Special Education PhD Student Handbook

DEPARTMENT OF TEACHING AND LEARNING

WASHINGTON STATE UNIVERSITY

College of Education

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Welcome from the Department Chair

I welcome you to the Department of Teaching and Learning graduate program. The faculty supports a strong program of mentorship and encourages doctoral students to work closely with faculty of their choosing in investigating the world of research, knowledge generation and dissemination, pedagogical action, and advocacy.

We have extremely talented and knowledgeable faculty in the Department. The faculty are both excellent teachers and superb researchers. They are closely connected to the K-12 public school system, and also active contributors to research in their respective fields. The faculty conduct a wide range of research, some of which is integrated into the public school systems (e.g., writing interventions for students with disabilities, professional development for teachers) and some that is community-based (e.g., support for parents with children who have Autism). You have access to these faculty and their projects through course work and advising structures. Seek out this faculty expertise in teaching and research.

Please read through this handbook. It is designed to help you navigate all the transitions, procedures, and processes that graduate education involves. Discuss the items in this handbook with your advisor and graduate committee. Very specifically, be especially aware of the deadlines described in the handbook.

We strive to facilitate and support a collaborative, positive, and productive culture for our graduate students. We are here to help you achieve your graduate goals. The faculty and staff in the Special Education Program and in the Department of Teaching and Learning welcome you to the graduate program and offer their assistance throughout your program.

Tariq Akmal, Ph.D.
Chair
Department of Teaching and Learning

Introduction

Congratulations on your admission to the Special Education Doctoral Degree Program 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 Education (Cleveland Hall 70) in the College of Education (COE). You can also visit our website for the College of Education Our Graduate Programs for additional information.

The forms described in this handbook are available from the College of Education (COE) Office of Graduate Education and the Graduate School website: https://gradschool.wsu.edu/facultystaff-resources/18-2/. 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.

Special Education Program Overview

Program Vision

The Special Education graduate program is valued by potential students, graduates, and institutions as rigorous, relevant, and innovative, offering superior quality professional preparation that produces exceptional and creative researchers and teachers with a focus on improving the lives of students with disabilities and their families. The Special Education graduate programs emphasize the generation, application, and translation of research that will enhance the field and improve the lives of those with disabilities.

Mission

The Special Education graduate programs prepare graduates (doctoral and master levels) for academic and leadership positions in teaching, research, and service with a focus on equity and social justice for persons with disabilities. The graduate program in Special Education includes a broad curriculum of study, including response-to-intervention across the curriculum, early childhood education, diversity, social development and behavioral health prevention practices, universal design, transition, legal aspects of special education, professional skills, and single subject research design. A rigorous set of research methods are provided for students, including at the doctoral level the Comprehensive Carnegie Core of research courses in quantitative and qualitative research methods. The faculty support a strong program of mentorship that encourages students to work closely with faculty of their choosing in investigating the world of teaching, intervention, disabilities, knowledge generation and dissemination, as well as pedagogical action and advocacy.

Student-Focused Program Goals

Deliver rigorous, innovative, and high quality courses while providing significant experiences for students so that they:

1. Widen their scope and increase their depth of understanding about the field of special education, special education research, and disabilities.
2. Enhance their critical thinking capabilities to evaluate, understand, and communicate (orally and through written documents) special education ideas, policy, scholarship, and research.
3. Expand their understanding of and ability to synthesize and apply special education research to problems of practice.
4. Develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.
5. Enrich their understanding and valuing of diversity.
6. Develop a professional identity appropriate for future career plans.

Student Learning Outcomes

After completing the Special Education PhD Degree Program students will:

1. Demonstrate a wide scope of as well as an in-depth understanding for the field of special education research and disabilities.
2. Demonstrate critical thinking and ability to evaluate, understand, and communicate (oral/written) special education scholarship and research.
3. Demonstrate an understanding of and ability to synthesize and apply special education research (knowledge/theory) to problems of practice through the generation and dissemination of original scholarship.
4. Demonstrate scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.
5. Demonstrate understanding and valuing of diversity through pedagogical and inquiry endeavors.
6. Demonstrate a professional identity appropriate for future career plans.

Special Education General Overview

The Doctor of Philosophy in Education with a specialization in Special Education is a research degree program that consists of a minimum of 72 credits. The program consists of a minimum of 42-45 graded credits and a minimum of 20 credits of Spec Ed 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 must file a doctoral Program of Study. The committee must approve the program, which is formalized by submitting the completed Program of Study form to the Department Chair and Graduate School.

Special Education Doctoral Credit Overview	Credits
Research Courses	12
Specialization Core	27-33
Cognate Area and Additional Courses	7-12
Total Required Graded Credits	45+
Additional Non-Graded Courses	6
Dissertation credits	20
Total Degree Credit Minimum	72

Academic Requirements, Policies, and Procedures

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 possible. Students will not be eligible for an assistantship or be able to conduct research until the training is completed. After completing this training, the student will receive email confirmation of completion. Please forward this email to the College of Education (COE) Office of Graduate Education (gradstudies@wsu.edu) as well as the department through which you have received an assistantship, if applicable. Delay in the completion of this training could delay students' progression through their graduate program. The training will need to be repeated after a five-year period.

If you have questions about this training, please contact the IRB at 509-335-3668 or irb@wsu.edu.

Temporary/Permanent Advisor and Committee

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist the student with the initial selection of coursework. It is the student's responsibility to contact the temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until the student is ready to select a doctoral degree

program committee and permanent advisor. The chair of that committee becomes the permanent advisor (see below). If a student wishes to change temporary advisors, that student can complete the Change of Temporary Advisor form.

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 must be a member of the Graduate Faculty Special Education Ph.D. Program. The individual should also 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 additional assistance in selecting a permanent advisor/committee chair, consult with the department chair, a faculty member you know, or the staff in the College of Education Office of Graduate Education.

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 and Special Education Ph.D. program bylaws, to serve on doctoral committees. At least two of the three committee members must be members of Special Education Ph.D. Program Graduate Faculty and 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. The committee must also include a faculty member from your chosen 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 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

Developing and Submitting the Program of Study

The Program of Study form is your contract with the University for your Degree. The Program of Study lists your committee chair and other committee members as well as 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. Your advisor and committee can provide you with an example of a completed 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. include a minimum of 34 semester hours of graded course work beyond the bachelor's degree, but depending on the program of study, the minimum requirements might be higher. 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 an S/F basis-satisfactory/fail).

In the “Research and Additional Studies” section of the Program of Study form, list the Special Projects (TCH_LRN 600, Spec Ed 600) and Doctoral Research, Dissertation, and/or Examination (Spec Ed 800) credits you plan to take (U/S), as well as courses taken on an P/F basis. You must enroll in Spec Ed 800 in the semesters in which you take your Preliminary Examination (sometimes referred to as the comprehensive examination) and work on your dissertation. Your program must include at least 20 credits of Spec Ed 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 COE Office of Graduate Education can assist you with obtaining signatures; however, it is your responsibility to insure that all members of the committee sign the Program of Study, including you. After the you, committee members and the Chair of the minor department/ program sign the form, the COE Office of Graduate Education will submit the completed for through myWSU to the WSU Graduate School. After the Program of Study is approved by the Graduate School, an email will be sent to you and the COE Office of Graduate Education. 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.

Changes to 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 COE Office of Graduate Education. To request a change in committee membership, submit a completed and signed Committee Change form to the COE Office of Graduate Education. The new committee members must sign the form. Additionally, anyone dropped from a committee must initial the form.

Change forms must be approved by your committee chair/advisor, the chair of T&L, and if applicable, the chair of the minor department. After approval at the departmental level, the form is forwarded to the COE Office of Graduate Education who will submit through myWSU to the Graduate School.

***Be sure to keep copies of all submitted paperwork.**

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.

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 with approval by your advisor/chair and committee members, as well as the department and Graduate School. 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 details on these requirements, inquiries should be sent to the Dean of the Graduate School.

All proposals regarding transfer credits should first be discussed with your advisor/chair of your graduate committee. Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to your advisor/chair and committee members and 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.

Grade Point Average

You are required to have a 3.0 cumulative and a 3.0 program grade point average (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 of Study for a doctoral degree with a grade of C- or below must be repeated, and the course cannot be repeated on an S/U 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 you 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.

Registration, Credit Load and Continuous Enrollment Policy

Graduate Students are responsible for completing appropriate enrollment procedures each semester. All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed.

Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 800 (doctoral) level research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy go to the Graduate School Policy and Procedures.

Academic Standing and Annual Review

You are required to maintain a 3.0 cumulative grade point average (GPA) in your graduate program. If you fail to maintain a 3.0 cumulative GPA or receive an F in any

course in the graduate program, your committee will review the situation and make a determination as to whether or not you will be allowed to remain in the program.

Each year the Graduate School requires progress reviews of all graduate students. The Office of Graduate Education coordinates this review by sending progress review (Appendix D) forms to your permanent advisor. You are also given the opportunity to complete a self-evaluation of your progress and accomplishments. You must complete your annual review/self-evaluation, and submit the completed form to your advisor no later than 10 days after receiving the form. After your permanent advisor completes and signs the faculty review form, it is sent to you for a signature. You will be asked to meet with your advisor/chair and the faculty to discuss the results of the annual review and your progress in the program. The Office of Graduate Education submits a copy of the signed report to you. The review includes an assessment of progress towards the degree, your grade point average, progress toward meeting student learning outcomes, and key accomplishments.

Special Education Program of Study

Required Research Core (12 credit minimum)

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

- EdRes 562 Epistemology & Inquiry in Educational Research (3)
- EdRes 563 Principals of Doctoral Research (3) [1]
- EdRes 564 Qualitative Methods (3) [2]
- EdRes 565 Advanced Statistical Analysis and Quantitative Research (3) [3]

Note: Students should take 562 first, then 563, then either 564 or 565 due to prerequisite requirements for each course.

[1] EdRes 563 prerequisite is EdPsych 505 or the equivalent
[2] A master's level qualitative research course is the prerequisite for EdRes 564
[3] Ed Res 565 prerequisite is EdPysch 508 or the equivalent

Specialization Core

The Special Education Specialization Core includes the study of current and critical topics in the field (e.g., response to intervention across the curriculum, diversity issues, evidence-based practices for students with social/behavioral/academic challenges, universal design, and single subject design).

Required Graded Coursework (27 credits)

- Spec Ed 589 Seminar in Disability Studies (3)
- Spec Ed 591 Response to Intervention Across the Core Academics Curriculum (3)
- Spec Ed 592 Single Subject Research Design and Methods (3)
- Spec Ed 593 Diversity Issues in Special Education: Theory, Research, and Practice (3)
- Spec Ed 594 Social Development and School-Based Prevention and Intervention Practices for Students with Social and Behavioral Problems (3)
- Spec Ed 595 Universal Design for Learning and Assistive Technolgy (3)
- Spec Ed 596 Seminar in Quality Indicators for Research in Special Education (3)

  Note: Students enroll for 1 credit of 596 for the first 3 semesters of doctoral work.
- Tch Lrn 582 Academic Writing for Dissertations and Publication (3)

  Note: Students with extensive English writing experience may get this required course waived with their advisor/committee approval.
- Ed Res 571 Dissertation Preparation (3)

Additional Coursework (see individual notes for requirements)

- Spec Ed 522 Topics in Special Education (3)

  If a Topics course in Special Education is offered during the fall or spring semesters, all Special Education doctoral students will be required to enroll during that semester. If students are completing preliminary examinations or dissertation research they are not required to enroll in the Topics course.
- A Survey Research Methods course (3)

  Required for students who intend to do survey research for their dissertation study.
- Tch Lrn xxx Mixed Methods Research (3)

  Required for students who intend to do mixed methods research for their dissertation study.

The required Specialization Core for graded course work is 27 credits. The Additional Coursework may be required if: a) a Topics course is offered and is aligned with students' research, the Topics course is required; b) students are doing survey studies for the dissertation study, the Survey Research Methods course is required; and/or c) if students are using mixed methods (quantitative and qualitative methods) for the dissertation study, the Mixed Methods Research Methods course is required.

Students may have to enroll in prerequisite coursework if previous coursework was not completed in their master's degree program (e.g., Spec Ed 504 if students haven't had a special education law course previously.) Work with your advisor/chair to determine the total number of graded credits you will be required to take in your Specialization

Core, the Additional Coursework, and prerequisites. Note that some coursework might include online courses. Your advisor/chair and your doctoral committee must approve the total required graded credits in the Specialization Core, Additional Coursework, and prerequisites. Your advisor/chair of your doctoral committee will have the most recent course rotation information. Work with your advisor/chair to develop a schedule of coursework across the semesters/summers.

Optional Graded/Non-Graded Courses

- Spec Ed 522 Topics in Special Education (3)

  Note: If a Topics course in Special Education is offered and appropriate, all Special Education doctoral students will be required to enroll during that semester, unless students are completing preliminary examinations or dissertation research.

- Spec Ed 590 School-Based Practicum (1-3) (P/F)

  Note: If students have not had Special Education practicum experience in the US public school system, 590 may be required.

Cognate Area (optional 9-12 credits)

Beyond the requirements, your Program of Study can be individualized to address your interests and needs. You may want to consider adding a 9-12 credit Cognate to develop an additional area of expertise. An example of a supporting Cognate in research methods could include:

- EdPsy 569 Quantitative Techniques in Education (3)
- Ed_Ad 538 Topics in Qualitative Research (3)
- Tch_Lrn XXX Mixed Methods Research (3)

Rotation of Coursework

A - Fall	**A - Spring**
SpecEd 595 Universal Design for Learning and Assistive Technology SpecEd 593 Diversity in Special Education SpecEd 596 Seminar in Quality Indicators of Research	SpecEd 592 Single Case Research Methods SpecEd 589 Seminar in Disability Studies SpecEd 596 Seminar in Quality Indicators of Research
B - Fall	**B - Spring**
SpecEd 591 Response to Intervention/Multi-Tiered Systems of Support SpecEd 596 Seminar in Quality Indicators of Research	SpecEd 594 Social Development and School-Based Prevention and Intervention SpecEd 596 Seminar in Quality Indicators of Research

Note: If you begin/start your program when the B (Fall/Spring) courses are offered, you would enroll in the A (Fall/Spring) courses during your second year. If changes are made to this rotation, you will be informed. As you develop your Program of Study, be sure to consult with your advisor. Spec_Ed 522 may be offered spring and/or fall terms.

American Psychological Association Manual
All graduate students in the Special Education Program are required to obtain/purchase and use the American Psychological Association (APA) Manual for writing style and formatting.

Second Semester Review

At the completion of your second doctoral semester, the Special Education faculty will review your progress. Faculty use the results of the Special Education Graduate Student Annual Review process and your self-evaluation (explained later in this handbook) to assess your progress in the program. Among other criteria, your grade point average, writing ability, research skills, and conceptual understandings will be reviewed. If satisfactory, you will be encouraged to continue in the doctoral program. If needed, the faculty may recommend some additional course work or experiences to address weaknesses noted. If your progress is not satisfactory, you may be asked to exit the program.

Competency Portfolio

You are required to maintain and successfully complete a Competency Portfolio. At each annual review meeting you will share with the faculty your progress on completing the Competency Portfolio. This Portfolio is explained in Spec Ed 596. The instructor of 596 will provide guidance in completing the Portfolio and your advisor/committee will support you in the process of completing the Competency Portfolio (See Appendix E).

Preliminary Examination Written/Oral Assessment

After the *Program of Study* has been approved and most or the entire program has been completed, the Preliminary Examination is designed and scheduled. The student must complete the Preliminary Examination Scheduling Form and submit it to one of the Coordinator's in the Office of Graduate Education for submission through myWSU at least 10 working days prior to the exam date. The products used for this assessment should provide an opportunity for students to evidence and demonstrate 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 unscientific,

5. an ability to critique research that taps a range of research traditions, and

6. a deep regard for the potential and limitations of research and its relationship to theory.

Assumptions

The Preliminary Examination:

1. may include both written and oral components (consult with advisor),

2. is designed by the committee advisor/chair and the members of the graduate committee, in consultation with the student about appropriate options, and,

3. must be successfully completed (passed) before presenting a dissertation proposal.

Options

There are four options to consider for the Preliminary Examination:

1. ***Publishable paper and oral defense***. This product may stem from a paper drafted from research data or from the content across several courses. A timeline will be established for this option. After the paper is received and reviewed by the advisor/chair and committee members, an oral defense will occur.

2. ***Critical synthesis of research, theory, and practice.*** This option will stem from three to four questions posed by the advisor/chair and committee members in consultation with the student. The student is allowed a given amount of time to craft a written response to each question. (The time frame is decided upon by the advisor/chair and committee members.) After all responses are received and reviewed, the advisor/committee will meet to ballot on the status of the examination (U/S). An oral defense may or may not be required (consult with advisor/committee).

3. ***Intensive and prompted response and oral defense***. This option involves a timed response to questions posed by the advisor/chair and committee members. The topic areas will be discussed with the student. After the timed responses are submitted, an oral defense will occur.

4. ***Alternative Preliminary Examination product***. This option allows the student to submit a written proposal to his or her advisor/chair and committee that describes an alternative examination product.

Scheduling the Preliminary Exam (Official Defense)

After all committee members have had the opportunity to read the written component of the examination, the second component (committee discussion and balloting) is scheduled. Scheduling the second component of the Preliminary Examination with your committee involves setting the date, location, and time of the committee discussion/balloting. The scheduling form is due in the Graduate School ten (10)

working days prior the date of the second component of the examination. It is your responsibility to insure that all members of the committee sign the scheduling form and the location is reserved. The form is then forwarded to the department chair and, if applicable, minor departments for approval. If approved at the department level, the form is forwarded to the COE Office of Graduate Education who will then submit the form to the Graduate School for approval.

Oral Component and/or Discussion and Balloting

If an oral component is required, that is scheduled on the same form. All committee members must be present at the examination meeting to discuss the results and ballot on whether the student passes or fails the examination. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following an oral exam (if required) or up to four weeks after the examination. All members of the committee must vote. The final ballot result is either a pass or a fail. After the ballot meeting, the Office of Graduate Education will notify the student in writing regarding the results. Students are also free to contact their advisor/chair after the ballot meeting to receive and discuss the results.

Repeating the Preliminary Examination

In the event of a failed Preliminary Examination, 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 Preliminary Examinations results in termination of enrollment in the doctoral program and the Graduate School.

Dissertation Guidelines

Dissertation Proposal

A dissertation proposal (in the College of Education this is referred to as the D-1) is a concise and convincing overview of the research you propose to undertake for the dissertation. Several semesters before your Preliminary Examination you should be working with your advisor/committee to define your area of research, identify specific research questions, and prepare the dissertation proposal (D-1).

Typically the D-1 will have an introductory chapter stating the problem or area of interest, a literature review chapter, and a methods chapter. While the format for a D-1 is variable, your advisor/chair and committee members may have specific requirements regarding the format. Discuss the format with your advisor/chair, as well as the members of your committee. The D-1 may be developed prior to or after the Preliminary Examination, but you can only present your proposal to your committee after the Preliminary Examination has been passed. The advantage to providing a draft of your D-1 to your committee prior to the Preliminary Examination is that the research you are proposing to conduct 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 (Spec Ed 800) during the semesters in which you develop the proposal.

The format should adhere to the style set forth in the latest edition of the Publication Manual of the American Psychological Association (APA). The D-1 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?

   (This may contain a detailed literature review)
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. What will be your intervention (if applicable)?
   d. How will you conduct the study (procedures)?
   e. How will you organize or analyze the resulting data?
5. What knowledge will be added to the literature that was not known before? How is your study proposal going to significantly impact the field?

Submit the written D-1 to your advisor/chair and schedule a meeting to obtain feedback. Your advisor's/chair's feedback should be used to revise and clarify the D-1. When you and your advisor/chair are satisfied with the D-1, provide a copy to your committee for feedback. You and your advisor/chair will set the date at which you will provide a formal presentation of your proposal to your advisor/committee and other students/faculty in the program.

Development of a Dissertation Proposal (D-1)

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 (Spec Ed 800) in the semesters you work on the dissertation. While you may begin work on the D-1 prior to the Preliminary Examination, you may not formally present your D-1 proposal until you successfully complete the examination.

You should work closely with your advisor/committee in the development of the D-1. 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 your advisor/chair to prepare and revise initial drafts of the D-1 chapters. You and the committee chair will

decide when it is best to begin sharing the proposal with the other committee members. Expect further revisions after the other committee members review the proposal.

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a Dissertation Proposal (D-1) Scheduling form (see Appendix A). This includes reserving a room for your presentation (consult with the department staff about scheduling a location). You must secure the signatures of your committee and submit the D1 Scheduling Form to the COE Office of Graduate Education who will then secure the signature of the department chair and route the form to the Office of Graduate Education for inclusion in your file. Provide your committee members with a hard copy of the 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 denial of the D-1. The committee will indicate one of the following decisions on the Dissertation Approval Form (see Appendix B):

a) approved as presented;

b) approved, subject to revisions as specified by the committee;

c) approved, subject to revisions as specified and subject to further review and approval by the committee; or

d) approval denied.

Approval or denial of the dissertation proposal is documented by committee members' signatures on the D-1 form.

The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA (APA Quick Guide is available at http://www.wsulibs.wsu.edu/quickguides/apa). While you will develop the format for the proposal with your advisor/chair, the proposal typically addresses in greater detail most or all of questions addressed in the abstract 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 can be stated in conceptual terms, as opposed to formal null or alternative hypotheses. Note that this chapter does not provide a complete literature review. In addition to the research questions/hypotheses and analysis of how the phenomenon has been addressed in the literature, you should provide a brief 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. Your committee may have a specific format they wish you to follow. 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 that will be addressed in the proposed study. These statements should be logically derived from the body of research presented in the literature review.

Chapter III, Methods*:*
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). Completed IRB forms should be attached.
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 (for example through a pilot study). 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, curriculum materials, interventions)

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 or 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.

Dissertation Proposal Timelines

You should discuss the timeline for developing and presenting the D-1 with your advisor/chair. If the D-1 would not be ready to present to the committee by the second week in November in the fall semester, you will need to wait until the spring semester to present your D-1 to your committee. During the spring semester, D-1 proposals must be presented to your committee by the end of the second week in April. If the D-1 is not ready to be presented to your committee by the second week of April in the spring semester, you will have to wait until the fall semester to present your D-1. Consult with your advisor/chair about the appropriate timeline for your presentation of your D-1. A minimum of one semester must elapse from the approval of your D-1 to your dissertation defense (e.g., If a D-1 is presented and approved by a committee in mid-September, the earliest date for the dissertation defense would be mid-January in spring semester). Typically more than one semester is needed after the D-1 is approved because of the time it takes to collect and analyze data, as well as write the dissertation.

Scheduling the Dissertation Proposal Presentation and Defense

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a Dissertation Proposal (D-1) Scheduling form which can be obtained in the College of Education Office of Graduate Education. 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 Education who will then secure the signature of the department chair and place the form in your file.

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 on the Dissertation (D1) Proposal Approval Form. 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.

Human Subjects Form and CITI training

After approval of the D-1 and prior to any data collection, you must do CITI training and 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 Education before you commence data collection. You may submit a copy to the Office of Graduate Education when you receive the confirmation but it must be submitted no later than when your Dissertation/Thesis Acceptance/Final Examination scheduling form is submitted. 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 on the IRB website http://www.irb.wsu.edu/. The IRB form must be signed by the chair of your committee and the department chair before it is submitted. Review of the request generally takes 5-10 days, at which time you will inform you by email as to whether your research is approved.

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 D-1 proposal. Upon completion of data collection and analysis, you are ready to write the dissertation (see Appendix C in this Handbook for timeline considerations).

In its final form, the dissertation usually includes five chapters – Statement of the Problem, Literature Review, Methods, Results and Discussion chapters. It is not uncommon for these chapters to undergo many revisions before final approval.

Chapter I, Introduction (or Statement of Problem)
This chapter provides a clear and concise view of what was 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 were tested, they should be stated in conceptual terms, as opposed to formal null or alternative hypotheses. Note that this chapter does not provide a complete literature review. In addition to the research questions/hypotheses and analysis of how the phenomenon has been addressed in the literature, you should give an overview of your research methods and the implications of your 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. Your committee may have a specific format they wish you to follow. 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 that were addressed in the study. These statements should be logically derived from the body of research presented in the literature review.

Chapter III, Methods
The material in this chapter will vary depending on the nature of your study. In general, the chapter should provide detailed information about the participants (who), instruments (what tests, surveys, interventions were used), and procedures used to conduct the study (how, when, where).

Methods chapters are typically formatted to include:

Characteristics of participant(s).
Provide a complete description of the participants, including the number of participants, how they were selected, and the participant characteristics that are important to the study (e.g., age, gender, experience, education level). Completed IRB forms should be attached.

Research design.
If it's an ethnographic study, for example, describe your approach (e.g., participant-observer) and elaborate on what that meant in your study. For a quantitative study, describe the type of research (e.g., quasi- experimental, survey).

Instrumentation.
Include a detailed description of any data collection instruments and/or procedures, including, if relevant, information about their validity and reliability. If you developed a new instrument, provide details about how you developed the instrument, including, if relevant, how you insured the instrument was valid and reliable (e.g., a pilot study). Instruments that are not commonly known should be appended to your dissertation.

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 accept 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 must be approved by the student's advisor/chair and committee (during the Dissertation Proposal process). One alternative format is to write the dissertation research results in the form of publishable manuscripts. The depth, scope, and focus of the research conducted will impact the number of publishable manuscripts expected. Students should work closely with their advisors/chairs and committees to clarify the expectations for an alternative format dissertation and study. After your advisor/chair and committee has approved the alternative format proposal the approval is noted and documented on the D-1 form.

Final Examinations

Timeline for the Final Examination

By the deadline (listed on the university calendar) of the semester in which you plan to graduate, you must Apply to Graduate, a link in your myWSU student center, at least one semester before the final oral examination is scheduled so that you can be notified of graduation requirements (to-do lists) before enrolling for your last semester. The fee associated with graduation 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 so it carries over from semester to semester for one calendar year.

The semester prior to scheduling the final examination, you should review the Graduate School Deadlines and Procedures Summary (available at https://gradschool.wsu.edu/facultystaff-resources/18-2/). Reviewing the Summary at that time will allow you time to complete any deficiencies.

You should also obtain a copy of the Digital Dissertation and Thesis Guidelines (available at https://gradschool.wsu.edu/facultystaff-resources/18-2/) which will be slightly different than APA or other formatting. This document includes important information about the format of the dissertation title page, signature page, and abstract; copyright releases; submission of digital dissertations.

You should work with your advisor to develop a detailed/comprehensive timeline for completing the written part of your dissertation (See Appendix C for timeline considerations). Your advisor and 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 entire committee's consent that the written document is ready you are then ready to schedule the final oral examination. Please be aware that you will need to have a completed draft of the entire dissertation at least 30 days prior to your final defense date. For fall semester this means you will need to have a completed draft by at least mid-October and for spring semester, you will need to have a completed draft by mid-March.

Scheduling the Final Examination

With the committee's consent that the written document is ready, schedule the final oral examination by providing your committee with a completed Scheduling Final Examination Form for Dissertation/Thesis degrees. You and the committee will need to agree upon a date, time, and have the location of the defense reserved (if needing AMS, please allow more time for room scheduling reservations). 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 UMI/Proquest through the WSU Libraries Dissertation site. 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 COE Office of Graduate Education with your abstract and a PDF copy of the dissertation. This office will then circulate the materials to the department chair for signature then onto the Graduate School for scheduling your exam. The completed form and dissertation must be submitted at least 10 working days in advance of the examination date. At the same deadline, your dissertation draft must be uploaded to UMI/Proquest. Although the Graduate School & UMI/Proquest checks the dissertation, this check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.

The examination must be scheduled at least four months, but less than three years, after satisfactory completion of the Preliminary Examination. 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.

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 Spec Ed 800 (minimum of two credits) in the semester in which you take the final examination. The examining committee shall include your doctoral committee and any other members of the faculty in attendance who are eligible, according to COE 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.

Graduation Checklist

After you pass the final oral examination, you have five (5) working days to submit your final corrected digital copy of the dissertation to UMI/Proquest.

Additionally, you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. These pages must be on 100% cotton paper. You may contact one of the Academic Coordinators in the Office of Graduate Education to request sheets of the 100% bond paper. You must also submit a Hold Harmless Agreement/Copyright Acknowledgement, Final Dissertation/Thesis Acceptance Checklist, and a completed and signed Survey of Earned Doctorates. You may choose to have your dissertation microfilmed but you must pay the additional microfilming fee. If you wish to copyright your dissertation, there is a copyright fee.

All students are required to submit one electronic (PDF) copy of the dissertation to the department, and a second copy (does not have to be on 100% cotton paper) to the committee chair (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor. Upon submission of the dissertation, students must complete an exit survey provided by the COE Assessment Office.

Awarding of the Degree

After you have completed the degree requirements for the doctorate and your student account is cleared, you will receive the diploma and be eligible to be hooded by your committee chair or designee at the next commencement.

Graduate Student Exit Survey

After you complete the final examination, complete the Graduate Student Exit Survey online (Office of Assessment will send you an email).

Continuation for Another Degree

To continue for another degree you should contact the Office of Graduate Education. A form must be filed for any of the following situations:

- Completed MA and continuing for a PhD in the same department.
- Not completing a PhD and continuing for a MA in the same department.
- Not completing a graduate degree and continuing as an undergraduate.

New Application: Continuing a graduate degree program in a different department.

Graduate Assistantships and Financial Aid

Teaching and Research Assistantship Appointments, Scholarships and Financial Aid

Funding for graduate students varies across the campuses. The Department of Teaching and Learning has approximately 10 teaching assistant (TA) positions on the Pullman campus. 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.

Availability of assistantships on other campuses are available periodically; students should inquire with faculty and academic advisors on those campuses for information on possible opportunities.

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 Tch_Lrn 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 on all four WSU campuses. 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. In addition, other assistantship opportunities are available in other units on campus. Whenever possible the department will provide assistance in identifying possibilities for funding outside of the college.

To be considered for a TA or RA position, complete a graduate assistant application, available from the department and the COE Office of Graduate Education http://education.wsu.edu/employment/assistants/. At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

Non-resident graduate students holding either state funded or non-state funded graduate service appointments on a quarter-time or greater basis may be awarded a

waiver of the non-resident differential. The department is responsible for awarding non-resident "NR" differential waivers in the waiver section of the PERMS action. Domestic graduate students who have residency outside of Washington State are highly encouraged to apply for Washington residency to avoid paying out-of-state tuition after their first year of their graduate appointment. Residency website; http://residency.wsu.edu/

Appointments for 50% or greater may receive a full non-resident "NR" waiver. Appointments less than 50% but at least 25% may receive half of a non-resident "1/2NR" waiver. Non-resident waivers cannot be guaranteed beyond one year. Contact the Graduate School for information regarding residency requirements and establishing residency.

For more information please contact the Graduate School at gradschool@wsu.edu or 509-335-6424.

Scholarships and Other Financial Aid

College of Education Scholarships: Scholarships are available through the COE. Applications are available through University Scholarship Services in November and are due January 31st of the following year for the upcoming academic term. Awards generally begin at approximately $2000. For more information, contact the COE Scholarship Coordinator (509-335-7843) or visit the website: https://education.wsu.edu/students/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://finaid.wsu.edu/.

Business Policies

Leave Guidelines

During the term of their appointments, all graduate student service appointees are expected to be at work each normal workday, including periods when the University is not in session with the exception of the legal holidays designated by the Board of Regents. All University holidays are designated by the Board of Regents and are published in the WSU Week and posted on the Web at http://hrs.wsu.edu/. Graduate students on appointment do not earn annual leave or sick leave.

Travel

For liability purposes, all students seeking to obtain financial reimbursement for work-related travel must complete a Travel Authority form. Contact your campus academic advisor for access to this form. This form must be submitted, signed by the Department Chair, and initialed by your advisor/chair at least 21 days before a trip. In some circumstances, work-related travel advances may be obtained by submitting a request at least four weeks before the trip. If funds are available, reimbursement for

travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Only approved travel will be reimbursed.

Checkout/Exit

Before departure from WSU's College of Education (COE), students must leave a forwarding address with the COE Office of Graduate Education, return all keys and equipment to the main office, and consult with the advisor about the student's research and office space.

Grievances

If grievances arise, the student should discuss the problem with their advisor/chair and the Graduate Coordinator(s). If additional consultation is needed, please consult the Department Chair or Unit Director, or as a final resort, the WSU Ombudsman. The WSU Ombudsman Office is in Wilson Short Hall, Room 2, phone (509) 335-1195, and is available to students on all campuses.

Dissertation Library

The department maintains a dissertation library for graduates in Cleveland Hall 70.

General Information

Department Offices

Washington State University-**Pullman**
Department of Teaching & Learning
321 Cleveland Hall
Pullman, WA 99164-2132
Phone: (509) 335-6842
Fax: (509) 335-5046
education@wsu.edu

Washington State University-**Spokane**
College of Education
PO Box 1495
Spokane, WA 99210-1495
Phone: (509) 358-7537
Fax (509) 358-7933
enroll@wsu.edu

Washington State University-**Tri-Cities**
College of Education
2710 Crimson Way
Richland, WA 99354-1671
Phone: (509) 372-7396
hberry@tricity.wsu.edu

Washington State University-**Vancouver**
College of Education
Undergraduate (VUB) 300
Phone: (360) 546-9660
Fax: (360) 546-9040
debarnett@vancouver.wsu.edu

Academic Coordinators

Washington State University-Pullman
Office of Graduate Education
College of Education
Cleveland Hall 70
Pullman, WA 99164
Fax: (509) 335-9172
Email: gradstudies@wsu.edu

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Nick Sewell,
Academic Coordinator
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College of Education
Kelly LaGrutta,
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Washington State University-Vancouver
College of Education
Dan Overbay,
Academic Coordinator
Undergraduate (VUB) 308
Phone: (360) 546-9673
Fax: (360) 546-9040
Email: dan.overbay@wsu.edu

New Student Information

Residency Requirements
https://gradschool.wsu.edu/establishing-residency/

Parking and Maps
Pullman: www.parking.wsu.edu http://map.wsu.edu/
Spokane: https://spokane.wsu.edu/facilities/parking/
Tri-Cities: http://tricities.wsu.edu/campusmaps/#top
Vancouver: http://admin.vancouver.wsu.edu/parking/parking-services

I-9 Forms
WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986.
http://www.wsu.edu/forms2/ALTPDF/BPPM/60-04.pdf

W-4 Forms
U.S. Citizens: http://www.wsu.edu/payroll/taxes/completeW4.htm
Non U.S. Citizens: http://www.wsu.edu/payroll/nonUS/newInstIRSFormW4.htm

Tax Information
U.S. Citizens: http://payroll.wsu.edu/ppt/StudentTaxPresentation12.ppt
Non U.S. Citizens: http://ip.wsu.edu/global-services/tax-info.html

Automatic Payroll Deposit
http://payroll.wsu.edu/stntpay/directdep/directdep.htm

Social Security Numbers
Significance and correction of an SSN:
http://www.wsu.edu/forms2/ALTPDF/BPPM/55-05.pdf
Use of an SSN on forms:
http://public.wsu.edu/~forms/HTML/BPPM/90_Records/90.78_Use_of_Social_Security_Number_on_Forms.htm
Application pointers: http://www.wsu.edu/payroll/stntpay/sscardapppoint.htm

Central Services and Facilities
Student Services, including Health and Counseling Services
Pullman: http://osae.wsu.edu/
Spokane: https://spokane.wsu.edu/studentaffairs/
Tri-Cities: http://www.tricity.wsu.edu/student-affairs/index.html
Vancouver: http://studentaffairs.vancouver.wsu.edu/
Libraries
Pullman: http://www.wsulibs.wsu.edu/
Spokane: https://spokane.wsu.edu/library/
Tri-Cities: http://www.tricity.wsu.edu/Library/index.html
Vancouver: http://library.vancouver.wsu.edu/
Parking
Pullman: http://transportation.wsu.edu/
Spokane: https://spokane.wsu.edu/facilities/parking/
Tri-Cities: http://tricities.wsu.edu/admission/visit
Vancouver: https://www.vancouver.wsu.edu/campus-map-directions-and-parking-information

Appendix A

WASHINGTON STATE UNIVERSITY

College of Education
D-1/M-1/T-1 Scheduling Form

Please return this form to the Office of Graduate Studies in Cleveland Hall 70 no later than ten (10) working days prior to the desired meeting date.

Procedures for processing dissertations/special project/thesis proposals:

- Student must be enrolled and registered for the required number (2) of 700/702/800 credits.
- At least five working days prior to the oral defense of the proposal, doctoral and thesis master's candidates must deliver a complete copy of the dissertation/thesis proposal to the Office of Graduate Studies (Cleveland Hall 70). This copy will serve as the public copy and be displayed at a public place designated by the department.
- An electronic copy of the abstract must be sent to the Office of Graduate Studies at (gradstudies@wsu.edu) at least five working days prior to the proposal.
- Scheduling of rooms needs to be completed using Academic Media Services (AMS) at http://www.ams.wsu.edu/Index.aspx and include all four campuses (Pullman, Spokane, TriCities and Vancouver).

Student's Name _____ ID# _____

Degree _____ Program _____

Working title of dissertation/special project/thesis: _____

_____

ADVISORY COMMITTEE	SIGNATURES	Date
_____, Chair	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____ (Chair, Major Dept.)	_____	_____

The above individuals approve the following place, date and time of the D-1/M-1/T-1 meeting:

_____ (Building and Room Number)

_____ (Date and Time)

Updated 7/2013

Appendix B

WASHINGTON STATE UNIVERSITY

College of Education

Dissertation Proposal Approval Form

(D-1 Form)*

Please return this form to the Office of Graduate Studies in Cleveland Hall 70.

Student's Name: _____

Working Title of Dissertation: _____

_____

_____

Decision of Dissertation Advisory Committee Regarding Proposal (check one)

_____ Approved as presented

_____ Approved subject to additions, corrections and/or modifications as per the attached

_____ Approved subject to additions, corrections and/or modifications as per the attached, subject to review and approval of the Dissertation Advisory Committee

_____ Approval denied

Signatures

Advisory Committee	Signatures	Date
_____, Chair	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Nature of Research Proposed

Will the dissertation involve the collection of data from human subjects and/or the use of archival data collected from human subjects? (check one)

_____ Yes (In this case, the student must obtain WSU Institutional Review Board (IRB) approval before beginning the data collection process and/or initiating the analysis of archival data. See reverse side for details.)

_____ No

(over)

Updated 7/2013

Information for Doctoral Students Who Collect Original Data for Dissertation Study

An approved IRB approval form **must** be attached to this document and placed in your file in the College of Education Office of Graduate Studies before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your dissertation not being accepted for meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken.

_____ _____

Signature of Student Date

(Signature indicates acknowledgement of IRB policy noted above)

For COE Office of Graduate Studies use only

Date approved IRB Form filed with COE Office of Graduate Studies _____

Approved Form filed by _____ _____

Signature of Graduate Studies Officer Date

Updated 7/2013

Appendix C

Dissertation Timeline Considerations

You will begin discussions about possible dissertation topics with your advisor/chair of your graduate committee as early as your second semester in the program. When you have a clear idea of what your dissertation topic will be, your advisor/chair will suggest that you meet with your entire committee to discuss the topic and get input. Your advisor/chair will work with you to develop your dissertation proposal (D-1). When that is approved, and your human subjects form has been approved, you may begin your study.

As you progress through your dissertation study, you should be meeting with your advisor/chair to inform him/her of your accomplishments, and also to problem-solve any challenges encountered along the way. The advisor/chair and committee members are there to provide expertise, support, and advice throughout the dissertation.

When you have developed written drafts of chapters/sections of the dissertation, those should be shared first with your advisor/chair. When the drafts of those chapters/sections are in a quality form and your advisor/chair approves, you may share those drafts with committee members to obtain their feedback. You should discuss the committee members' feedback with your advisor/chair before revising the chapters/sections.

As you share chapters/sections of the dissertation with your advisor/chair, typically the timeline looks like this:

1. Draft 1 of chapters/sections to advisor/chair.
2. Draft 1 returned to you 2 weeks after advisor/chair receives it.
3. Draft 2 to advisor/chair: You edit/revise.
4. Draft 2 returned to you 2 weeks after advisor/chair receives it.
5. Draft 3 to advisor/chair: You edit/revise.
6. Draft 3 returned to you 2 weeks after advisor chair receives it

   (This drafting/revising generally continues through several additional cycles.)

Your advisor/chair will let you know when the drafts of chapters are ready to be shared with your committee members. A similar timeline for working with your committee members would then follow:

1. Draft x of chapters/sections to your program committee members
2. Draft x returned to you 2 weeks after the members receive it

Before revising the chapter drafts per the committee members' suggestions, consult with your advisor/chair. A timeline such as this would then follow:

3. Draft x to program committee members
4. Draft x returned to you 2 weeks after members receive it
   (This drafting/revising may continue through several additional cycles.)

After the last draft/revise cycle, you will want to share the revised chapters/sections with your advisor/chair. The advisor/chair will review the drafts within two weeks of you submitting it to him/her. More edits and revisions may be needed per the advisor's/chair's suggestions. The resulting drafts would again be shared with the committee members, who may also suggest edits/revisions. This cyclical process will continue until you have a quality draft of the dissertation. Seven to ten draft cycles are typical to reach a quality draft of the dissertation. If you need seven draft cycles that is a minimum of 10 weeks of reading/revising time and does not include your revision/editing time, so planning accordingly is important for staying within your timeline.

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form (See directions in the Handbook). Each committee member, and the advisor/chair must sign the form. You obtain their signatures for the form and simultaneously give the members a copy of the quality draft of your dissertation.

Submit the signed scheduling form to the Graduate Studies office in Cleveland Hall at least 13 working days before your presentation/final defense. The Coordinators will copy the form for your file and submit the form to the Graduate School (at least 10 working days before the presentation/defense). We recommend that you plan to submit the signed scheduling form to the Graduate Studies office in Cleveland Hall with plenty of days to spare – you should plan to submit the form before the 13 day limit.

You must be enrolled in a minimum of 2 credits of either Spec Ed 800 during the semester in which you defend your dissertation.

Sample Timeline for a Spring Defense/Presentation

Collecting data: August 1-November 1

October 1: Drafts of chapters 1, 2, 3 to your advisor/chair (These are similar to the 3 chapters you wrote for your D-1, so they will have been seen many times before this by your advisor/chair and committee members, and you would have received feedback on them previously.)

October 15: Drafts returned to you to revise

November 1: Revised drafts to your advisor/chair

November 15: Drafts returned to you to revise

December 1: Revised drafts to your advisor/chair

December 16: Drafts returned to you to revise

January 1: Draft of results chapter to your advisor/chair

January 15: Draft of results chapter to you to revise

February 1: Draft of results chapter to your advisor/chair

February 15: Draft of results chapter to you to revise

March 1: Draft of results and discussion chapters to your advisor/chair

March 15: Draft of results and discussion chapters to you to revise

April 1: Draft of results and discussion chapters to your advisor/chair

April 15: Draft of results and discussion chapters to you to revise

Consult with advisor/chair regarding the timeline for sharing all of the chapters with your committee and scheduling the defense. The quality level of the drafts may have been met at this point. If so, the advisor/chair will direct you to send the quality final draft to the committee.

The timeline for these activities varies according to your readiness, the quality of your draft chapters, and the committee members' availability. The advisor/chair and committee members must see a completed draft of your dissertation, have at least two weeks to read/review, agree that you are ready to defend, and then they can work with you to schedule your defense. The completed and signed Scheduling Form should be submitted to the Graduate Studies Office in Cleveland Hall

If you hope to defend your dissertation in the summer term, you should consult with your advisor/chair. Some faculty are not available in the summer, so defending your dissertation in the summer may not be possible. Given the timeline examples above, you and your advisor/chair may feel that you cannot accomplish a level of quality quickly enough to defend during summer term, as summer is a shorter period of time than semesters.

Appendix D

Annual Review of Graduate Students
Special Education Graduate Student Annual Review-Completed by Faculty

According to procedures established by the Graduate School and the Special Education Program faculty, all graduate students will be reviewed by the faculty once a year. Student progress will be monitored and satisfactory or unsatisfactory indicators will be noted. Following the review, all students will be informed in writing of the results of this review. Recommendations will be provided, if needed. Students' progress in the Special Education Program will be considered but not limited to the following criteria. Students are required to submit a statement of progress each year documenting their accomplishments and cumulative progress and also meet with their advisor/chair.

Date:_____

Name of Student:_____

Name and Role of Evaluator:_____

Student Information
(Note: Not all categories apply to all graduate students.)

Degree Program: **PhD MA EdM Online**

Campus Location: **P S TC V**

Year in Program/Admissions Date: _____/_____

Completed CITI Training: ___ Yes ___ No Date: _____

Completed Responsible Conduct of Research Training: ___ Yes ___ No Date: _____

Completed Academic Writing Course Successfully: ___ Yes ___ No Date: _____

Completed and Submitted Program of Study on File: ___ Yes ___ No Date: _____

Academic Performance

Most recent cumulative GPA:_____

List any courses with grades below a "B":_____

_____

List any courses with an incomplete:_____

Student's Progress on Learning Outcomes

1. Demonstrate a wide scope of as well as an in-depth understanding of the field of special education and disabilities

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

2. Demonstrate critical thinking and ability to evaluate, understand, and communicate special education ideas and research

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

3. Demonstrate understanding of and ability to synthesize and apply special education research to problems of practice

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

4. Demonstrate scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

5. Demonstrate understanding and valuing of diversity through pedagogical and inquiry endeavors

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

6. Development of professional identity appropriate for future career plans

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):
Key assignments; Course grades; Preliminary examination, D-1 or dissertation rubric results; Number/quality of conference presentations/papers; Student adherence to APA guidelines; Students' successful completion of academic writing course; Quality of work on funded/service projects; Students' successful completion of CITI/IRB training; Progress in internship (if applicable)

Student's Progress in Program

1. Has the student completed his/her preliminary examination (if applicable) successfully?

_____ Yes _____ No _____ NA

If unsuccessful, what weaknesses were noted and communicated to the student?

If unsuccessful, is the student being advised to re-take the preliminary examination?

_____ Yes _____ No _____ Unsure at this point

2. Has the student displayed and communicated research/project information appropriately and professionally at conferences (following APA guidelines)?

_____ Yes _____ No _____ Emerging _____ NA

Conference and date:

3. Has the student prepared a D-1 or a T-1 that poses significant questions that can be investigated with appropriately described methods, linking to the relevant research/theory, with a demonstrated development of a cohesive and relevant research plan?

_____ Yes _____ No _____ Emerging _____ NA

Was the D-1 or T-1 approved?

_____ Yes _____ No Revisions Required:

4. Has the student prepared a proposal for a 702 project that links research and practice, presents a valuable outcome (to students, teachers, parents, etc.), and a well-defined plan to complete the 702 project?

_____ Yes _____ No _____ Emerging _____ NA

Was the 702 plan approved?

_____ Yes _____ No Revisions Required:

5. During the dissertation or thesis, has the student demonstrated the ability to follow a research plan, and understand and apply special education research, theory, and methods?

_____ Yes _____ No _____ Emerging _____ NA

6. During the 702 project has the student demonstrated the ability to follow the plan, and is he/she able to link the research with practice (and practical/useful outcome products)?

_____ Yes _____ No _____ Emerging _____ NA

7. Has the student successfully completed the 702 project?

_____ Yes _____ No Making Satisfactory/ Unsatisfactory Progress _____ NA

If the student is making unsatisfactory progress, what advice and mentoring is being provided?

8. Has the student successfully completed the dissertation or thesis?

_____ Yes _____ No Making Satisfactory/ Unsatisfactory Progress _____ NA

If the student is making unsatisfactory progress, what advice and mentoring is being provided?

If the student is making unsatisfactory progress, what are the faculty members' recommendations?

9. If the student has a graduate or teaching or research assistantship, has the student fulfilled the responsibilities/requirements of the assistantship?

Yes No Some improvement needed/No improvement needed
__ ____

Has the student in the assistantship maintained a 3.0 or above GPA? Yes ____ No ____

Has the student in the assistantship remained enrolled full time (10 credits)? Yes ____ No

Has the student met the service requirement of an average of 20 hours/week? Yes ____ No ____

Information on the student's performance was gathered from: _____ _____

Summary

Brief statement of student progress in program:

Expectations/recommendations for student:

Special Education Graduate Student Self-Evaluation for Annual Review-Completed by Student

According to procedures established by the Graduate School and the Special Education Program faculty, all graduate students will be reviewed by the faculty once a year. Student progress will be monitored and satisfactory or unsatisfactory indicators will be noted. Following the review, all students will be informed in writing of the results of this review. Recommendations will be provided, if needed. Students' progress in the Special Education Program will be considered but not limited to progress on the Student Learning Outcomes and the student's self-evaluation. Students need to meet with their advisor/chair to discuss the results of the Annual Review.

As part of this review, you are given the opportunity to provide your reflections and assessment of your progress. Complete this form and submit it to your advisor/chair within 10 days of receiving the form.

Date:_____

Name of Student:_____

Name of Advisor:_____

Student Information

(NOTE: Not all items/categories apply to all graduate degree programs. Complete the items/categories appropriate for your degree program.)

Degree Program: **PhD MA EdM Online**

Campus Location: **P S TC V**

Year in Program/Admissions Date: _____/_____

Completed CITI Training: **___ Yes ___ No Date: _____**

Completed Responsible Conduct of Research Training: **___ Yes ___ No Date: _____**

Completed Academic Writing Course Successfully: **___ Yes ___ No Date: _____**

Completed and Submitted Program of Study on File: **___ Yes ___ No Date: _____**

Academic Performance

Most recent cumulative GPA:_____

List any courses with grades below a "B":_____

List any courses with an incomplete:_____

Student's Progress on Learning Outcomes

Rate your progress on the following student learning outcomes and indicate what evidence would support your self-evaluation.

Do you as a student in the program:

1. Demonstrate a wide scope of as well as an in-depth understanding of the field of special education and disabilities

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

   Comments:

2. Demonstrate critical thinking and ability to evaluate, understand, and communicate special education ideas and research

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

   Comments:

3. Demonstrate understanding of and ability to synthesize and apply special education research to problems of practice

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

   Comments:

4. Demonstrate scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

   Comments:

5. Demonstrate understanding and value of diversity through pedagogical and inquiry endeavors

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

6. Development of professional identity appropriate for future career plans

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

Student's Progress in Program

7. Have you completed your preliminary examination (if applicable) successfully?

_____ Yes _____ No _____ NA

If unsuccessful, what weaknesses were noted and how are you remediating those?

If unsuccessful, are you being advised to re-take the preliminary examination?

_____ Yes _____ No _____ Unsure at this point

8. Have you displayed and communicated research/project information appropriately and professionally at conferences (following APA guidelines)?

_____ Yes _____ No _____ Emerging _____ NA

Conference and date:

9. Have you prepared a D-1 or a T-1 that poses significant questions that can be investigated with appropriately described methods, linking to the relevant research/theory, with a demonstrated development of a cohesive and relevant research plan?

_____ Yes _____ No _____ Emerging _____ NA

Was the D-1 or T-1 approved?

_____ Yes _____ No Revisions Required:

10. Have you prepared a proposal for a 702 project that links research and practice, presents a valuable outcome (to students, teachers, parents, etc.), and a well-defined plan to complete the 702 project?

_____ Yes _____ No _____ Emerging _____ NA

Was the 702 plan approved?

_____ Yes _____ No Revisions Required:

11. During the dissertation or thesis, have you demonstrated the ability to follow a research plan, and understand and apply special education research, theory, and methods?

_____ Yes _____ No _____ Emerging _____ NA

12. During the 702 project have you demonstrated the ability to follow the plan, and are you able to link the research with practice (and practical/useful outcome products)?

_____ Yes _____ No _____ Emerging _____ NA

13. Have you successfully completed the 702 project?

_____ Yes _____ No Making Satisfactory/ Unsatisfactory Progress _____ NA

If you are making unsatisfactory progress, what advice and mentoring is being provided?

14. Have you successfully completed the dissertation or thesis?

_____ Yes _____ No Making Satisfactory/ Unsatisfactory Progress _____ NA

If you are making unsatisfactory progress, what advice and mentoring is being provided?

If you are making unsatisfactory progress, what are the faculty members' recommendations?

15. Have you completed the

_____ Teaching Internship _____ Date of Completion

_____ Research Internship _____ Date of Completion

16. If you have a graduate or teaching or research assistantship, have you fulfilled the responsibilities/requirements of the assistantship?

Yes	No	Some improvement needed/No improvement needed
__	____	

Have you maintained a 3.0 or above GPA? Yes ____ No ____

Have you remained enrolled full time (10 credits)? Yes ____ No

Have you met the service requirement of an average of 20 hours/week? Yes ____ No ____

Submit documentation from your supervisor that you have fulfilled the responsibilities/requirements of the assistantship. This can be in the form of a memo, an emailed short paragraph, or an evaluation form.

Summary

Provide a brief statement of your progress in the program:

What are your goals for future progress in the program?

Submit completed Self-Evaluation Form to your advisor/chair within 10 days of receiving this form.

Appendix E

Special Education
Doctoral Competency Portfolio

Academic Year
2017-2018

Special Education Doctoral Competency Portfolio

Special Education doctoral students are required to maintain and successfully complete a Competency Portfolio that documents the completion of competency tasks that are outlined next. Competency tasks have been developed to support achievement of the Special Education Program student learning outcomes, and represent tasks or activities that fit within the typical job responsibilities of doctoral level scholars (e.g., scholarly writing, conducting research, teaching, and service). The specific ways in which a student satisfies each competency are jointly decided by the student and his or her advisor and program committee; however, it is expected that students satisfy each competency prior to beginning their dissertation. Each competency must be evaluated by a faculty member who is supervising and/or working with the student, using a high pass, pass, or revise metric. Only competencies that are evaluated as a pass or better will be considered complete. Upon completion of each competency task, the student will compile a portfolio that provides evidence of each competency and present this portfolio to his or her program committee for approval prior to proposing a dissertation.

Program Competency Task Descriptions and Evaluation Requirements

Students should meet with their advisor at the beginning of each semester to plan for competencies to be met during the semester, and review the competencies that were met during the previous semester. Tasks are typically completed outside of the students' required coursework; however, some of these competencies may be embedded in course work (e.g., review of professional writing, research proposal, etc.). During meetings with advisors the Portfolio of evidence should also be reviewed.

Special Education Doctoral Competency Portfolio

Competency Task	Time-line	Description of Task	Evaluation
1. Course Presentation		Prepare and present at least two presentations with learning activities in undergraduate or graduate courses. Evidence of this for evaluation and presented in the competency portfolio will include: Written outline of presentation and learning activities Slides/handouts/activities Participant evaluations	Completed Task(s): Comments: ☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
2. Course Design		Design or co-design at least one course in an area of specialization. Evidence of this for evaluation and presented in the competency portfolio will include: Syllabus Readings Slides/handouts/activities Evaluation/assessment procedures Participant evaluation/feedback from expert	Completed Task(s): Comments: ☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
3. Leadership/ Supervision		Engage in at least one leadership or supervision activity in an area of specialization for one semester. Activities may include, but are not limited to: supervision of practicum students, supervision of research activities, or consultation. Evidence of this for evaluation and presented in the competency portfolio will include:	Completed Task(s): Comments:

		Descriptions and dates of leadership/supervision activity Documentation attesting to the quality of the leadership/supervision from one or more persons involved in the leadership/supervision activity	☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
4. Outreach and Professional Development		Plan and conduct at least three different outreach/professional development activities (minimum of 1 hour in length each) in an area of specialization. These may be face to face activities or webinar-type activities. Evidence of this for evaluation and presented in the competency portfolio will include: A description of target audience In-Service/training agenda Slides/handouts/activities Participant evaluations	Completed Task(s): Comments: ☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
5. Review of Professional Writing		Prepare a written review of a minimum of two professional writings. Professional writing may include manuscripts submitted for publications or other professional writing. Evidence of this for evaluation and presented in the competency portfolio will include: Purpose and main points Adequacy of justification for the paper Critique of the methodology Assessment of the literature review Reliability and validity presented Critique of conclusion and implications	Completed Task(s): Comments: ☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
6. Research Proposal		Design at least two research studies prior to dissertation. Evidence of this for evaluation and presented in the competency portfolio will include: The APA formatted research proposals with (1) rationale for proposed study; (2) methods; (3)	Completed Task(s): Comments:

		analysis/interpretations; and (4) possible outcomes.	
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
7. Research		Conduct (alone or as part of a research team) at least one research study prior to dissertation by assuming major responsibilities in the study. Evidence of this for evaluation and presented in the competency portfolio will include all components of the Research Proposal with the addition of prior-approval for data collection/analyses, and a discussion of findings.	Completed Task(s): Comments:
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
8. Conference Presentation Proposals		Submit two or more conference presentation proposals (one regional, one national/international). Evidence of this for evaluation and presented in the competency portfolio will include: Conference presentation submissions Feedback from conference reviewers (accept, waitlist, or deny)	Completed Task(s): Comments:
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
9. Preliminary Exams		Successful completion of preliminary exams. Evidence of this for	Completed Task(s):

		evaluation and presented in the competency portfolio will include: Grade submitted for preliminary exams	Comments:
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
10. Submit Manuscript for Publication		Submit individually or as a part of a group at least one manuscript for publication in a peer reviewed journal. It is not required the manuscript be accepted for publication. Evidence of this for evaluation and presented in the competency portfolio will include: Manuscript submitted Acknowledgement from editor that manuscript was received Reviewers feedback, if available	Completed Task(s): Comments:
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____
11. University Participation		Participate in activities related to program, department, college, and/or university operations for at least one semester. This may include departmental meetings, service activities, research teams, review committees, etc. Evidence of this for evaluation and presented in the competency portfolio will include: Descriptions, dates, location of activities Descriptions of the roles you played in/during the activities (observer, participant in ____, reviewer, etc.)	Completed Task(s): Comments:
			☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____

12. Enhancement Activities		Engage in two additional tasks to enhance your professional competence. Evidence of this for evaluation and presented in the competency portfolio includes: Descriptions of the two additional tasks completed. Descriptions for each should include: Justification for task Competencies addressed in the tasks Description of activities Time given to the tasks and dates of completion Evaluation	Completed Task(s): Comments: ☐ Revise ☐ Pass ☐ High Pass Date:_____ Advisor Signature: _____