



DEPARTMENT OF TEACHING AND LEARNING

DOCTORAL DEGREE PROGRAMS

HANDBOOK

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Overview and Introduction

Congratulations on your admission to the doctoral degree programs in the Department of Teaching and Learning at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Studies in the College of Education. You can also visit our website (<http://education.wsu.edu/graduate/>) for additional information.

The forms discussed in this handbook are available from the College of Education Office of Graduate Studies and the Graduate School website: <http://gradschool.wsu.edu/current-students/formsfordegree.html>. Some of the forms contained in the appendices of this document have been reformatted to fit this handbook and, therefore, should not be copied for official use.

Degree Requirements

The Department of Teaching and Learning offers two doctoral degrees: the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.). The Ph.D. emphasizes research that makes a significant contribution to knowledge in the field of education. It is designed to prepare individuals for research and scholarship positions at major universities and other research institutions. The Ed.D. is intended for those pursuing educational leadership positions in university and K-12 school settings. The Ed.D. program is grounded in theoretical knowledge and emphasizes the application of research to educational settings.

Both the Ph.D. and Ed.D. require at least 72 credit hours of study. The Ph.D. has specializations in Language and Literacy Education, Mathematics Education, and Cultural Studies and Social Thought in Education. The Ed.D. has specializations in Curriculum and Instruction and Special Education. The Ph.D. and Ed.D. programs consist of graded and non-graded coursework. The Ph.D. program must include a minimum of 34 semester hours of graded credit beyond the bachelor's degree, while the Ed.D. program requires at least 42 semester hours of graded credit beyond the bachelor's degree. The Ph.D. and Ed.D. programs require a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (T&L 800). See Appendices A and B for the course work requirements for the Ph.D. and Ed.D., respectively.

Mandatory Research Training

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

Steps for Completing the Doctoral Degree

The following table, adapted from the Graduate School website, provides an overview of the process for completing the doctoral degree. Because the Graduate School updates the table each year to include specific deadline dates, the days and years in the following table have been replaced by letters. The table is followed by a detailed description of some of the procedures listed in the table.

Procedure	Under the Direction of	Date	
Obtaining an Advisor	Check with chair of major department/program	As soon as possible after admission to Graduate School	
Submission/Approval of program of study	Advisor & chair of major department/program/Associate Dean of the Graduate School	03-aa-200x	Summer 200x
		06-aa-2000x	Fall 200x
	An email confirming approval is sent to the major department & student	10-aa-200x	Spring 200y
		03-aa-200y	Summer 200y
Scheduling of preliminary examination ^a	Chair of the major and minor departments and Associate Dean of the Graduate School	After approval of program of study and completion of a substantial portion of the program	
Preliminary examination	Graduate Faculty of major and minor departments and Representative of the Graduate Studies Committee	At least four months prior to final oral examination	
Application for degree ^b	Associate Dean of the Graduate School	03-aa-200x	Spring 200x
		06-aa-200x	Summer 200x
		10-aa-200x	Fall 200x
		03-aa-200y	Spring 200y
Payment of Graduation fee (\$50.00)	Controller (Cashier's Office, French Administration Building) Keep Receipt	Before date of final examination	
Payment of microfilming fee (\$75.00)	Controller (Cashier's Office) Keep receipt	Before date of final examination	
Scheduling of final examination and ballot meeting ^c	Associate Dean of the Graduate School	04-aa-200x	Spring 200x
		07-aa-200x	Summer 200x
		11-aa-200x	Fall 200x
		04-aa-200y	Spring 200y
Final Oral Examination	Doctoral Committee, Graduate Faculty, Representative of the Graduate Studies Committee, Chair of Major Department, Associate Dean of the Graduate School	04-aa-200x	Spring 200x
		07-aa-200x	Summer 200x
		12-aa-200x	Fall 200x
		04-aa-200y	Spring 200y
Final Acceptance of archival manuscript and one copy of approved thesis ^d	Graduate School	05-aa-200x	Spring 200x
		07-aa-200x	Summer 200x
		12-aa-200x	Fall 200x
		05-aa-200y	Spring 200y

NOTE:

^a Submit completed scheduling form with approved examination date, hour and place to the Graduate School at least 10 working days prior to examination date.

^b It is strongly advised that the application for degree be submitted **at least one semester before the final oral examination** is scheduled so that students can be notified of graduate requirements (to-do lists) before enrolling for their last semester. New degree application is required if final oral is not taken during current semester of application.

^c Submit completed scheduling form (including approved examination date, hour and place) and a copy of the thesis to the Graduate School Office at least 10 working days prior to examination date. It is required that a copy of the dissertation be cleared by the Graduate School for compliance of format at the time of scheduling the final examination. A copy of the dissertation must be available for public inspection at least 5 working days prior to the final examination in the department office location designated by the department. The student must provide a copy of the dissertation to each member of the doctoral committee and to the Representative of the Graduate Studies Committee at least 10 working days before the committee members are asked to sign the scheduling form.

^d It should be turned in within five working days of successful completion of final oral examination and before final date designated.

^e May graduates who plan to attend commencement must have all degree requirements complete. Dissertations are due in the Graduate School by **May xx, 200x**.

Assignment of a Temporary Advisor

Your admission letter from the Department indicates the faculty member who will serve as your temporary advisor. This advisor is a faculty member with expertise in the area of interest you indicated in your admission materials. The temporary advisor will assist you with the initial selection of course work and other program requirements. You should contact your advisor prior to enrolling in classes. The temporary advisor serves until you select a permanent advisor who will chair your doctoral committee. While you may decide to ask your temporary advisor to chair your doctoral committee; you are also free to ask another faculty member in your program.

Selection of a Permanent Advisor/Committee Chair and Doctoral Committee

You are encouraged to select a permanent advisor/committee chair as soon as possible after your first semester of study. By this time, you should know several faculty members and their areas of specialization. The permanent advisor/doctoral committee chair must have a doctoral degree and be qualified, according to College of Education guidelines, to chair doctoral committees. The individual should have expertise in the area that will be the focus of your study. This will be reflected in the faculty member's record of research and publication, teaching, and professional service. If you need assistance in selecting a permanent advisor/committee chair, refer to the T&L Faculty Areas of Expertise document available in the Office of Graduate Studies and at the department website (<http://education.wsu.edu/tl/faculty/>), or consult with the department chair, a faculty member you know, or the staff in the College of Education Office of Graduate Studies. The chair of your committee must be a member of the specialization you intend to pursue.

Your permanent advisor/committee chair will help you develop and file your Program for Doctoral Degree and identify other faculty members to serve on your doctoral committee. The doctoral committee must consist of at least two members, in addition to the committee chair, who hold a doctoral degree and are qualified, according to College of Education guidelines, to serve on doctoral committees. At least two of the three committee members must be from the Department of Teaching and Learning. All three committee members should have expertise related to your program of study. One person who does not meet the College of Education criteria for serving on doctoral committees may be appointed to the committee as a fourth member. If your program of study includes a supporting cognate area, the committee must include a faculty member from the cognate area. The supporting cognate area may be from the College of Education or another college.

When selecting committee members, take into account whether each committee member

- has a Ph.D. or Ed.D.
- has previous experience on dissertation committees
- meets College of Education criteria for serving on doctoral committees
- is available for the duration of the dissertation (e.g., are there sabbatical or retirement plans?)
- has expertise related to the topic of research
- has expertise in the research methodology
- is accessible for meetings with you and other committee members
- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

Submission of the Program of Study

The Program of Study lists your committee chair and other committee members and the courses that comprise your doctoral program. Your permanent advisor/committee chair, in collaboration with other members of your doctoral committee, will help you identify the appropriate course

work for your program of study. The courses are listed on the Program of Study form. When committee members sign the form, it indicates they agree to be on your committee and approve your program of study.

The core courses for the Ph.D. and Ed.D. must include a minimum of 34 and 42 semester hours, respectively, of graded course work beyond the bachelor's degree. The core should include the most advanced courses appropriate for the field of study listed in the Graduate Study Bulletin or approved for graduate credit subsequent to the printing of the bulletin. These graded courses are listed in the "Core Program" section of the Program of Study form. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. However, your doctoral program committee may approve up to 9 credits of non-graduate credit (300- or 400-level courses at WSU) for your program of study. Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on a S/F basis).

In the "Research and Additional Studies" section of the Program of Study form, list the Special Projects (T&L 600, SpEd 600) and Doctoral Research, Dissertation, and/or Examination (T&L 800) credits you plan to take, as well as courses taken on a S/F basis. You must enroll in T&L 800 in the semesters in which you take your comprehensive assessment examination and work on your dissertation. Your program must include at least 20 credits of T&L 800.

The Program of Study must be typed and circulated to the faculty members you asked to serve on your doctoral committee. Staff in the College of Education Office of Graduate Studies can assist you with obtaining signatures; however, it is your responsibility to insure that all members of the committee sign the Program of Study. After the committee members sign the form, the College of Education Office of Graduate Studies will submit it to the chair of the major degree-granting unit, the chair of the minor department/program, if applicable, and to the Graduate School. Once approved by the Graduate School, an email will be sent to you and the College of Education Office of Graduate Studies. The approved program becomes a part of the requirements for the degree.

Although Graduate School policy requires that this form be completed no later than the third semester of graduate work, you are encouraged to submit it shortly after your first semester of course work. You are held to the doctoral program requirements in effect at the date of your admission, provided you submit a program of study and have it approved by the Graduate School within one year of your admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your Program of Study.

You may change the course work listed on an approved Program of Study by submitting a completed Change of Program form to the College of Education Office of Graduate Studies (see Appendix D). Changes must be approved by your committee chair, the chair of the major department, and if applicable, the chair of the minor department. After approval at the departmental level, the form is forwarded to the Graduate School.

To request a change in committee membership, submit a completed and signed Committee Change form (Appendix E) to the College of Education Office of Graduate Studies. The new committee members must sign the form. Additionally, anyone dropped from a committee must initial the form. The form is then forwarded to the chairs of the major and, if applicable, minor departments for approval. If approved at the department level, the form is forwarded to the Graduate School for approval.

Comprehensive Written and Oral Assessment (also known as the Preliminary Examination)

Overview of Process. After the program of study has been approved and most or all of the program has been completed, the Comprehensive Assessment is designed and scheduled. The products used for this assessment should provide an opportunity for students to evidence and judge the following:

1. an ability to reason across disparate stances and research findings,
2. an insightful and respectful understanding of the debates and tensions within their field and a clear ability to articulate their stance within them,
3. an ability to express their ideas in academic formats expected for wider dissemination (e.g., APA),
4. an ability to sort good research from the troublesome and to critique research that taps a range of research traditions, and
5. a deep regard for the potential and limitations of research and its relationship to theory.

Assumptions. The following three assumptions must be met:

1. The comprehensive assessment includes both written and oral components.
2. The committee chair and the student will identify the appropriate option for committee approval.
3. The comprehensive assessment must be passed before defending a dissertation proposal.

Options. There are four options to consider for the Comprehensive Assessment:

1. Publishable paper and oral defense.
This product may stem from a paper drafted in a course. If so, that paper must be submitted alongside the revision. A time line will be established for this option. Once the paper is received and reviewed, an oral defense will occur.
2. Critical synthesis of research, theory, and practice, and oral defense.
This option will stem from three to four questions posed by the chair and committee members in consultation with the student. The student has one week to respond to each question. Once all responses are received and reviewed, an oral defense will occur.
3. Intensive and prompted response and oral defense.
This option involves a timed response to questions posed by the chair and committee members. The topic areas will be agreed upon by the student and the committee. It, too, involves an oral defense.
4. Alternative comprehensive product.
This option allows the student to submit a written proposal to his or her chair and committee that describes an alternative comprehensive assessment product.

Oral Component and Balloting. Once all committee members have had the opportunity to read the written component of the assessment, the oral component of the assessment is scheduled. All committee members must be present. Following the oral examination, committee members meet to discuss the results and ballot on whether you pass or fail the assessment. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following the oral exam or up to four weeks after the examination. All members of your committee must attend the oral exam and the ballot meeting and all must vote. The final ballot result is either a

pass or fail. After the ballot meeting, the Office of Graduate Studies will notify you in writing regarding the results. You are also free to contact your chair after the ballot meeting to receive and discuss the results.

Repeating the Comprehensive Assessment. In the event of a failed assessment, you may be re-assessed a second and final time only at the request of the department/program that previously voted to fail you. There is no automatic right to a second assessment. At least three months must elapse between a failed assessment and a re-examination. Failure of two comprehensive assessments results in termination of enrollment in the doctoral program and the Graduate School.

Dissertation Proposal (D1)

A dissertation proposal (D1) is a concise and convincing overview of the research you propose to undertake for the dissertation. While the format for a D1 is variable, your committee chair and committee members may have specific requirements regarding the format. Discuss the format options with your chair, as well as the members of your committee. The D1 may be developed prior to or after the comprehensive assessment. The advantage to providing the D1 to your committee prior to the comprehensive assessment is that it may help the committee formulate examination questions that will benefit you during the dissertation phase of your doctoral work. You may enroll in research credits (T&L 800) during the semesters in which you develop the proposal.

Typically, a semester or two prior to your comprehensive assessment you should begin working with your committee to define your area of research, identify specific research questions, and prepare the D1. The D1 is at minimum 8-10 double-spaced, typed pages in length. However, quite often the committee may want to see a more in-depth review of the literature relevant to your topic of research and some committees may require a draft of the first three chapters of the dissertation. The format should adhere to the style set forth in the latest edition of the Publication Manual of the American Psychological Association (APA). The D1 should address the following questions:

- 1) What is the rationale for the study (note that this is not a detailed literature review, but a convincing rationale for the study)?
- 2) What is the problem, issue, question, or hypothesis?
- 3) What have others speculated, asserted, found, and/or concluded about this problem, issue, question, or hypothesis?
- 4) What do you propose to do to investigate, explore, or examine your topics?
 - a) Whom will you observe, test, teach, interview, etc. (i.e., who will be the participants/subjects)?
 - b) What instruments or measures will be employed to conduct those activities?
 - c) How will you conduct the study (procedures)?
 - d) How will you organize or analyze the resulting data (analysis)?
 - e) What will be your intervention (if applicable)?
- 5) What knowledge will be added to the literature that wasn't known before? How is your study proposal going to significantly impact the field?

Submit the written D1 to your committee chair and schedule a meeting to obtain feedback. Your chair's feedback should be used to revise and clarify the D1. When you and your committee chair are satisfied with the D1, provide a copy to your committee for feedback. You and your chair will

decide upon the means of obtaining your committee's feedback (e.g., a meeting, presentation, written comments submitted to you or the chair).

Development of a Dissertation Proposal (D1)

The dissertation "...is a scholarly, original study that represents a significant contribution to the knowledge of the chosen discipline" (WSU Graduate School Policies and Procedures). You must enroll for research credits (T&L 800) in the semesters you work on the dissertation. While you may begin work on the D1 prior to the comprehensive assessment, you may not formally present your proposal until you successfully complete the examination.

You should work closely with your doctoral committee in the development of the D1. Provide adequate time (minimum of two weeks) for committee members to review drafts of your proposal. The writing process varies from one committee to the next. However, a typical process is for you to work closely with the committee chair to prepare and revise initial drafts of the D1 chapters. You and the committee chair will decide when it is best to begin sharing the chapters with the other committee members. Expect further revisions once the other committee members review the chapters.

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a Dissertation Proposal (D1) Scheduling form which can be obtained in the College of Education Office of Graduate Studies. This includes reserving a room for your defense which can be done in the College's Dean's office. You must secure the signatures of your committee and submit the D1 Scheduling Form to the Office of Graduate Studies who will then secure the signature of the department chair and place the form in your file. Provide your committee members with a hard copy final draft of the dissertation proposal.

The formal dissertation proposal consists of a presentation in a colloquium that is open to the public. The presentation includes the opportunity for questions from your committee members and others in the audience. Immediately following the colloquium, your doctoral committee will meet to recommend approval or disapproval of the D1. The committee will indicate one of the following decisions on the Dissertation Proposal Approval Form (D-1): (a) approve as presented; (b) approve, subject to revisions as specified by the committee; (c) approve, subject to revisions as specified and subject to further review and approval by the committee; and (d) approval denied. Approval or disapproval of the dissertation proposal is documented by committee members' signatures on the D-1 form.

A completed Institutional Review Board (IRB) approval form must accompany your dissertation proposal. The IRB form is your request for approval to conduct research involving human subjects. Your completed IRB form will be attached to the D-1 form and placed in your file in the College of Education Office of Graduate Studies. After approval of the D-1 and prior to any data collection, you must obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the College of Education Office of Graduate Studies before you commence data collection. Failure to gain approval prior to data collection shall result in rejection of the final dissertation and prevent you from scheduling the final doctoral examination. Furthermore, disciplinary action may be taken by WSU and/or the Federal Office of Human Research Protection. The IRB form for approval of human subjects research is available on the Office and Grants and Research Development (OGRD) website: <http://www.ogrd.wsu.edu/forms.asp>

The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA. The proposal typically addresses in greater detail the questions addressed in the précis and consists of the following chapters:

Chapter I. Introduction (or Statement of Problem). This chapter provides a clear and concise view of what is to be studied and why. The phenomenon under study should be described, along with a brief analysis of the manner in which this phenomenon has been addressed in the extant literature. If hypotheses are to be tested, they should be stated in conceptual terms, not as formal null or alternative hypotheses. Note that this chapter does not provide a complete literature review. In addition to the research question/hypotheses and analysis of how the phenomenon has been addressed in the literature, you should provide an overview of your research methodology and the implications of your proposed research.

Chapter II. Review of the Literature. The structure of the literature review chapter will vary according to your topic and the approach you take to justify, based on the extant literature, your research questions. The review is a well-integrated document in which material is organized logically under headings and subheadings, consistent with the APA Publication Manual format. The review is selective. It does not include material unrelated to the research questions. Summary tables of relevant research are often appropriate. A good review identifies the theories, primary research findings, adequately and inadequately documented conclusions, needed research, and implications of findings for theory and practice. Views and findings are more often restated, paraphrased, and summarized rather than quoted. The review concludes with an explicit statement of the research hypotheses or questions to be addressed in the proposed study. These statements should be logically derived from the body of research presented in the literature review.

Chapter III. Methodology. The material in this chapter will vary depending on the nature of your proposed study. In general, the chapter should provide detailed information about the participants (who), procedures (how, when, where), data (what), and results (data analysis). Topics may include:

- 1) Operational definitions.
- 2) Characteristics of participant(s). Provide a complete description of the participants, including the number of participants, how they will be selected, and the participant characteristics that are important to the study (e.g., age, gender, experience, education level).
- 3) Research design. If it's an ethnographic study, for example, describe your approach (e.g., participant-observer) and elaborate on what that will mean. For a quantitative study, describe the type of research (e.g., quasi-experimental), experimental and control groups, dependent and independent variables, and research design (e.g., post-test comparison of randomly selected control and experimental groups).
- 4) Instrumentation. Include a detailed description of any data collection instruments and/or procedures, including, if relevant, information about their validity and reliability. If you develop a new instrument, provide details about how you will develop the instrument, including, if relevant, how you will assure the instrument is valid and reliable. Instruments that are not commonly known should be appended to your proposal.
- 5) Apparatus. Thoroughly describe any equipment to be used in the conduct of the study.
- 6) Materials. Give a complete description or provide examples of any materials to be used in the study (e.g., written scenarios to which participants will respond).
- 7) Procedures. Provide a step-by-step description of how you will conduct the study. This should incorporate and tie together the other elements of the methodology (i.e., participants, research design, instrumentation, etc.).

8) Analysis. Describe in detail how you will analyze the data. It's insufficient to simply state an analytic method (e.g., constant comparative method, ANOVA). Instead, indicate which data, including subsets of data, will be subjected to which analytic method and how the results relate to specific research questions.

Writing the Dissertation

Upon approval of the D-1 and receipt of the IRB approval for human subjects research, you may begin the study as outlined in the methods section of your proposal. Upon completion of data collection and analysis, you are ready to write the dissertation.

In its final form, the dissertation usually includes five chapters—the three described in the previous section plus the results and discussion chapters. Assuming that no conceptual or methodological alterations were made during the conduct of the study, the first three chapters may require minimal revision at this point. However, it is not uncommon for them to undergo several iterations before final approval.

Chapter IV. Results. This chapter provides a detailed presentation of the results. Do not interpret the results, draw conclusions, or relate the findings to the extant literature. Examples of results include descriptive and/or inferential statistics, and themes, with supporting data, that emerged from analysis of qualitative data. The chapter is often organized around the analyses conducted for each research question.

Chapter V. Discussion. This chapter focuses on the meaning of the study and the significance of the results. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the research questions. The discussion tends to be more conceptual than empirical and specific results are noted only as evidence to justify the assertions and conclusions related to the research questions. The discussion explains what the results may mean. This discussion may focus on why more support was not found to support or refute the research questions, or on the meaning of the support that was found. This discussion is a thoughtful analysis of the results obtained. It's appropriate to acknowledge the limitations of the research, state the implications of the findings for both theory and practice, and make recommendations for future research.

Alternative Formats

Alternative formats to the dissertation format described above must be approved by the Department and the Graduate School. Once your committee has approved the alternative format proposal, your committee chair requests approval from the Department's Graduate Committee. They, in turn, seek approval from the Graduate School.

Application for Doctoral Degree, Deadlines and Procedures Summary, and Information for Committee Members and Students Planning Final Examinations

The semester prior to when you plan to graduate, you should file an Application for Degree form with the Graduate School. The fee associated with the Application for Degree must be paid prior to the final examination. If you do not graduate in the semester for which you applied, you must reapply for the degree. However, the fee is paid only once and carries over from semester to semester until you graduate.

The semester prior to scheduling the final examination, you should review the Graduate School Deadlines and Procedures Summary (available on the Graduate School website). Reviewing the Summary at that time will allow you time to complete any deficiencies.

You should also obtain a copy or visit the Graduate School website to review the Digital Dissertation and Thesis Guidelines. This document includes important information about the format of the dissertation title page, signature page, and abstract; copyright releases; submission of digital dissertations.

Scheduling the Final Examination

Your committee will review the entire dissertation. Revisions may be and often are required before the committee is satisfied that you are ready for the final oral defense. With the committee's consent that the written document is ready, schedule the final oral examination by providing your committee a completed Dissertation/Thesis Acceptance/Final Examination Scheduling Form. Committee members' signatures signify preliminary approval of a typed or electronic form of the dissertation that is suitable in content and format for submission to the WSU Graduate School. Their signatures also indicate their acceptance of the date, time, and place of the final examination. Committee members must be given the entire dissertation a minimum of ten (10) days prior to any deadline for scheduling the defense.

The signed form is submitted to the College of Education Office of Graduate Studies. This office will then circulate the materials to the department chair for signature. You must then submit the scheduling form along with a typed copy of the dissertation and a copy of the IRB approval form, to the Graduate School for approval. This copy of the dissertation will be returned to you. Although the Graduate School checks the dissertation, this check does not constitute final acceptance.

The Dissertation/Thesis Acceptance/Final Examination Scheduling Form and dissertation must be submitted to the Graduate School at least 10 working days in advance of the examination date. The examination must be scheduled at least four months, but less than three years, after satisfactory completion of the comprehensive assessment. The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular working hours and only during academic sessions.

At least five working days prior to the final examination, a copy of the dissertation must be made available for public review in the Office of Graduate Studies. At the same time, an abstract must be submitted electronically to the Office of Graduate Studies.

Final Examination

The final oral examination is primarily a defense of the dissertation, but may also cover the general fields of knowledge pertinent to the degree. You must register for T&L 800 (minimum of

two credits) in the semester in which you take the final examination. The examination lasts two to two and a half hours. The examining committee shall include your doctoral committee and any other members of the faculty in attendance who are eligible, according to College of Education criteria, to participate on dissertation committees. Your committee chair will be responsible for conducting the final examination. While the examination is open to the public, only those faculty members eligible to participate on doctoral committees may ask questions and vote. All members of your doctoral committee must attend and vote. In order to pass the final oral examination, a minimum of three-fourths of those voting must vote to pass you. In the event of a failed final examination, a second and last attempt may be scheduled, at the request of the major department, after a lapse of at least three months. There is no automatic right to a second defense.

Completion of the Degree Requirements

After you pass the final oral examination, you have five working days to submit a digital copy of the dissertation to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the dissertation, please refer to the Digital Dissertation and Thesis Guidelines that can be found on the Graduate School website. As of fall 2008, all dissertations must be submitted digitally to the Graduate School.

Additionally, you must submit to the Graduate School two copies of the original signature page (in black ink), title page and abstract page. One of these copies must be on 100% cotton paper. You must also submit a Copyright Acknowledgement/Final Dissertation Acceptance Checklist (includes Hold Harmless/Copyright Acknowledgement form), a Dissertation Agreement form, and a completed and signed Survey of Earned Doctorates. Each dissertation is placed on microfilm, so you must pay a microfilming fee. If you wish to copyright your dissertation, there is a copyright fee.

All students are required to submit one bound copy (does not have to be on 100% cotton paper) of the dissertation to the department, and a second copy to the committee chair (binding is optional and up to the chair). Any additional copies submitted to the other committee members are up to the individual faculty/student.

Students have ten working days after their final defense to submit the bound copies of their dissertation to the department and their committee chair. The departmental copy must be submitted to the COE Office of Graduate Studies by this time. Upon submission of the dissertation, students must complete an exit survey provided by the Office of Graduate Studies.

Awarding of the Degree

Once you have completed the Application for Doctoral Degree and all requirements for the doctorate, you will receive the diploma and be hooded by your committee chair or designee at the next commencement.

Other Information

Grade Point Average

You must have a 3.0 cumulative and a 3.0 program GPA in order to be awarded a graduate degree. No work of B- or below may be dropped from a program, nor can a course be repeated for a higher grade if the final grade is C or higher. Any course listed in the Program for Doctoral Degree with a grade of C- or below must be repeated, and it cannot be repeated on a S/F basis.

If you are a regularly admitted graduate student who has completed only one semester or one summer session of graduate study with a GPA of 2.75 or above, you are eligible for continued enrollment. Upon completion of two semesters, one semester and one summer session, or two summer sessions of graduate study and thereafter, a 3.0 GPA or above is required for continued enrollment in the Graduate School. If you are admitted on a provisional status, you must maintain at least a 3.0 GPA in order to continue your enrollment in the Graduate School.

If you fail to maintain a cumulative GPA of at least a 3.0 for two semesters, one semester and one summer session, or two summer sessions, your enrollment will be terminated. If your GPA is between 2.75 and 2.99, you may be reinstated by the Dean of the Graduate School upon favorable recommendation of the department chair. Upon reinstatement, you will have one semester to raise your cumulative GPA to at least a 3.0.

If you are a newly admitted student who fails to obtain a cumulative GPA of at least 2.75 at the end of one semester or one summer session of graduate study, your enrollment will be terminated. You may be reinstated by the Dean of the Graduate School upon favorable recommendation of the department chair.

Transfer Credit and Credit Restrictions

The number of transfer credits allowed for a doctoral program is subject to departmental recommendation and approval by the Graduate School. However, transfer credits may not be substituted for residence requirements at Washington State University.

Credits appropriate to the program of study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a Class 5E or Special 8 student, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

Extension courses, special problems, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit. For necessary interpretations, inquiries should be sent to the Dean of the Graduate School.

Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to the Graduate School. Graduate credit from non-accredited institutions will not be accepted for transfer to graduate degree programs. Graduate credit earned within the State of Washington from an accredited institution whose main campus is outside the state will be considered for transfer to a graduate degree program only upon special petition to the Dean of the Graduate School.

Residency Requirement

The period of study for the doctorate (Ph.D., Ed.D.) is at least three years (six semesters) beyond the baccalaureate degree. If you do not have a master's degree, at least two of the three years shall be in residence at Washington State University. With a master's degree, at least one of these three years shall be in full-time residence at Washington State University.

Annual Review

Each year the Graduate School requires progress reviews of all graduate students. Your advisor completes the annual progress review form, noting whether or not you are making satisfactory progress toward completion of your program, and sends it to you for review and your signature. You receive a copy of the signed form. The advisor may recommend that you schedule a meeting with her/him to discuss your progress.

Human Subject Form

After approval of the D-1 and prior to any data collection, you must obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the College of Education Office of Graduate Studies before you commence data collection. You must also attach a copy of the approval letter to your Dissertation/Thesis Acceptance/Final Examination scheduling form. Failure to gain approval prior to data collection shall result in rejection of the final dissertation and prevent you from scheduling the final doctoral examination.

The IRB form for approval of human subjects research is available at the Office and Grants and Research Development (OGRD) website (<http://www.ogrd.wsu.edu/Forms.asp>) or you can obtain the form at the OGRD office on the fourth floor of Neill Hall. The IRB form must be signed by the chair of your committee and the department chair before it is sent to OGRD. Review of the request generally takes 5-10 days, at which time OGRD will inform you by letter as to whether your research is approved.

College of Education Computer Lab

The College of Education computer lab located in Cleveland Hall, room 63, is open to all graduate students when it is not being used for instruction. Contact the Information Systems staff to obtain a personal code to access the lab during non-working hours.

Financial Support

Teaching and Research Assistantships. The Department of Teaching and Learning has approximately 15-20 teaching assistant (TA) positions. These positions are competitive and are awarded primarily to graduate students with previous teaching experience in the United States. The department attempts to support graduate students for more than one year, so a limited number of TA appointments become available each year. TA appointments are half-time positions that come with a tuition waiver, monthly stipend, and health benefits. The department discourages additional employment while holding a TA appointment.

TA appointments require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member. A TA must enroll in T&L 527 for one-credit in each semester of the TA appointment, up to a total of three credits (i.e., three semesters). The course covers teaching and learning, inquiry, and professional issues.

Research assistantships (RA) may be available through funded projects. RA appointments require full-time enrollment. RAs typically work under the direction of a faculty member. RA appointments include a tuition waiver, monthly stipend, and health benefits.

To be considered for a TA or RA position, complete a graduate assistant application, available from the department and the College of Education Office of Graduate Studies (<http://education.wsu.edu/employment/assistants/>) or the Graduate School's website

(<http://gradschool.wsu.edu/current-students/formsfordegree.html>). At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

College of Education Scholarships. Scholarships are available through the College of Education. Applications are usually available in November and due in February for the following fall term. Awards are generally between \$500 and \$2000. For more information, contact the College of Education Scholarship Coordinator (509-335-3478) or visit the website: <http://education.wsu.edu/scholarships/>.

Other Financial Aid. For additional financial aid information, contact the WSU Office of Student Financial Aid and Scholarship Services (509-335-9711) or visit the website: <http://www.finaid.wsu.edu>.

APPENDIX A

Doctor of Philosophy (Ph.D.) Requirements

Overview

The Doctor of Philosophy in Education is a research degree program that consists of a minimum of 72 credits, with a specialization in Language and Literacy Education, Mathematics Education, or Cultural Studies and Social Thought in Education. The program consists of a minimum of 34 graded credits and a minimum of 20 credits of T&L 800. The remaining credits may include graded and non-graded course work relevant to the doctoral program. In collaboration with the advisor/committee chair and other committee members, each student designs his/her doctoral program of study. The committee must approve the plan, which is formalized by submitting the Program of Study to the department chair and Graduate School. The requirements vary by specialization.

Research Core (17 credit minimum)

All doctoral programs require completion of the College's research core. Changes and/or substitutions must be approved by the department chair. Note that prerequisites to the following courses are not considered advanced research courses. The prerequisites (e.g., EdPsy 505, EdPsy 508) may need to be taken in addition to the 12 credits of advanced research.

EdRes 562 (3) Epistemology and Inquiry in Educational Research

EdRes 563 (3) Principles of Doctoral Research

EdRes 564 (3) Qualitative Methods

EdRes 565 (3) Advanced Statistical Analyses and Quantitative Research

EdRes 566 (2) Research Seminar (2 1-credit courses)

One or two additional 3 credit Advanced Research Methods Courses (approved by Advisor)

APPENDIX A.1

PhD Specialization in Language and Literacy Education

Program Description

The Language and Literacy Education program addresses issues of teaching, learning, and the wide range of literacies as they play out in formal and informal learning contexts. The course of study for the Doctor of Philosophy specialization in Language and Literacy Education is rigorous, flexible and individually tailored. It includes a minimum 45 graded credits plus minimum 27 dissertation hours (72 total hours). Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

The following is a break down of core, cognate, and research requirements and recommendations for the Doctor of Philosophy in Education with a specialization in Language and Literacy Education. It is anticipated that completion of the degree will average three to four years. *Students should consult with their program advisor and course listings to better determine when to take their courses. Additionally, students should consult with their advisor about special topics courses that may be offered that may meet your academic/intellectual needs.*

Required Foundational Core (15 credits)

T&L 550: Second Language Learning and Literacy

T&L 567: Social Foundations of Literacy

T&L 568: Psychological Foundations and Assessment of Literacy

T&L 569: Critical Analysis of Children's and Young Adult Literature

T&L 570: Theory and Research in Electronic Literacies

Required Research (17 credits)

Note that prerequisites to the following courses are not considered advanced research courses. The prerequisites (e.g., EdPsy 505, EdPsy 508) may need to be taken in addition to the 12 credits of advanced research.

EdRes 562 (3) Epistemology and Inquiry in Educational Research

EdRes 563 (3) Principles of Doctoral Research

EdRes 564 (3) Qualitative Methods

EdRes 565 (3) Advanced Statistical Analyses and Quantitative Research

EdRes 566 (2) Research Seminar (2 1-credit courses)

T&L 555 (3) Research Methods in Language and Literacy

Cognate (12-18 credits)

Students, with approval from their advisors, should select relevant courses in the College of Education and/or from other disciplines/fields of study, including but not limited to: Special Education, Cultural Studies, Educational Technology, English, Leadership, Sociology, Communication, and Anthropology.

Research, Dissertation, and/or Examination – T&L 800 (20 credits minimum)

APPENDIX A.2

PhD Specialization in Mathematics Education

Program Description

For a doctoral specialization in mathematics education, you should have a bachelor's or master's degree in a field related to education or mathematics. Courses for the specialization and supporting cognate area will be chosen from a menu of courses appropriate to your background, interests, and goals. A sample program of study for Mathematics Education is provided, below. However, you should work with your advisor/committee chair and other committee members to design an appropriate program of study. The program requires a minimum of 72 credits, 34 graded and 20 of T&L 800.

Sample Program of Study in Mathematics Education

Specialization: Mathematics Education (12-18 credit minimum)

Math 590 (V)	Seminar in Undergrad Math	T&L 562 (3)	Secondary School Math.
T&L 512 (3)	Language & Culture Factors in Mathematics	T&L 563 (3) XXX	Seminar Precollege Math. Ed. Approved Alternative (see advisor for consent)
T&L 561 (3)	Elementary School Math.		

Supporting Cognate Area: Mathematics (12 credit minimum)

Math 505 (3)	Abstract Algebra	Math 550 (3)	Advanced Topics in Geometry
Math 507 (3)	Adv. Theory of Numbers	Math 555 (3)	Topics in Combinatorics

Research Core (17 credit minimum)

Note that prerequisites to the following courses are not considered advanced research courses. The prerequisites (e.g., EdPsy 505, EdPsy 508) may need to be taken in addition to the 12 credits of advanced research.

- EdRes 562 (3) Epistemology and Inquiry in Educational Research
- EdRes 563 (3) Principles of Doctoral Research
- EdRes 564 (3) Qualitative Methods
- EdRes 565 (3) Advanced Statistical Analyses and Quantitative Research
- EdRes 566 (2) Research Seminar (2 1-credit courses)
- One or two additional 3 credit Advanced Research Methods Courses (approved by Advisor)

APPENDIX A.3

PhD Specialization in Cultural Studies and Social Thought in Education

Program Description

The course of study for the Doctor of Philosophy specialization in Cultural Studies and Social Thought in Education is rigorous, flexible and individually tailored. Work with your advisor/committee chair and other committee members to plan a course of study that is coherent with the overall aims and goals that define the option and that is relevant to your needs and interests. The faculty place high value on the mentoring relationship and work to include you in research projects, conference presentations, and teaching experiences.

Sample Program of Study in Cultural Studies and Social Thought in Education*

* This is a list of potential courses that can be used to fulfill the requirements. There are many other courses offered in the department, college, and university that you can use and your actual course of study is an individualized program that you create with your advisor/committee chair and other committee members. The program requires a minimum of 72 credits, 34 graded and 20 of T&L 800.

Required Core

T&L XXX Introduction to Cultural Studies in Education
T&L XXX Reading in Cultural Studies (2 credits)
T&L 592 Social Theory in Education

Research Core (17 credit minimum)

Note that prerequisites to the following courses are not considered advanced research courses. The prerequisites (e.g., EdPsy 505, EdPsy 508) may need to be taken in addition to the 12 credits of advanced research.

EdRes 562 (3) Epistemology and Inquiry in Educational Research
EdRes 563 (3) Principles of Doctoral Research
EdRes 564 (3) Qualitative Methods
EdRes 565 (3) Advanced Statistical Analyses and Quantitative Research
EdRes 566 (2) Research Seminar (2 1-credit courses)
One or two additional 3 credit Advanced Research Methods Courses (approved by Advisor)

Specialization: Cultural Studies and Social Thought in Education (19 total credits minimum for the specialization and supporting cognate area)

Ed Ad 501 (3)	Philosophy of Education	T&L 580 (3)	Multicultural Education in a Global Society
Ed Ad 506 (3)	Values & Ethics in Education		
Ed Ad 507 (3)	Social Foundations of Education	T&L 587 (3)	Environment, Culture & Ed.
		T&L 589 (3)	Race, Identity, & Represent. in Education
SpEd 589 (3)	Disabilities Studies		
T&L 510 (3)	Theoretical Foundations of Bilingual/ESL Education	T&L 598 (3-6)	Doc. Sem. I in Cult. Studies
		T&L 599 (3-6)	Doc. Sem. II in Cult. Studies
T&L 535 (3)	Gender, Power, & Education	XXX (3)	Advanced Media Literacy (currently taught as T&L 52X)

Supporting Cognate Area (sample only): American Studies

AmSt. 524 (3)	History of American Popular Culture	Soc 542 (3)	Theories of Social Stratification
AmSt. 503 (3)	Contemporary Theories of Race and Ethnicity	Com 560 (3)	Mass Media Criticism
AmSt. 504 (3)	Contemporary Feminist Theories and Practices	Com 572 (3)	Mass Media, Social Control, and Social Change
		Hist 517 (3)	The Rise of Modern America

APPENDIX B

Education Doctorate (Ed.D.) Requirements

Overview

**Note: The Ed.D. is currently under revision. The requirements below will be modified significantly in 2009-2010.*

The Doctor of Education (EdD) with specializations in Curriculum and Instruction or Special Education offers students rigorous and individually tailored programs of study. The EdD is designed to develop K-12 teacher leaders, administrators, and researchers for intellectual leadership and practice in classrooms, schools, districts, agencies, and colleges/universities. Through research, students in this program generate applicable knowledge as well as practical recommendations and solutions for complex educational challenges. The required Program of Study for the EdD consists of a minimum of 72 credits including course work in: the foundations of education, advanced research, a Curriculum and Instruction or Special Education specialization core, preliminary examination, and dissertation research. The Program of Study must include a minimum of 42 credits of graded course work and at least 20 credits of dissertation research (T&L 800). The remaining credits may be graded or non-graded course work credits relevant to the student's area of interest.

The course work examples provided in the sample Program of Study for the EdD include course options available in the Teaching and Learning and Educational Leadership/Counseling Psychology Departments. Other courses offered by both departments in the College of Education may be included in the Program of Study, with the approval of the student's advisor and committee. Consult with your advisor about course work options being offered your area of study.

Samples of EdD Programs of Study

Curriculum and Instruction Specialization

I. Foundations of Education (3 credit minimum)

Options:

EdAd 501 (3) Philosophy of Education

EdAd 507 (3) Social Foundations of Education

EdPsych 502 (3) Theoretical Foundations of Learning and Instruction

T&L 510 (3) Theoretical Foundations of Bilingual/ESL Education

T&L 537 (3) Seminar in Literacy and Culture

T&L 549 (3) Communicating in a Multilingual Society

T&L xxx (3) Approved Alternative Course

(Foundations courses are offered in the Department of Teaching and Learning on a rotating basis. Check with your advisor/chair regarding the sequence of those offerings.)

II. Advanced Research (12-credit minimum)

Options/Required Courses:

EdRes 563 (3) Principles of Research**

EdRes 562 (3) Epistemology**

EdRes 564 (3) Qualitative Research**

EdRes 565 (3) Quantitative Research**

EdPsych 570 (3) Program Evaluation

T&L 588 (3) Action Research

** Required courses

III. Specialization in Curriculum and Instruction

(27 credit minimum)

There are many different course work options available to students specializing in Curriculum and Instruction. Advisors/chairs and the committees work with students in identifying a focus area, and choose course work that supports that focus. Some students are interested in deepening their content knowledge (e.g., science, history, math) while others have focused on improvement of instruction, curriculum design, program evaluation. There are courses in other Departments and Colleges, such as Psychology and Sociology that may be appropriate for this specialization. Students should confer their advisors and committee members to design the specialization coursework. All Programs of Study must be approved by the student's advisor/chair and committee, as well as the Chair of the Department, and the Graduate School.

Total Graded Credits: 42 (minimum)

IV. Doctoral Research, Dissertation, and/or Examination (20-credit minimum)

T&L 800

Total Doctoral Program Credits: 72 (minimum)*

* Students may add internships and research studies (T&L 600, 700, 800) to the non-graded credit total with the approval of their advisors/committees.

Special Education Specialization

I. Foundations of Education (3 credit minimum)

Options:

EdAd 501 (3) Philosophy of Education

EdAd 507 (3) Social Foundations of Education

EdPsych 502 (3) Theoretical Foundations of Learning and Instruction

T&L 510 (3) Theoretical Foundations of Bilingual/ESL Education

T&L 537 (3) Seminar in Literacy and Culture

T&L 549 (3) Communicating in a Multilingual Society

T&L xxx (3) Approved Alternative Course (Foundations courses are offered in the Department of Teaching and Learning on a rotating basis. Check with your advisor/chair regarding the sequence of those offerings.)

II. Advanced Research (15-credit minimum)**

Options/Required Courses:

Ed Res 563 (3) Principles of Research**

Ed Res 564 (3) Epistemology

Ed Res 564 (3) Qualitative Research**

Ed Res 565 (3) Quantitative Research**

EdPsych 570 (3) Program Evaluation**

T&L 588 (3) Action Research

Sped xxx (3) Single Subject Research**

** Required courses

III. Specialization in Special Education

(27 credit minimum)

There are many different course work options available to students specializing in Special Education. New course work is also currently being developed for this specialization. The emphasis in this specialization is on developing future special education leaders who can critically analyze research, conduct meaningful research activities, interpret research results, and apply effective interventions and methods to practice. Students learn how to direct and evaluate programs, conduct needs assessments, and communicate effectively with a variety of stakeholders. Advocacy for programs and equity for students is emphasized. The program emphasizes improving programs through collaborative relationships. Students will also gain knowledge about and experience in preparing future special education teachers and personnel. Students should confer their advisors and committee members to design the specialization coursework. All Programs of Study must be approved by the student's advisor/chair and committee, as well as the Chair of the Department, and the Graduate School.

Total Graded Credits: 42 (minimum)

IV. Doctoral Research, Dissertation, and/or Examination (20-credit minimum)

T&L 800

Total Doctoral Program Credits: 72 (minimum)*

* Students may add internships and research studies (T&L 600, 700, 800; Sped 590, 597) to the non-graded credit total with the approval of their advisors/committees.