these forms are also available on-line at the following website:

<http://education.washington.edu/current/forms/index.html>

MASTER OF EDUCATION DEGREE COURSE OF STUDY

COLLEGE OF EDUCATION

Student's Name	Area and Study Option: EDLPS: Organizations & Policy—Higher Education General Degree Option			
Address (Street)	(City)	(State)	(Zip)	Daytime Phone

Course Prefix and Number	Course Title	Credits	Grade	Qtr./Yr. Taken	Total Credits
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Research/Inquiry Requirements

EDPSY 490	Basic Educational Statistics (or the equivalent)	3			
Elective	Any other methods course	3			
					6

Common Area/Distribution (18 credits)

	<u>Social/Cultural Foundations (6 credits) *</u>				
EDLPS 520	Education as a Moral Endeavor	3			
EDLPS elective	Any other course in social/cultural foundations	3			
	<u>Organizations & Policy (6 credits) *</u>				
EDLPS 550	The Dynamics of Educational Organizations	3			
EDLPS 560	Perspectives on Policy & Policymaking in Education	3			
	<u>Higher Education (6 credits)</u>				
EDLPS 531	History of American Higher Education	3			
EDLPS 580	The American College & University	3			
					18

Higher Ed. Specialization (9 credits)

EDLPS 590	Student Populations, Development, and Experiences in Higher Education	3			
HE elective	<i>See Appendix B</i>	3			
HE elective		3			
					9

Breadth Requirements (6 credits)

Elective	Course in College of Education, but not EDLPS	3			
Elective	Course outside of College of Education	3			
					6

Thesis Option (3 credits minimum, maximum of 9 credits)*

EDLPS 700	Thesis	3			
EDLPS 700	Thesis	3			
EDLPS 700	Thesis	3			
					9

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Signatures

Student	Date
Faculty Advisor	Date

*If only 3 credits of thesis work taken, then 6 credits must be completed in coursework.

MASTER OF EDUCATION DEGREE COURSE OF STUDY (For

students beginning prior to Summer 2010)

COLLEGE OF EDUCATION

Student's Name	Area and Study Option: EDLPS: Organizations & Policy—Higher Education—Student Affairs Specialization			
Address (Street)	(City)	(State)	(Zip)	Daytime Phone

Course Prefix and Number	Course Title	Credits	Grade	Qtr./Yr. Taken	Total Credits
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Research/Inquiry Requirements

EDPSY 490 or EDLPS 549	Basic Educational Statistics Research Design in Education – OR –	3			6
EDLPS 598	Methods of Assessment and Evaluation in Higher Education	3			

Common Area/Distribution (18 credits)

EDLPS 520	<u>Social/Cultural Foundations (6 credits)</u> Education as a Moral Endeavor	3			18
EDLPS 540	Any other social/cultural foundations course (Introduction to Sociology of Education is recommended)	3			
EDLPS 550	<u>Organizations & Policy (6 credits)</u> Organizational Theory	3			
EDLPS 560	Perspectives on Policy and Policy Making in Education <u>Higher Education (6 credits)</u>	3			
EDLPS 531	History of American Higher Education	3			
EDLPS 580	The American College & University	3			

Higher Ed. Specialization (9 credits)

EDLPS 590	Student Populations, Development, and Experiences	3			9
EDLPS 598	H.E. Leadership and Management Skills Workshop (Course no longer offered – take any higher ed elective)	3			
One elective in Higher Education	<i>See Appendix B</i>	3			

Breadth Requirements

Elective	One non-EDLPS course within College of Education related to your interest	3			6
Elective	Course outside of College of Education related to your interest	3			

Internship (3 credits minimum, maximum of 9 credits)+

EDLPS 601	Student Affairs-Oriented Internship *	3			9
EDLPS 601	"	3			
EDLPS 601	"	3			

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Signatures	
Student	Date
Faculty Advisor	Date

“*” Each of the 3-credit higher education internship experiences incorporate 9 hours per week of internship work. See official GPHE Student Handbook for a detailed description of non-thesis portfolio requirement for completing the degree.

+*If only 3 credits of internship work taken, then 6 credits must be completed in coursework.

MASTER OF EDUCATION DEGREE COURSE OF STUDY (For

students beginning Summer 2010 or thereafter)

COLLEGE OF EDUCATION

Student's Name		Area and Study Option: EDLPS: Organizations & Policy—Higher Education—Student Affairs Specialization			
Address (Street)	(City)	(State)	(Zip)	Daytime Phone	

Course Prefix and Number	Course Title	Credits	Grade	Qtr./Yr. Taken	Total Credits
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Research/Inquiry Requirements

EDPSY 490	Basic Educational Statistics	3			6
EDLPS 598	Methods of Assessment and Evaluation in Higher Education	3			

Common Area/Distribution (18 credits)

<u>Social/Cultural Foundations (6 credits)</u>					18
EDLPS 520	Education as a Moral Endeavor	3			
EDLPS 540	Any other social/cultural foundations course (Introduction to Sociology of Education is recommended)	3			
<u>Organizations & Policy (6 credits)</u>					
EDLPS 550	Organizational Theory	3			
EDLPS 560	Perspectives on Policy and Policy Making in Education	3			
<u>Higher Education (6 credits)</u>					
EDLPS 531	History of American Higher Education	3			
EDLPS 580	The American College & University	3			

Higher Ed. Specialization (9 credits)

EDLPS 590	Student Populations, Development, and Experiences	3			9
EDLPS 589	Community College	3			
EDLPS 598	College Student Development	3			

Breadth Requirements

Elective	One non-EDLPS course within College of Education related to your interest	3			6
Elective	Course outside of College of Education related to your interest	3			

Internship (3 credits minimum, maximum of 9 credits)+

EDLPS 601	Student Affairs-Oriented Internship *	3			9
EDLPS 601	"	3			
EDLPS 601	"	3			

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Signatures

Student	Date
Faculty Advisor	Date

“*” Each of the 3-credit higher education internship experiences incorporate 9 hours per week of internship work. See official GPHE Student Handbook for a detailed description of non-thesis portfolio requirement for completing the degree.

+*If only 3 credits of internship work taken, then 6 credits must be completed in coursework. Students enrolled in an internship course, in any given quarter, must participate in a bi-weekly internship seminar class that is led by Director of Program and Program Teaching Assistant.

Finishing the General M.Ed. Degree Option—The Master's Thesis

The thesis is an in-depth analysis of a topic that--as the graduate student catalog states--"should provide evidence of the graduate student's ability to carry out independent investigation and to present the results in clear and systematic form."

- **Courses:** You must follow the regular course guideline of the General M.Ed. Degree Option. Towards the end of your first year, it is advisable that you speak in detail with your faculty advisor about your plans for the thesis.
- **Supervisory Committee:** Once you and your advisor have agreed upon a topic for the Master's Thesis, you should prepare a thesis proposal (following the guidelines and expectations of your faculty advisor) and submit it to the Supervisory Committee composed of your advisor and one other member of the graduate faculty. It is recommended that you do this as early as possible within your program. This Supervisory Committee will give you feedback about your proposal that is aimed at helping you carry out the original research for the Master's Thesis. This Supervisory Committee will ultimately be responsible for evaluating the quality of your completed Master's Thesis.
- **Thesis Credits:** Once you have developed a thesis topic with your advisor, and your Supervisory Committee has approved it, you should then register for EDLPS 700 -- Master's Thesis. A minimum of 3 credits per quarter is required, with no fewer than 9 credits total for the degree. An entry code is required and may be obtained from the Office of Admissions & Academic Support (206 Miller) or by telephone at 543-7834. With the exception of summer, students are limited to a maximum of 10 credits per quarter of thesis (700).
- **Human Subjects Applications:** Remember that prior to working on any research (such as a thesis), you will need to file a Human Subjects Application with the Human Subjects Division of the UW. You should consult with your faculty advisor on whether your research warrants filing the application. More information can be found at the following website: <https://www.washington.edu/research/hsd/>
- **Thesis completion:** When you have completed the thesis in accordance with the instructions of the Graduate School's guidelines, <http://www.grad.washington.edu/students/thesis-dissertation/format-guidelines/index.shtml>, submit two (2) copies to your Supervisory Committee.
- **Scheduling the Final examination:** Your final examination for the master's degree will consist of an oral defense of the thesis. The questions asked in this oral exam will usually concentrate on the thesis but are not limited to it. Upon successful completion of the oral defense, submit two (2) copies of the thesis to the Graduate School. Also submit two (2) copies of the thesis abstract to the Office of Admissions & Academic Support in 206 Miller.
- **Applying for Graduation:** Remember to apply for graduation with the Graduate School by the end of the second week of the quarter in which you wish to defend your Master's Thesis. This will cause the University of Washington Graduate School to generate an official form (called the warrant) that will be sent first to the Office of Admissions and Academic Support (Miller 206) and then to your faculty advisor. Also, you must be registered for a minimum of two credits for that quarter.
- **Filing the Thesis:** You will include the Signature Page Form that has the signatures of your Faculty Advisor and one committee member, signaling their approval of your thesis. This form is available online at <http://education.washington.edu/current/forms/index.html>. Your completed and approved Master's Thesis, this Signature Page, and the signed Graduate School warrant must then officially be filed with the College of Education's Office of Admissions & Academic Support (Miller 206). This

must be done before the last day of the quarter in which you plan to graduate.

Finishing the M.Ed. in Student Affairs Degree Option—The Internship & Professional Portfolio

The internship option is intended to expose students to practical work experiences in higher education settings that go beyond the parameters of the individual's regular work duties. Additionally, instead of preparing a Master's Thesis, you will prepare a Professional Portfolio. The Professional Portfolio is intended to stimulate self-reflection and preparation for the types of professional presentation of one's skills and abilities associated with good professional practice. This Professional Portfolio also represents the body of work you have done as a student and is the culminating project upon which the faculty of the program will evaluate you for graduation.

Planning an Internship

Internships are intended to be work experiences in actual higher education settings of personal and professional interest to you. These internships can take any form that is mutually agreeable to you, your faculty advisor, and the internship site supervisor (the person chiefly responsible for overseeing your internship activities).

The best internships are those that give you access to professional environments you hope to someday work in, but otherwise would not have the credentials or background to enter. These are professional environment to which you aspire to find professional work in the future. Additionally, the best internships are those that are fundamentally distinct from your every-day work role.

The primary rules governing internships are as follows:

1. A maximum of 9 credits. If less than 9 credits, then the remaining credits must be higher education courses.
2. You must work 3 hours per week for every academic credit earned (e.g., you would work 9 hours per week for 3 academic credits)
3. Your faculty advisor, the internship site supervisor, and you are mutually responsible for designing the work you will do during the internship period
4. You may spread your internship credits across as many as three distinct internship sites, but must devote at least 3 credits to any one internship
5. The grade for any quarter's internship work will be assigned upon receipt, by your faculty advisor and the internship site supervisor, of a reflective paper that describes (in ten pages maximum) the goals of the internship and the overall outcomes of that internship work

The Professional Portfolio (REQUIRED OF STUDENTS ENTERING AUTUMN, 2005. EARLIER STUDENTS COMPLETE ONLY ITEMS 2 AND 4 BELOW)

The Professional Portfolio is intended to be a collection of documents that, by the end of the degree, represents the breadth of professional and intellectual development you have undergone during the program. Its components are largely determined in concert with your faculty advisor. However, all Professional Portfolios must include, minimally, the following:

1. The original statement of purpose written for application into the program.
2. A revised reflective statement that orients the reader toward the development you have undergone since writing that first statement of purpose, and spells out your professional goals/ambitions and your plan for achieving them.
3. Two samples of writing: one academic paper that demonstrates your theoretical analytic abilities, and one practice-oriented paper that demonstrates your ability to plan a program, accountability system, or plan for meeting any other pragmatic challenge.
4. A reflective paper (ten pages maximum) with the focus being on the goals of the internship work and the overall outcomes of that internship work.

5. A current resume or curriculum vitae.
6. Your final course of study form, signed by your advisor.

The purpose of this collection of documents is to demonstrate your overall growth during the program. This portfolio will be presented to your M.Ed. Supervisory Committee the quarter you intend to graduate and will be the basis for the questions this committee asks you during your final exit interview, which must be scheduled to occur before the end of the term the quarter you intend to graduate. More details on this exit interview are provided in the section below.

This Professional Portfolio may be organized in any fashion that is mutually agreeable to you and your faculty advisor. It may be created in hard copy, electronically, or in any other form that is mutually agreeable to you and your faculty advisor.

The Portfolio Presentation (REQUIRED OF STUDENTS ENTERING AUTUMN, 2005. EARLIER STUDENTS DEFEND ITEMS 2 AND 4 ABOVE IN A MEETING SCHEDULED WITH TWO GPHE FACULTY)

Each term, the Graduate Program in Higher Education hosts a M.Ed. Portfolio Presentation. As you reach the final academic term in your program of study, as described above, you will first be required to officially declare the Graduate School your intent to graduate (see “Application to Graduate” for important deadlines). The University of Washington Graduate School will generate an official form (called the warrant) that will be sent first to the Office of Admissions and Academic Support (Miller 206) and then to your faculty advisor. This warrant, once signed and officially filed by the Office of Admissions and Academic Support (Miller 206) will signal your official graduation.

Your faculty advisor and one other faculty member within the College of Education must sign the warrant—an action that will occur after you officially present your Portfolio during the M.Ed Portfolio Presentation.

A minimum of two weeks before your scheduled exit interview, you must submit your Professional Portfolio to your faculty committee. This Professional Portfolio represents the body of work you have done as a student and is the culminating project upon which the faculty of the program will evaluate you for graduation.

All of the GPHE faculty will be present, and the event will be open to the entire GPHE community, your friends, and any others you wish to invite. You will be given a 30-minute slot during which you will be expected to deliver a brief presentation of your portfolio and answer questions from the faculty. Upon successful completion of this requirement, the faculty will sign your official warrant, signaling your graduation. *The dates of these events will be announced at the beginning of each academic year*

The Doctoral Degree

A doctoral degree is by nature and tradition the highest certificate of membership in the academic community. As such, it is meant to indicate the presence of superior qualities of mind and intellectual interests of high attainments in a chosen field. It is not conferred merely as a certificate to a prescribed course of study and research, no matter how long or how faithfully pursued. All requirements and regulations leading to a doctoral degree are devices whereby a student may demonstrate present capacities and future promise for scholarly work.

The College awards two doctoral degrees: Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.). The Ph.D. prepares students for careers of research and teaching at the college level. Students interested in advanced professional practice directed mainly toward the application and transmission of existing knowledge usually select the Ed.D. The two degrees are equivalent in rigor but emphasize different aspects of the education profession.

Graduate School Rules & Regulations Governing All Doctoral Degrees

It is the responsibility of each doctoral student to meet the following Graduate School minimum requirements:

Appointment of Doctoral Supervisory Committee

A supervisory committee is appointed by the Dean of the Graduate School to guide and assist a graduate student working toward a doctoral degree and is expected to evaluate a student's performance throughout a program. A supervisory committee should be appointed no later than four months prior to a General Examination.

Appointment of a supervisory committee indicates that the Graduate Faculty in a student's field finds a student's background and achievement a sufficient basis for admission into a program of doctoral study and research.

Preliminary Examinations, if required, should be completed prior to a request for appointment of a supervisory committee. If Preliminary Examinations are not an academic unit's requirement, it is appropriate to request appointment of a supervisory committee during a student's first year of study (see Graduate School Memorandum No. 13, Supervisory Committees for Graduate Students).

General Examination – Admission to Candidacy for Doctoral Degree

Upon completion of 60 credits, a Request for General Examination form may be submitted to the Graduate School. This form, signed by all members of a supervisory committee, requests approval for a student to take a General Examination for admission to candidacy for a doctoral degree. This means that, in the opinion of a supervisory committee, a student's background of study and preparation is sufficient to justify the undertaking of a General Examination. The Dean of the Graduate School will approve a request only after prescribed requirements have been met. A request must be received at least three weeks prior to a proposed examination date. Written and other examinations prior to a General Examination are the responsibility of the graduate programs and do not need Graduate School approval. At least four members of a supervisory committee (including the Chair, Graduate School Representative, and one additional Graduate Faculty member) must be present at a General Examination. Registration and completion of credit as a graduate student is required the quarter an examination is taken and candidacy is conferred.

If a student's performance is judged by a supervisory committee to be satisfactory, a signed warrant certifying successful completion of a General Examination is filed in the Graduate School by the last day of the quarter (last day of exam week). If a General Examination is unsatisfactory, a supervisory committee may recommend that the Dean of the Graduate School permit up to a maximum of two additional reexaminations, after a further period of study. Any members of a supervisory committee who do not agree with the majority opinion are encouraged to submit a minority report to the Dean of the Graduate School.

Thereafter, a student is identified and designated as a candidate for the appropriate doctoral degree and is

awarded a candidate certificate. After achieving candidate status, a student ordinarily devotes his or her time primarily to the completion of research, writing of the dissertation, and preparation for the Final Examination.

A candidate certificate and the doctoral degree may not be awarded in the same quarter.

Candidate Certificate

A candidate certificate gives formal recognition for successful completion of a very significant step towards a doctoral degree. Students who have passed a General Examination and have completed all requirements for a doctoral degree, except a Final Examination and Graduate School acceptance of a dissertation, are awarded a candidate certificate. Candidacy is conferred on the last day of a quarter and the Graduation and Academic Records office issues certificates approximately 4 months after this date.

Appointment and Responsibilities of a Doctoral Reading Committee

Prior to scheduling a Final Examination, the Dean of the Graduate School is asked to designate a reading committee consisting of at least three voting members of a supervisory committee. It is the responsibility of a reading committee to (a) ensure that the dissertation is a significant contribution to knowledge and is an acceptable piece of scholarly writing; (b) determine the appropriateness of a candidate's dissertation as a basis for issuing a warrant for a Final Examination; (c) approve a candidate's dissertation and; (d) sign two original Signature Pages that are placed within a dissertation after all revisions are completed.

Final Examination -- Dissertation Defense

A Final Examination may be scheduled if: (a) a student passed a General Examination in a previous quarter (a candidate certificate and the doctoral degree may not be awarded in the same quarter); (b) a reading committee is officially established with the Graduate School and; (c) a reading committee has read an entire draft of a dissertation and voting members of a supervisory committee agree that a candidate is prepared to take a Final Examination. A Request for Final Examination form (signed by all members of a supervisory committee, including a Graduate School Representative) is presented to the Graduate School three weeks prior to a Final Examination date and, if a candidate has met all other requirements, the Graduate School issues a warrant authorizing a Final Examination. At least four members of a supervisory committee (including the Chair, Graduate School Representative, and one additional Graduate Faculty member) must be present at an examination.

If a Final Examination is satisfactory, the supervisory committee members who participate at the examination sign the warrant and return it to the Graduate School by the last day of the quarter (last day of finals week). Any members of a supervisory committee who participate at an examination but do not agree with the majority opinion are encouraged to submit a minority report to the Dean of the Graduate School. If an examination is unsatisfactory, a supervisory committee may recommend that the Dean of the Graduate School permit a second examination after a period of additional study.

After the Final Examination, the candidate has 60 days in which to submit a dissertation to the Graduate School. Registration as a graduate student is required the quarter that a Final Examination is taken AND the quarter the dissertation is submitted and the degree is conferred even if the 60-day time period has not yet expired. If the 60-day time period expires, another Final Examination may be required.

Dissertation

A candidate must present a dissertation demonstrating original and independent investigation and achievement. A dissertation should reflect not only mastery of research techniques but also ability to select an important problem for investigation and to deal with it competently. Normally a dissertation is written in the English language. However, if there are circumstances that warrant a dissertation must be written in a foreign language, approval must be received from the Dean of the Graduate School. The Graduate School publishes a manual,

Style and Policy Manual for Theses and Dissertations, which outlines format requirements. This manual should be obtained from the Graduate School and read thoroughly before a student begins writing a dissertation. A dissertation must meet all format requirements before being accepted by the Graduate School. Thesis advisors are available in the Graduate School and students are encouraged to consult with them throughout the dissertation preparation process.

Publication of Doctoral Dissertations

Part of the obligation of research is publication of the results and, in the case of doctoral research, this means microfilm publication of the dissertation and/or abstract. This is a Graduate School requirement in addition to any previous or planned publication of any or all of a dissertation, and provides worldwide distribution of the work. A candidate signs a publication agreement when a dissertation is presented to the Graduate School. Publication in microfilm does not preclude other forms of publication.

The required fees for microfilming a dissertation are paid at the Cashier's Office, 129 Schmitz (retain the receipt and present to the Graduate School when submitting a dissertation). All fees are subject to change.

Please visit the Graduate School website for more details, <http://www.grad.washington.edu/stsv/FAQ-style.htm>

College of Education-Specific Doctoral Degree Information

Doctoral Degree Course of Study Forms

The GPHE faculty has created the Course of Study forms provided on the next pages in order to assist you in planning your coursework. Each of these forms indicates the degree requirements for your program. The courses you take should fit within these requirements.

You should use the form that is appropriate for the Doctoral Degree Option you are pursuing. That form will be signed and officially filed with the College of Education's Office of Student Services at the time of your graduation.

Both of these forms are also available on-line at the following website:

<http://education.washington.edu/current/forms/index.html>

DOCTOR OF EDUCATION DEGREE (EdD) COURSE OF STUDY

College of Education

Student's Name:	Student #:	Broad area & study option:
Address:	E-mail:	Daytime phone:

Course Prefix and Number	Course Title	Credits	Grade	Qtr./Yr. Taken	Total Credits
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Educational Specialization (24 credits):

EDLPS 531	History of American Higher Education	3			
EDLPS 580	The American College and University	3			
EDLPS 590	Student Populations & Experiences in Higher Education	3			

Related fields (in and outside of Education 24-42 credits):

Leadership Training (9 credits):

EDLPS 520	Education as A Moral Endeavor	3			
EDLPS 550	Dynamics of Educational Organizations	3			
EDLPS 560	Perspectives on Policy and Policymaking in Education	3			9

Internships & field experiences (3 credits required, 9 credits maximum)*:

EDLPS 601	Internship	3			
EDLPS 601	Internship	3			
EDLPS 601	Internship	3			9

Research/Evaluation Preparation (9 credits):

					9

Dissertation (27 credits minimum, which can be distributed across more than three quarters if you choose):

EDLPS 800	Dissertation	9			
EDLPS 800	Dissertation	9			
EDLPS 800	Dissertation	9			27

TOTAL CREDITS

102

Signatures

Student	Date
Faculty Advisor	Date

*If taking less than 9 credits of internship, then the remaining credits must be taken as coursework.

DOCTOR OF PHILOSOPHY (PhD) DEGREE COURSE OF STUDY

College of Education

Student's Name:	Student #:	Broad Area:
Address:	E-mail:	Daytime Phone:

Course Prefix and Number	Course Title	Credits	Grade	Qtr./Yr. Taken	Total Credits
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Area of Specialization in Education:

EDLPS 531	History of American Higher Education	3			
EDLPS 580	The American College and University	3			
EDLPS 590	Student Populations & Experiences in Higher Education	3			

First Cognate*:

Second Cognate:

Specialization Outside of Education:

Research Preparation:

EDLPS 525	Educational Inquiry				
EDLPS 526	Educational Inquiry				

Dissertation (27 credits):

EDLPS 800	Dissertation				
EDLPS 800	Dissertation				
EDLPS 800	Dissertation				27

Grand Total Credits 90

Signatures

Student	Date
Faculty Advisor	Date

After getting signatures, student gives the original to 206 Miller, a copy to faculty advisor and keeps a copy.

*Work with your advisor to identify number of credits and courses. Different advisors treat cognates differently. Some may consider these disciplines of study, or some may consider it as broad areas of intellectual focus.

College of Education Guidelines Pertaining to the Doctor of Education (Ed.D.)

The Doctor of Education is designed to prepare students for advanced professional practice directed mainly toward the application or transmission of existing knowledge. The program of study leading to the Doctor of Education, as a professional degree, focuses on the utilization of research knowledge, rather than on the production of new research knowledge. Those who aspire to leadership positions as administrators, policy analysts, curriculum designers, or learning resource specialists, for example, would appropriately seek the Doctor of Education degree.

The program consists of:

1. A cohesive program of study in a specialty area and related fields specifically tailored to the needs and career goals of individual students;
2. Sequences of appropriate field placements including such experiences as supervisory internships, administrative practica and college teaching experiences; and
3. Coursework in research and evaluation methodologies.

Upon completion, each graduate will:

- have a broad understanding of the impact of social and cultural factors on education;
- have the ability to communicate effectively in written and oral form in a variety of settings;
- have advanced special expertise--body of knowledge and skills--which prepares the individual to assume a position of educational leadership; and
- will be able to plan, develop, conduct, interpret, and apply research for specific purposes.

The College of Education website has an excellent page devoted to the milestones through which you progress as an Ed.D. student, as well as the associated paperwork and forms you must file. The link for this webpage is:

<http://education.washington.edu/current/graduation/index.html>

The First Year of Ed.D. Study

Upon admission, a student is assigned a temporary advisor whose interests are compatible with theirs. Prior to completing 18 credits of coursework the student and advisor will select a permanent faculty advisor. Working together, the student and faculty advisor will prepare a tentative Program of Study (using the attached sheet) that will meet the goals of the student and the requirements of the Area, College and University. It is each student's responsibility to follow all procedures of the Graduate School and College of Education.

To be considered for Prospective Candidacy, a student must have completed between 12 and 24 credits of coursework, including at least one internship experience. The student should consult with the faculty advisor regarding consideration for prospective candidacy. Upon mutual agreement, the student, faculty advisor, and an additional faculty member should convene a meeting in order to consider the student's status for prospective candidacy. In preparation for that meeting, the student should prepare a written statement of their goals for the remainder of the doctoral program. The faculty will make a recommendation to the rest of the Area faculty regarding the student's status for prospective candidacy.

Area faculty will consider: 1) the report of the faculty advisor concerning the student's progress in the program, 2) the written and oral abilities demonstrated by the student, 3) the student's GPA, and 4) the student's leadership skills as demonstrated during field placement. They will make a written recommendation to the Graduate Program Coordinator (the "GPC" who, in the College of Education is also the Associate Dean for Academic Programs), concerning advancement to Prospective Candidacy.

The Area may recommend:

- 1) that the student be advanced to Prospective Candidacy and form a Supervisory Committee
- 2) that the student undertake particular supplementary activities in addition to the coursework and field experience requirements of the Ed.D. to strengthen skills in areas of weakness but nevertheless be advanced to Prospective Candidacy and form a Supervisory Committee
- 3) that the student not be advanced to Prospective Candidacy until prescribed strengthening activities are successfully completed and the student is reconsidered for advancement to Prospective Candidacy by the Area Committee, or
- 4) that the student discontinue study for the Ed.D.

The student should select a Supervisory Committee as soon as possible after notification of advancement to Prospective Candidacy, but must select a Supervisory Committee within one year of advancement.

Subsequent Years of Ed.D. Study

Formation of a Supervisory Committee

Upon advancement to Prospective Candidacy, the student should explore with the faculty advisor and likely other graduate faculty members their willingness to serve on a Supervisory Committee. Each prospective member of a Supervisory Committee will indicate willingness to serve by signing the Request for Committee Form. Once a student has identified a chairperson and appropriate people who indicate their willingness to serve, their names shall be submitted as nominees to the Office of Student Services in the College of Education.

The College of Education requires that the Supervisory Committee be composed of a minimum of four voting faculty members, a majority of whom must be from the College of Education. Seven is the maximum number of voting members. A four-person committee must have two faculty from the Area of Specialization (at least one of whom should be knowledgeable in the student's special interests within that Area), one from another Area in Education who is knowledgeable in the student's related field of study, and one from outside Education who is knowledgeable in the student's special interests. One person who is not a Graduate Faculty member may serve on the committee; this member cannot be the chair. A fifth non-voting member is appointed by the Graduate School to serve as the Graduate School Representative (GSR).

Each student's nominees will be reviewed by the Office Student Services. The most important characteristic of a Supervisory Committee is the match between its members' interests and fields of expertise and those of the student. The GPC will normally assume that a student's nominations and the members' willingness to serve means that there is a good match in interests and abilities.

The Office of Student Services will therefore pay special attention to two additional matters: 1) the number of Supervisory Committees on which the nominees currently serve, and 2) the extent of their current involvement in activities pertinent to the student's specialty. In the event the Office of Student Services concludes that a student or the faculty would be better served by the appointment of someone other than the student's nominees, the Area chairperson shall be so advised.

The Area chairperson will consult with the affected faculty and student until a mutually acceptable committee can be recommended by the GPC to the Graduate School. (The Supervisory Committee must be formally constituted at least four months prior to the General Examination. Supervisory Committee Forms are available on-line or in 206 Miller for this purpose.)

Once formed, the Supervisory Committee will meet with the student to refine a program of study and field-based activities, prepare for a General Examination, and design a dissertation. The Supervisory Committee and the student decide the format of the General Examination and the Committee prepares and evaluates the exam. The Supervisory Committee provides annual written feedback to the student and the Graduate Program

Coordinator (GPC) about the student's progress and it serves as a resource group for the design and conduct of a dissertation. Between Supervisory Committee meetings, it will be the Chairperson's responsibility to serve as the student's advisor.

The Supervisory Committee may recommend against continuation in the program if a student's progress toward the degree is unsatisfactory. This may include but is not limited to: an excessive number of course withdrawals or incompletes, an average grade point of less than 3.0, unsatisfactory performance in field placements, or unsatisfactory performance on the General Examination.

Coursework and Internships

The minimal pattern of study for Ed.D. students appears in the next section. Each area may have additional requirements but all Ed.D. candidates should:

- Have in-depth knowledge of a specialty within Education,
- Have a broad knowledge of Education in general,
- Be knowledgeable about research/evaluation methodologies,
- Have in-depth knowledge of an additional field consistent with the student's special interests either within or outside of Education.

Knowledge and competencies will be demonstrated through a series of field experiences and internships in such activities as college teaching, supervision of undergraduate level practicum students, administration, research, program evaluation, and materials development and evaluation.

General Ed.D. Plan of Study

Individual Areas may have additional requirements

1. Educational Specialization: 24 minimum credits

- Courses in one specialty within the area of specialization designed to provide student with knowledge of the field: 9 credits
- Courses in the general Area or in the student's special interests within the Area of Specialization other than those selected to fulfill the 9 credits above: 15 credits

2. Related Field(s): 24 minimum credits

- Courses selected from within Education: 12 credits
- Courses selected from outside of Education which complement the student's educational specialization: 12 credits

3. Research/Evaluation Preparation: 9 minimum credits

- Courses selected to enhance a student's ability to conduct field-based research/evaluation studies: 9 credits

4. Leadership training: 9 minimum credits

- EDLPS 520: Education as a Moral Endeavor
- EDLPS 550: The Dynamics of Educational Organizations
- EDLPS 560: Perspectives on Policy and Policy Making in Education

5. Supervised Internships and Field Experiences: 3 minimum credits, 9 credits maximum

- These credits constitute a sequence of internship and field experiences to begin after completing 18 credits (one internship/field experience must be completed prior to advancement to Prospective Candidacy). The internships and field experiences will be designed to provide the student with the

experiential bases to complement the course work in Education and the related field(s), and to conduct field-based research and evaluation studies. Additionally, individual academic plans may be developed that allows for less than 9 credits of internship. This decision is based on previous experience in the field and requires approval by faculty advisor. If less than 9 credits, then the remaining credits must be taken as coursework.

6. Dissertation: 27 minimum credits

Total Credits for the Ed.D. Degree: 102 minimum credits

General Examinations (Written Exam and Oral Exam)

When the student and Supervisory Committee agree that the student is prepared and all program requirements have been completed satisfactorily (or will be completed prior to the end of the quarter in which exams are scheduled), the student will sign up using the Written Exam Request Form for the written portion of the General Examination. Sign up must take place during the first week of the quarter in which General Examinations are requested, in the Office of Graduate Studies & Research in the College of Education. The Committee will prepare the written portion of the General Examination. The written portion of the General Examination will be a minimum of 8 hours. The Supervisory Committee will determine time allowed for each question. The Supervisory Committee will also make the decision as to whether a student may take the Oral portion of the General Examination. The original copy of the written General Examination shall be submitted to the Graduate Program Coordinator.

Unsatisfactory performance on the written General Examination is the occasion for the Supervisory Committee to reevaluate the student's progress and to submit a written recommendation to the Office of Student Services. The Supervisory Committee could recommend deferral of the Orals until the student has had an opportunity to engage in specifically recommended preparatory activities. The Supervisory Committee may recommend additional preparation and a retake of the portions of the Written Exam that were unsatisfactory.

Their recommendations will depend upon the degree to which the student failed the written exam. In all cases retakes of the written portion(s) of the General Examination will occur not less than one quarter and not more than 1 year (12 months) after the original examination date. A maximum of two additional reexaminations is possible. If the student does not retake the examination within one year, the Office of Student Services will recommend to the Dean of the Graduate School that the student discontinue study for the Ed.D.

Upon satisfactory completion of the written portion of the General Examination, the Supervisory Committee and the student will schedule the Oral portion of the General. The date, time, and location of the General Oral Examination shall be submitted at least three weeks prior to the examination on a form available in 206 Miller. During the Oral, the content of the questions need not be restricted to questions on the written exam. Any member of the Graduate Faculty may attend and ask questions. Majority vote of the Supervisory Committee shall determine whether the student passes the exam and proceeds to the dissertation stage.

Dissertation Proposal

Within one calendar year of successfully completing the Oral portion of the General Examination, the student shall submit a dissertation proposal for approval by the Supervisory Committee. Students should submit copies of their proposals to Supervisory Committee members at least two weeks prior to the Supervisory Committee meeting at which the proposal will be considered. The purpose of the proposal is for the student to receive constructive criticism from the Supervisory Committee prior to the execution of the dissertation research. To ensure that each student has received and made appropriate allowances for all criticisms, the Supervisory Committee shall approve the final written dissertation proposal. Approval will be indicated by submitting to the GPC a copy of the proposal, including an abstract and a tentative timeline for completion, which has been

signed by every member of the Supervisory Committee. (It is the student's responsibility to advise all Supervisory Committee members about any changes in the proposal.)

Approval does not guarantee that the Supervisory Committee will approve the scheduling of the Final Oral Examination, but it does guarantee that the Committee may not later disapprove the dissertation on the grounds that the problem and design were poorly conceived. The scheduling of the Final Examination will be predicated upon the quality of the execution, analysis, and writing of the dissertation.

Human Subjects Applications

Remember that prior to working on any research (such as a dissertation), you will need to file a Human Subjects Application with the Human Subjects Division of the UW. You should consult with your faculty advisor on whether your research warrants filing the application. More information can be found at the following web site: <https://www.washington.edu/research/hsd/>

The Dissertation

The Ed.D. dissertation is designed to demonstrate the student's knowledge and skills. This synthesis may be demonstrated by rigorous study of an educational problem such as curriculum evaluation, development and evaluation of administrative models, development and field-testing of a diagnostic tool or curricular material, or development and evaluation of in-service, teacher training models. It may also take the traditional form of a research study. Throughout the dissertation period a student is advised to maintain close contact with Supervisory Committee members. It is the student's responsibility to see that the dissertation meets current Graduate School requirements. Students may obtain a free copy of the Style & Policy Manual for Theses and Dissertation from the Graduate School, G-1 Communications Building. A minimum of 27 dissertation credits is required.

Reading Committee and Final Examination

Consisting of the chair and two members from the Supervisory Committee, the Reading Committee is formally designated by the student and approved by the Graduate School at least one quarter before the Final Examination. The Reading Committee will review your dissertation in detail and make a recommendation to the Supervisory Committee about your readiness to schedule the Final Examination. The examination will cover the dissertation and related topics. The student and the Chairperson of the Supervisory Committee will also schedule the Final Oral Exam. The Final Oral Examination is scheduled through the College of Education's Office of Student Services after you submit your dissertation to the Supervisory Committee. The date, time, and location of the Final Oral Examination shall be submitted to the Office of Student Services at least three weeks prior to the examination on a form available in 206 Miller. While the Supervisory Committee alone votes on the acceptability of the student's Final Orals, any member of the Graduate Faculty may participate during the Examination.

Timeline for Completing the Ed.D.

	Maximum Allowable Time
Advance to Prospective Candidacy	Two years from matriculation
Formation of the Supervisory Committee	One year from advancement (the Graduate School requires the Supervisory Committee to be formally constituted at least 4 months before the General Oral Examination)
Pass General Written Examination	Five years from matriculation
Pass General Oral Examination	Six months after passing General Written Examination
Approved dissertation proposal filed in Office of Admissions & Academic Support	One year after passing General Oral--timeline for passing Final Examination is part of approved proposal
Pass Final Examination (Dissertation defense)	Within a 10-year period of first course credits being applied to degree (A single one-year extension beyond the ten-year time limit is possible; it requires Supervisory Committee recommendation and approval by the GPC)

College of Education Guidelines Pertaining to the Doctor of Philosophy (Ph.D.)

The Doctor of Philosophy program in the College of Education prepares students for careers of research or scholarly inquiry and teaching at the college level. The program consists of: (1) continuous research or inquiry, (2) courses in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an advisor and a supervisory faculty committee to select courses, topics of research and inquiry, and teaching experiences. These three areas will combine to: (1) convey deep scholarly knowledge of education and a specialty outside of education, (2) promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods, (3) impart broad knowledge of theory and practice in two supportive cognates, and (4) promote excellence as a college teacher.

Successful Ph.D. candidates have high aptitude for research and inquiry and express career interest in general topics into which the faculty of the College are actively inquiring and researching. The assumption is that the most effective training for the Ph.D. stems from collaborative research and inquiry into topics of mutual interest by an able student and faculty scholars and researchers. The major portion of the program consists of the individual student and selected faculty member(s) jointly researching and inquiring.

Progression through the Ph.D. Program

Post-Master's Status

Upon admission to the Ph.D. Program, you are designated Post-Master, meaning you have completed a master's degree or its equivalent and have a first year advisor, but do not yet have a doctoral Supervisory Committee. The goal of the Post-Master's phase is to arrange research/inquiry experiences and course work that will qualify you for Prospective Candidacy. You are assigned a first year advisor whose research and scholarly activities are in your field of intended specialization. During the first year of study, s/he will be the central figure to help plan your academic life.

Working together, you will: 1) identify a research topic and secure ways and means for participating in your selected project, (2) select first year courses, and (3) prepare papers for presentation to your area for consideration for advancement to Prospective Candidacy.

You may be considered for advancement to Prospective Candidacy after completing 24 credits of study, including the Educational Inquiry Seminar Series (EDLPS 525 & EDLPS 526), and a minimum of 9 credits within your field(s) of study. Your area may require additional coursework and your advisor will inform you of any additional requirements early in your first quarter of study.

When the student has met the minimum requirements, the student should consult with the faculty advisor regarding consideration for prospective candidacy. Upon mutual agreement, the student, faculty advisor, and an additional faculty member should convene a meeting in order to consider the student's status for prospective candidacy. In preparation for that meeting, the student should prepare a written statement of their goals for the remainder of the doctoral program. The faculty will make a recommendation to the rest of the Area faculty regarding the student's status for prospective candidacy.

Area faculty will consider: 1) the report of the faculty advisor concerning the student's progress in the program, 2) the written and oral abilities demonstrated by the student, 3) the student's GPA, and 4) the student's leadership skills as demonstrated during field placement. They will make a written recommendation to the Graduate Program Coordinator (the "GPC" who, in the College of Education is also the Associate Dean for Academic Programs), concerning advancement to Prospective Candidacy.

The Area may recommend:

- 1) that the student be advanced to Prospective Candidacy and form a Supervisory Committee
- 2) that the student undertake particular supplementary activities in addition to the coursework and field experience requirements of the Ph.D. to strengthen skills in areas of weakness but nevertheless be advanced to Prospective Candidacy and form a Supervisory Committee
- 3) that the student not be advanced to Prospective Candidacy until prescribed strengthening activities are successfully completed and the student is reconsidered for advancement to Prospective Candidacy by the Area Committee, or
- 4) that the student discontinue study for the Ph.D.

The student should select a Supervisory Committee as soon as possible after notification of advancement to Prospective Candidacy, but must select a Supervisory Committee within one year of advancement.

Prospective Candidacy Status

This phase of your doctoral program consists of research activities and course work that lead to General Examinations and advancement to Candidacy. You will form a Supervisory Committee, which will help you design a research project for your Research and Inquiry presentation(s), plan your course of study, complete your course work, and prepare for written and oral General Examinations. A brief overview of each of these activities is included below.

Forming a Supervisory Committee

Once advanced to Prospective Candidate, your first task is the formation of a Supervisory Committee. In concert with your advisor, you should explore with members of the graduate faculty their willingness to serve on your Supervisory Committee. Each member of a Supervisory Committee will devote substantial time to working with the Ph.D. student and each should formally indicate willingness to serve. The Chairperson of the Supervisory Committee, who must be a graduate faculty member from the College of Education, should express a willingness and availability to supervise a dissertation, since this is normally the most time-consuming responsibility. Use the Supervisory Committee Form to officially declare your committee.

The Supervisory Committee will be formed in accordance with Graduate School Memorandum #13 and according to the following principles: (1) A minimum of four voting faculty (at least three with graduate faculty appointments) must represent, respectively, the student's (a) specialization within their Broad Area of study, (b) first cognate, (c) second cognate, and (d) specialization outside of the College of Education; (2) No more than two voting faculty from the student's Broad Area may be on the Committee; and (3) An additional graduate faculty member, the Graduate School Representative (GSR), will be appointed by the Graduate School as a non-voting member of the Committee.

Once you have identified appropriate graduate faculty who are willing to serve, their names should be submitted to the Graduate Program Coordinator on the form available in the College of Education's Office of Student Services or on the College of Education website. You should form a Supervisory Committee as soon after your advancement to Prospective Candidacy as feasible; it must be accomplished within the calendar year following your advancement, no later than one quarter prior to the R&I presentation, and no later than four months prior to the General Examination.

Your next task is to meet with the Supervisory Committee to plan a course of study in preparation for a General Examination and to develop a research program for your Research and Inquiry presentation. Between Supervisory Committee meetings, it will be the Chairperson's responsibility to serve as your advisor.

Course of Study

The course of study consists of six academic areas and the dissertation. The Ph.D. is specialized and highly individualized. Especially in a broad field like education, it is impossible to specify a single group of courses that should be taken by all Ph.D. students. Although the department has a limited number of required courses for the Ph.D., it does require that students demonstrate in-depth knowledge of education and selected related fields. For most students, this means studying in a broad area, a specialization within that area, two cognates and a specialization outside of the department.

An important long-range goal of course selection is to prepare students for the General Examination. The student and the Supervisory Committee need to select the most appropriate courses to be taken. Graded courses should be taken during the first year in order to provide the Area with sufficient evidence of your aptitude for continued graduate study and to fulfill the Graduate School's minimum of 18 graded credits requirement.

The plan you develop should be viewed as a working document that is designed to help develop skills and competencies in each of several areas that make up Ph.D. study. You can expect to make changes in your plan as you progress through the program. Supervisory Committee members representing your fields of study will help you select specific courses and experiences that will meet your individual goals and satisfy the requirements of the Ph.D. As you approach General Examinations, you will finalize the Course of Study and have it approved by your committee. Each of the academic areas for the course of study is defined below. These definitions help you understand what these fields mean in the course of study form presented earlier.

Broad Area: The broad area is selected from one of four Areas within the College of Education (Curriculum & Instruction; Educational Psychology; Leadership & Policy Studies; and Special Education). You will acquire expertise in the broad area that encompasses your specialty. The chair of your Supervisory Committee defines the breadth and depth of your preparation.

Specialization within the broad area: The intellectual content of the broad area will relate directly to your research. The specialty is a more concentrated body of knowledge and experiences that focus on one or more content areas within your broad area.

Specialization outside the College of Education: This is defined as the intellectual content of an area of study within a department outside the College of Education. The specialization outside the College will normally be in a single department (e.g., History). In exceptional cases, it may be a series of courses from different departments containing a common thread (e.g., Ethnic Studies, which may draw upon courses based in several departments). The faculty representative from that specialization serving on your Supervisory Committee normally defines the breadth and depth of the specialization outside the College.

Supportive cognates: Two supportive cognates are required. A cognate is defined as an area of study. The

graduate faculty member selected to represent the cognate area defines the breadth and depth of each cognate. Cognates can be drawn from other broad areas within the College or from other departments within the University other than the one chosen as the outside specialization. The range of credits for your supportive cognate will vary depending on your academic background and will be negotiated with your supervisory committee. One cognate may be developed within your Broad area if it is in a field substantially different from your specialization within your Broad area. When the cognates are outside of the College of Education, they must be from different departments. An example of how these might come together for a hypothetical individual:

- Broad area: Curriculum & Instruction
- Specialization within area: Language Arts
- Specialization outside Education: English
- Cognates: 1 - Organization & Policy Studies; 2 - Multicultural Education

Research preparation: A number of useful methods exist for inquiry into educational problems and issues. You will need to develop a broad appreciation for the diversity of options available. Initial preparation consists of studying the fundamental differences and similarities among various approaches to inquiry in education through the required Educational Inquiry Seminar Series (EDLPS 525 and 526; see the General Catalog for course details). Please note that these courses are sequential; EDLPS 525 is the prerequisite for EDLPS 526. You should complete this sequence as early in the program as possible, preferably in your first year.

Additionally, you will be required to complete a minimum of four additional 500-level courses (combined total no less than 12 credits) relating to methods of educational inquiry; in these four courses you must earn a grade of at least 3.0 (or written verification that you would have received a 3.0 in those courses that are offered C/NC). You are strongly encouraged to select coursework representing at least two broad approaches to inquiry (quantitative, qualitative, philosophical, historical, etc.) offered both inside and outside the College of Education. The final selection of appropriate courses will be made with the advice and consent of your advisor. The required Inquiry series must be completed prior to your advancement to Prospective Candidacy; two of the four additional research courses must be completed prior to your Research & Inquiry Presentation.

Research/Inquiry Requirement

Research preparation is the foundation of the Ph.D. program, as research will play a paramount role in your professional career. Once you have formed a Supervisory Committee and have developed your course of study, you will need to begin planning for a Research and Inquiry Presentation.

Training to be an effective researcher requires concentrated focus on learning the various methods of inquiry and practice, and to employ these methods in various research projects while pursuing your degree. You will begin research activities during the first year of your program, and will continue to develop your skills by conducting various research projects, culminating with your dissertation. A major product of your research preparation effort is the Research and Inquiry (R&I) Presentation.

The purposes of R&I are to:

1. immerse you in issues of content and method directly pertinent to your specialization;
2. provide practical experience in the use of methods and the application of content learned in coursework;
3. convey those aspects of substance and method that characterize the topic studied but that are not taught in general method or content courses; and
4. afford an opportunity to present research to a professional audience and for the audience to learn about your research. In other words, R&I is the opportunity to begin integrating knowledge pertinent to your specialty.

The design, implementation, and presentation of your research shall take place under the supervision of your

Supervisory Committee. A thoroughly developed research project must be presented prior to taking the General Examination. Successful completion of at least one research presentation will be a required part of your preparation for advancement to Candidacy; your Supervisory Committee may require additional research presentations. All members of the Faculty are invited to attend the presentations. In addition, graduate students are also welcome to attend as non-participating observers.

Your plan of research and inquiry should hold substantial promise of contributing to preparation for a dissertation, and at its inception should have a good chance of being reportable at a professional meeting or being publishable in a juried journal. At each meeting, members of your Supervisory Committee will reassess the extent to which your research and inquiry activities are contributing to your stated goals, and provide advice in accordance with their assessment. Between committee meetings, the Chairperson will assume primary responsibility for advising and assisting in your research and inquiry preparation.

General Examinations

When you and your Supervisory Committee concur that you are prepared, and you have completed all course requirements except the dissertation, there will be a Written and Oral General Examination covering all major portions of your program. Your Course of Study and research activities will be evaluated through written and oral examinations conducted by your committee. You should meet with them to discuss the content, scheduling, and format of your examinations. Your chairperson will then forward your examination plan to the College of Education's Office of Student Services.

A General Examination checklist outlining procedures for scheduling examinations is available in 206 Miller and on the College website. The Committee Chair must send a memo to the Office of Student Services briefly describing the proposed structure of the examination, the dates it will be given, and how it will be monitored.

The General Examination is given in two parts. The first part is written and examines content area in your broad area, specialty areas, and cognates. Upon satisfactory completion of the written portion of the General Examination, the oral portion may be scheduled. During the oral examination, members of the Graduate Faculty may ask any questions they choose. By majority vote, the Supervisory Committee will rule whether you pass the Oral Examination.

Candidacy

After successfully completing the General Examinations, you enter the Candidacy stage of your program. The main tasks of this phase include preparing a dissertation proposal; completing dissertation research and writing the dissertation; and conducting your final defense.

Dissertation Proposal

Upon successful completion of the oral portion of the General Examination, you and your Supervisory Committee will shift attention to the dissertation proposal. The purpose of the dissertation proposal is to provide you with constructive criticism from the entire Supervisory Committee prior to the execution of your dissertation research. The Supervisory Committee members should approve the written dissertation proposal unanimously; submitting to the Office of Student Services a copy of the proposal signed by each member will indicate the approval. Approval does not guarantee that the Supervisory Committee will approve the dissertation at the Final Oral Examination, but it does guarantee that the Committee may not later disapprove the dissertation on the grounds that the research was poorly conceived. The approved proposal becomes the working paper for conducting your dissertation research.

Human Subjects Applications

Remember that prior to working on any research (such as a dissertation), you will need to file a Human Subjects Application with the Human Subjects Division of the UW. You should consult with your faculty advisor on

whether your research warrants filing the application. More information can be found at the following web site: <https://www.washington.edu/research/hsd/>

Dissertation

The culminating activity of your Ph.D. will be the dissertation. You will conduct an original research project that demonstrates your ability to apply content knowledge and research skills to a specific question. The results of this effort should be an extension of the knowledge base in your specialty area. A total of 27 dissertation credits is required. Although you may need to register for more than this amount, 27 is the maximum that may be applied to total program requirements.

Dissertation Reading Committee and Final Examination

The three-person Reading Committee will be selected from among your Supervisory Committee members, and will include the Chair. It is advisable to include a member who is knowledgeable in the research methodology that was used. The Reading Committee will review your dissertation in detail and make a recommendation to the Supervisory Committee about your readiness to schedule the Final Examination. The examination will cover the dissertation and related topics, and it may cover other areas deemed appropriate by the Supervisory Committee. The student and the Chairperson of the Supervisory Committee will also schedule the Final Oral Exam. The Final Oral Examination is scheduled through the College of Education's Office of Student Services after you submit your dissertation to the Supervisory Committee. The date, time, and location of the Final Oral Examination shall be submitted to the Office of Student Services at least three weeks prior to the examination on a form available in 206 Miller. While the Supervisory Committee alone votes on the acceptability of the student's dissertation and Final Orals, any member of the Graduate Faculty may participate during the Examination.

Residency

The residence requirement for the Ph.D. is 90 credits, 60 of which must be earned at the University of Washington. A full-time quarter is defined for residence purposes as the completion of at least 10 quarter credits in courses applicable to the degree and meeting the Graduate School requirements.

Student Progress

The table below shows the major events for each phase of your program and the minimum outcomes and products accomplished. It can be used as a summary of the requirements of the Ph.D. program. If you have questions about any of the events and/or outcomes, please contact your advisor or the Office of Admissions & Academic Support.

The College of Education website has an excellent page devoted to the milestones through which you progress as a Ph.D. student, as well as the associate paperwork and forms you must file. The link for this webpage is:

<http://education.washington.edu/current/graduation/index.html>

Timeline for Completing the Ph.D.

In planning your program, keep in mind that all requirements for the Ph.D. must be completed within a 10-year time limit and in accordance with the following timeline:

	Maximum Allowable Time
Advance to Prospective Candidacy	Two years from matriculation (admission to doctoral program)
Form Supervisory Committee	One year after advancement to Prospective Candidacy (Graduate School requires the Supervisory Committee be formally constituted at least 4 months before the General Oral Examination)

Pass General Written Examination	Five years from matriculation
Pass General Oral Examination	6 months after passing the Written Oral Exam
Approved dissertation proposal on file in the Office of Admissions & Academic Support	1 year after passing the General Oral Examination--timeline for passing Final Examination required as part of approved proposal
Pass Final Examination (Dissertation defense)	Within a 10-year period of first course credits being applied to degree (A single one-year extension beyond the ten-year time limit is possible; it requires Supervisory Committee recommendation and approval by the GPC)

Appendix A: Online Links to Information and Forms

Global Information on the Web about my Academic Program

This guide helps you navigate the academic procedures from admission to graduation. Detailed information is also located on the web from EDLPS, the College of Education, Graduate School, and University of Washington.

Academic Information for Current COE Students:

<http://education.washington.edu/current/>

Educational Leadership and Policy Studies

<http://education.washington.edu/areas/edlps/>

The College of Education Home Page:

<http://education.washington.edu>

The Graduate School Home Page:

<http://www.grad.washington.edu/>

Forms

All of the necessary College of Education forms are available online:

<http://education.washington.edu/current/forms/index.html>. Students will also need to file the necessary forms with the Graduate School. For M.Ed. students, you will need to file a formal master's degree request with the Graduate School. The relevant forms for the M.Ed. include:

Course of Study Forms

The Course of Study forms (shown earlier in this handbook) indicate the degree requirements for your program. The courses you take should fit within these requirements. This form requires your faculty advisor's signature. Prior to submitting the approved form, you must clear up any 'X' or 'I' grades (for more information on Grading, see the College of Education Graduate Student Manual, published by the College of Education's Office of Student Services). M.Ed. students, you will submit the final copy (signed) with the Degree Completion form.

Educational Leadership and Policy Studies – Higher Education

<http://education.washington.edu/current/forms/index.html>

Coursework Petition Form

This form should be used when petitioning for a requirement waiver, for graduate non-matriculated credits, or any program- and curricular- related matters. The form requires signatures from your Faculty Advisor and the Area Chair. It requires the approval of the Graduate Program Coordinator (within the College of Education's Office of Student Services). Several forms can be submitted for various reasons. A Coursework Petition Form may be submitted at any time prior to the approval and signing of your Course of Study form.

<http://education.washington.edu/current/forms/index.html>

Proposal for Thesis or Dissertation (M.Ed. Thesis option only)

You will use this form, which requires the signatures of your Faculty Advisor (MEd Thesis option), to obtain approval for your thesis topic.

<http://education.washington.edu/current/forms/index.html>

Human Subjects Application Forms and Information

Prior to working on research (such as a thesis), you will need to file a Human Subjects Application with the Human Subjects Division of the UW. You should consult with your faculty advisor on whether your research warrants filing the application.

<https://www.washington.edu/research/hsd/>

Degree Completion Form (M.Ed.)

The Degree Completion form should be completed at the end of your studies. This form requires your faculty advisor's signature and should be submitted with a completed and signed copy of your Course of Study. At this time, you should also file for your degree with the Graduate School (see Master's Degree Request Form, below).

<http://education.washington.edu/current/forms/index.html>

Master's Degree Request Form (M.Ed.)

The Master's Degree Request form is submitted on-line through the Graduate School. You should watch for filing deadlines for the quarter in which you intend to graduate. The filing of this form generates a degree warrant from the Graduate School, which is sent to the College of Education's Office of Student Services. Staff members in this office forward this warrant to the department and faculty advisor. Your Faculty Advisor will bring this warrant to your exam. At the satisfactory completion of the exam, your Faculty Advisor signs the form and submits it to the College of Education's Office of Student Services, who then forwards the original to the Graduate School.

<http://www.grad.washington.edu/stsv/mastapp.htm>

Internship and Independent Study Enrollment Forms

Internship and independent studies credits require prior approval by your faculty advisor before you can enroll for the course credits. In order to enroll in an independent study or for internship credits, you must complete the appropriate proposal form, have your faculty advisor sign it, and then file the form with the EDLPS Area Administrative Assistant, who can give you an add code for the course. The online link for these forms is:

<http://education.washington.edu/current/forms/index.html>

College of Education's Office of Student Services

For information on admissions, enrollment, forms, and other administrative matters, please contact the College of Education's Office of Student Services at edinfo@u.washington.edu or 206-543-7834.

EDLPS Area Chair, Administrator, TA

For information on the program, courses, and other program- or curriculum-related matters, contact your Faculty Advisor (e-mail or phone), the EDLPS Area Chair (e-mail or phone), the EDLPS Area Administrator, or EDLPS TA at edlps@u.washington.edu or 206-543-4014.

EDLPS Area Faculty

For information on the EDLPS faculty and their contact information, see <http://education.washington.edu/faculty/>. Click on an individual's name for their contact information.

EDLPS Higher Education Program

For information pertaining to the Higher Education program, you may also contact the HE Program GSA at

highered@u.washington.edu.

UW Graduate School

For information pertaining to the fellowships and assistantships and graduate school-related information, please contact the Graduate School at 206-543-5900, or visit their website at <http://www.grad.washington.edu/>

Staying Connected

Students have several options on how to stay connected to the College of Education and to their fellow students, staff, and faculty. E-mail list groups are one option.

Educational Leadership and Policy Studies

Subscribers to this list group include all EDLPS students and faculty. Michael Lindsay, the EDLPS Area Administrator and the EDLPS Area TA moderate the list group. Subscribers may post a message to the list group but the list administrators reserve the right to reject or accept the posting of the message.

edlps_students@u.washington.edu

Educational Leadership and Policy Studies - Higher Education

This is an un-moderated list group for higher education graduate students (current and former) and higher education faculty (COE-UW), as well as for other students and faculty interested in higher education and related issues. Any subscriber can post e-mail messages to this list, such as position announcements, conferences, course info, call for proposals, discussions, etc. The Higher Education GSA are the list administrators.

hegs@u.washington.edu

Both of these EDLPS area list groups are on the Mailman list management software. For information on subscribing/unsubscribing contact the list administrators or see:

<http://www.washington.edu/computing/mailman/subscribers/>

Appendix B: Course Listings in EDLPS

The following is a list of current EDLPS course titles categorized by rubric/program. For general course descriptions, please refer to the UW Course Catalog.

<http://www.washington.edu/students/crscat/edlp.html>

SPECIAL TOPICS

EDLPS 598 (Special Topics) variable credits, Example Topics:

College Student Development
Equity, Reform, and Policy
Introduction to Secondary Data Analysis
Advanced Secondary Data Analysis
Alternative Models of Higher Education
Assessment and Evaluation in Higher Education
Women in Higher Education
US Graduate Education