SCHOOL OF EDUCATION

UNIVERSITY *of* WASHINGTON | TACOMA

STUDENT HANDBOOK

Doctoral Program in
Educational Leadership (EdD)

UPDATED March 2024

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Introduction:

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

We are excited to have you join an extended community of dynamic, practitioner-based educational leaders who span public and private service sectors. The purpose of this program is to strengthen leadership approaches to transform our local, regional, national, and global world towards systemic healing. Mindful of the many interconnected problems facing our vast, diverse world, this program takes multidisciplinary approaches to help students reach across fields, professions, and arenas to strengthen and develop collaborative solutions to the most pressing academic and social problems.

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

The EdD Program is a 123-credit, three-year cohort-based program. For those who wish to earn the P-12 Superintendent or Program Administrator Credential, six additional credits are required in order to meet all state competencies; therefore, 129 credits will be required. Courses are offered as two full days, Fridays and Saturdays, approximately once per month for 12 months out of the year. The hybrid practitioner-oriented program is based upon digital engagement throughout the month and monthly in person class sessions.

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

The EdD Program offers three non-transcripted study options:

With the exception of those earning a Superintendent or Program Administrator Certification, selection of an option is not required. When disciplinary breakout sessions are offered, students may choose based upon interests. Those with other educational interest areas are also welcome in the program. They may select appropriate breakouts or mentoring relationships to support their interests.

- P-12 Educational Leadership Option: This area prepares and strengthens P-12 practitioner orientation and engagement with disrupting structural inequalities in schools, districts, and related educational organizations transform institutional approaches to curriculum, teaching, student, family, and community engagement, and leadership.
- Community Leadership Option (Adult Education): This area strengthens practitioners working with adult education areas from community focused, organization specific or policy oriented to dismantle and disrupt to center community grounded praxis through relational learning.
- Community Leadership Option (Tribal/Indigenous Leadership): This area strengthens and centers community grounded leadership development with a specific focus on Tribal and Indigenous leadership development work within Indigenous communities.
- Higher Education Leadership Option: This area prepares and strengthens higher education practitioner orientation to and engagement with disrupting structural inequalities in all higher education settings toward sustainable approaches in teaching, scholarship, student engagement, and leadership.

Educational Leadership Program Contact Information:

Campus Location: WCG 324
Mailing Address: 1900 Commerce St, Box 358435, Tacoma WA 98402
Phone number: 253-692-4430
Office hours: 9:00am - 5:00pm, Monday through Friday
Educational Leadership Program website: http://www.tacoma.uw.edu/soe/EdD

Interim Director:
Christopher B. Knaus
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WCG 336
253-692-4715
educate@uw.edu

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WCG 328
253-692-4367
aew7@uw.edu

Advising:
The EdD Graduate Advisor is available to assist students and to provide the tools needed to progress through the completion of the doctoral degree. Students may elect to meet with the Graduate Advisor to prepare a program plan. The program plan outlines the courses the student will take to fulfill the requirements of the doctoral degree and the University. If a program plan needs to be changed the student should work with the advisor. It is the student's responsibility to meet and follow procedures as stipulated by the degree option, UW Tacoma's School of Education, and the University of Washington Graduate School.

Students must adhere to registration dates and deadlines and are encouraged to review the Registration Guidelines and Course Offerings:
https://www.tacoma.uw.edu/uwt/registrar/registration

Graduate School Requirements:

Policy 1.1: Graduate Degree Requirements:
https://grad.uw.edu/policies/1-1-graduate-degree-requirements/

Policy 1.1.1: Requirements Applying to All Graduate Degree Programs
- Credits applied towards graduate degree requirements must include University of Washington coursework of (1) at least 18 credits at the 500 level and above; and (2) at least 18 graded credits of 400- and 500-level coursework, excluding 499 and transfer credit.
- For CR/NC courses, submission of a CR grade indicates that the student has met course expectations at a level such that the course may be applied towards graduate degree requirements.
- For S/NS courses, an S grade indicates that the student has met course expectations at a level such that the course may be applied towards graduate degree requirements. A graduate program may restrict S courses from counting towards program requirements.
- Graduate degree requirements normally consist primarily of graduate-level coursework at the 500 level. Courses at the 300 level and 400 level may be part of a student's course of study and applied toward graduate degree requirements when acceptable to the student's graduate program and the Graduate School. Coursework at the 300 level may not be applied towards the minimum 18 graded credits and may not be applied towards more than one-third of total degree requirements, except as previously approved by the Graduate School.
- A student must be registered for credit the quarter in which any required exam or presentation occurs. A student must maintain registration as a full-time or part-time graduate student for the quarter the degree or certificate is conferred.
- A minimum cumulative grade point average (GPA) of 3.00 is required to earn a graduate degree, and a minimum of 2.7 is required in each course that is counted toward graduate degree requirements. Courses at the 300 level are not included in the calculation of grade-point average (GPA).
- With the approval of a student's graduate program and the Graduate School, up to 6 credits of 400-level or 500-level coursework, taken as a senior while an undergraduate at the University of Washington, may be applied towards graduate degree requirements.

- With the approval of a student's graduate program, a restricted amount of Graduate Non-Matriculated (GNM) credit may be applied towards degree requirements, as described in Policy 3.3: https://grad.uw.edu/policies/3-3-enrollment-of-gnm-students/.
- Credit taken while enrolled as a non-matriculated (NM) student or while matriculated as a post-baccalaureate student at the University of Washington may not be applied towards graduate degree requirements. Credit by independent study or advanced credit examination is not transferable.

Transfer Credits:

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

With the approval of the graduate program, any number of credits applied to a UW master's degree in the same program may be counted towards doctoral degree requirements.

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

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

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

EdD Program Requirements:

Attendance/Participation:
Being a cohort member requires participation as part of the group. Courses, seminars, small groups, online discussion boards, and breakout sessions are all built upon the notion that interdisciplinary dialogue and critical thinking is done individually and with small groups during the month and collectively on the weekends of class. If is unable to attend a class session, that student must notify the instructor(s) of record, and any students participating in a group. Faculty are not required to provide "extra credit" or alternative assignments for those missing class. If missing a class is unescapable, it is upon the student to ask for faculty member permission to enable remote access.

Class Time:
Regardless of the number of credits, for Year 1 and 2, classes are held Friday and Saturday, once per month, with a one-hour lunch break. Classes are held Saturday and Sunday, once per month for the Muckleshoot EdD Cohort. Being on time and fully present for participation is essential for the benefit of all.

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

Online Canvas Discussion Posts:
Many courses require students to participate in designated module discussion posts. All discussion posts should follow instructor guidelines for participation and reflect professional online engagement.

Grading Policies for Graduate Students:

EdD Grading Scale:

The University of Washington Tacoma uses a numerical grading system at both the graduate and undergraduate levels of instruction. Graduate students must follow the grading system as outlined by The Graduate School. Although faculty may make adjustments to this guideline, in general, correspondence between number grades and letter grades is as follows:

Numeric Grade Point	Percentage Scale Conversion	Letter Grade
4.0	100-98%	A
3.9	97%	A
3.8	96%	A-
3.7	95%	A-
3.6	94%	A-
3.5	93%	A-
3.4	92%	B+
3.3	91%	B+
3.2	90%	B+
3.1	89%	B+
3.0	88%	B
2.9	87%	B
2.8	86%	B-
2.7	85%	B-
2.6	84%	B-
2.5	83%	B-
2.4	82%	C+
2.3	81%	C+
2.2	80%	C+
2.1	79%	C+
2.0	78%	C
1.9	77%	C
1.8	76%	C
1.7	75%	C
Grades 1.6 or below will be recorded as 0.0.		

NOTE: 2.7 is the lowest acceptable grade for an EdD student.

A minimum grade of 2.7 is required in each course that is to be counted toward a graduate degree. A cumulative GPA of 3.00 or above is required to receive a degree from the Graduate School. A graduate student's GPA is calculated entirely on the basis of numeric grades in 400- and 500-level courses. The grades of S, NS, CR, NC, and N are excluded, as are all grades in courses numbered 600, 602, 700, 750, and 800, and in courses at the 100, 200, and 300 levels.

Failure to maintain a 3.00 GPA, either cumulative or for a given quarter, constitutes low scholarship and may lead to a change-in-status action by the Graduate School. Failure to maintain satisfactory performance and progress toward a degree may also result in a change-in-status action by the Graduate School.

Grade Appeal:

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

Superintendent or Program Administrator Certificate Option**:

For students who wish to earn the P-12 Superintendent or Program Administrator Certificate, six additional credits are required in order to meet all state competencies; therefore, 129 credits will be required. The following six credits, or two courses, must be completed:

TEDLD 596: District Level Instructional Leadership (3 credits)

TEDLD 594: School District Leadership (3 credits). This course is spread across Year 2, and held on the same days as TEDLD 602 Field Practicum and Reflective Seminar, so students in this section will stay for a slightly longer session each day.

**See the EdD Advanced Standing Option for the Superintendent/Program Administrator Certificate under Community Grounded Praxis.*

UW Tacoma School of Education Professional Licensure Disclosure:

Certification requirements vary from state to state and are dependent on the intended profession. Academic programs and graduates must meet standards set by that state in order to be eligible for a license or certification. All of our certification programs have been designed to meet or exceed Washington state requirements. If you currently reside in a state other than Washington, and continue to live there while enrolled in the program, or plan to work in a state other than Washington after completing a Washington state approved certificate program with us, we strongly encourage students to contact the appropriate state licensing agency to seek information and additional guidance before beginning the program.

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

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

Scope and Sequence of EdD Curriculum:

	Year 1	Year 2	Year 3
Summer	TEDLD 571: Community Grounded Systems Leadership (5) TEDLD 572: Anti-racist and De-colonial Frameworks in Education (5) **10**	TEDLD 575: Human Capacity in Educational Institutions (5) TEDLD 576: Education Law and Governance (5) TEDLD 602Community Grounded Praxis (3) **13**	TEDLD 577: Funding, Budgets and Inequities (5) TEDLD 590: Critical Approaches to Student Development (*HE/CL/TL) (5) *OR* TEDLD 591: Indigenous Leadership in Education & Community Contexts (TL) (5) *OR* TEDLD 595: Equity-focused District Leadership (P12) (3) P12= 8 HE/CL/TL= **10**
Autumn	TEDLD 573: Critical Pedagogies and Leadership (5) TEDLD 574: Decolonizing Writing and Oral Praxis(5) **10**	TEDLD 588: Relational Learning and Healing in Praxis (5) TEDLD 583: De-construction Knowledges (5) TEDLD 602: Community Grounded Praxis (5) TEDLD 594: School District Leadership (P12) (1) **SUP= 16 HE/NE=15**	TEDLD 589: Leadership for Healing (5) TEDLD 801: Dissertation in Practice (4) TEDLD 802: Dissertation Seminar (1) **10**
Winter	TEDLD 570: Revolutionizing Leadership (5) TEDLD 581: Introduction to Decolonizing Research(5) **10**	TEDLD 584: Re-constructing Knowledges (5) TEDLD 602: Community Grounded Praxis (5) TEDLD 596: District Level Instructional Leadership (P12) (3) TEDLD 594: School District Leadership (P12) (1) **SUP= 14 HE/NE=10**	TEDLD 801: Dissertation in Practice (6) TEDLD 802: Dissertation Seminar (1) **7**
Spring	TEDLD 582: Applied Decolonizing Research Approaches (5) TEDLD 587: Disrupting and Dismantling Current Praxis (5) **10**	TEDLD 585: Proposing Relational Research (5) TEDLD 602:Community Grounded Praxis (5) TEDLD 594: School District Leadership (P12) (1)* **SUP= 11 HE/NE=10**	TEDLD 801: Dissertation in Practice (7) TEDLD 802: Dissertation Seminar (1) **8**
		Proposal for Dissertation of Practice Due	
	Yearly Credits = 40	**Yearly credits = 48 (P12 54)**	**Yearly credits = 35 (P12 33 or 35)**

Total 123=credits   Superintendent Cert. = 127-129 Credits

COMMUNITY GROUNDED PRAXIS

Overview:

Community Grounded Praxis, which occurs in the second year of the program, is an advanced leadership experience that focuses on practical, hands-on reflection in a shared learning environment to enhance leadership knowledge, critique leadership praxis and develop community grounded approaches to demonstrate the EdD values. Community grounded praxis is individually organized in a professional setting, within a student's specific area(s) of interest and professional goals. Further, praxis is developed within the context of a student's past professional experience, learnings from the first year of the program, and future goals. This practicum is meant to directly align with EdD Student Learning Goals https://www.tacoma.uw.edu/soe/EdD/edd-values-student-learning-goals. Students who are not currently in good academic standing in the EdD Program are not eligible to begin Praxis. This includes students who are currently on academic probation or who do not meet professional behavioral and communication standards.

The community grounded praxis will consist of 300 (360 for Superintendent/Program Admin Cert) total hours over the course of four (4) academic quarters (inclusive of reflective seminar). Community Grounded Praxis is offered on a credit/no credit basis.

Most commonly, students will conduct their Community Grounded Praxis within the institution or system in which they are employed. However, if conducting Community Grounded Praxis at one's job site is not desirable, other locations are acceptable. Community Grounded Praxis leadership activities will be above and beyond the current expectation of the student's job description and are expected to expand current professional leadership experiences. For those working towards their Superintendent or Program Administrative credential, Community Grounded Praxis is specifically tailored towards state-required standards, as dictated by the Washington State Professional Educator Standards Board: https://www.pesb.wa.gov/preparation-programs/standards/program-standards/.

Guidelines:

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

2. What does NOT "count" as hours for Community Grounded Praxis:
   - General reading of interesting books and article, writing notes, etc.
   - Preparation or time spent in EdD courses, including Community Grounded Praxis Seminar

Advanced Standing Option:

The EdD degree program requires that students complete 123 credits to graduate, which includes 18 Field Community Grounded Praxis credits (equivalent of 360 field hours). Admission of applicants to the EdD Advanced Standing Program Option is based upon previously completed requirements for the Washington State Initial Superintendent Certificate at an accredited State institution. Certification for the Washington State Superintendent Certificate requires that individuals complete a minimum of 360 field community grounded praxis hours. EdD applicants who provide documented evidence of having attained certification will be allowed to waive 300 of the 360 practicum hours required for the doctoral degree, and must complete 123 course credits, plus 6 Field Practicum credits (equivalent of 60 field hours) for a total of 129 credits. The Advanced Standing Program Option allows students credit for knowledge and skills gained in addition to those acquired in the EdD program. Prospective students from states that have "reciprocal certification agreements with Washington State" will also be eligible for the Advanced Standing Program Option.

Field Mentor:

Students, in conjunction with EdD faculty, will work with field mentors to set up authentic, high-level educational leadership experiences in the field. According to disciplinary norms, the term "field mentor" is used for most placements; these individuals are the site-based supervisors of the community grounded praxis.

Faculty supervisor:

The EdD Program will assign a faculty member to be the liaison between the University, the student, and the field mentor. This faculty member will lead monthly seminars and visit the students at the sites on a quarterly basis.

Enrollment:

Quarter	TEDLD 602: Community Grounded Praxis Credits
Summer, Year 2	3
Autumn, Year 2	5
Winter, Year 2	5
Spring, Year 2	5
Total Credits	**18**

Approximate Time Line Year 2 (Community Grounded Praxis Year):

End of spring quarter Year 1	Community Grounded Praxis proposal. This is not part of a course, but faculty will help students work on the plan as needed. The proposal must be approved by the EdD Program and Field Mentor prior to collecting hours.
Autumn	Collect and document hours; submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor.
Winter	Collect and document hours; submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor.
Spring	Collect and document hours submit log and reflections; 1 visit by Faculty to site for discussion with student and Mentor. Summative Report; see below description (Early May, Year 2). Community Grounded Praxis Showcase (First Saturday in June, Year 2).

Community Grounded Praxis Plan and Contract:

During spring quarter, Year-1, students will develop a Community Grounded Praxis plan and contract that identifies activities corresponding to EdD Student Learning Goals: https://www.tacoma.uw.edu/soe/EdD/edd-values-student-learning-goals. The Community Grounded Praxis plan and contract must identify a potential field mentor, as well as describe assessment of planned activities. Community Grounded Praxis faculty, the student and the mentor must approve and sign the Community Grounded Praxis plan and contract before the student may begin Community Grounded Praxis.

Quarterly Community Grounded Praxis Logs:

Students must keep documentation of all 300 (360 for Superintendent/Program Admin Cert) Community Grounded Praxis hours by completing the Community Grounded Praxis Activity Logs, which includes activities, dates, and hours. Field mentor will sign off on the hours as submitted by student, and complete a quarterly evaluation of the student's work.

Community Grounded Praxis Reflection Journals:

In addition to completing the activity log, students must write a 3 page, APA formatted, quarterly reflection that addresses their Community Grounded Praxis experiences. Students are encouraged to reflect on the EdD *Student Learning Goals* and related planned activities that did or did not take place. Students should describe how the Community Grounded Praxis affected their professional growth as an educational leader, as well as their planned next steps to continue their professional growth. Other items that should be included are relevant professional certification frameworks and related readings, resources, and theories.

Reflective Seminars:

In addition to Community Grounded Praxis hours in the field, students will attend monthly face-to-face seminars (TEDLD 602), which will include faculty-led topics by subgroups. The seminars will focus on case studies and reflective analysis of Community Grounded Praxis. Credit is earned in this Credit/No Credit seminar through submission of all required documentation.

Summative Report:

At the end of the Community Grounded Praxis year (Spring Quarter, Year 2), each student will compile a summative report. This report includes documentation of all required materials (including the Community Grounded Praxis Plan & Contract, activity logs, journals, and demonstrations of competency in all individual and program objectives, as well as analysis of the overall experiences. Completion of Community Grounded Praxis (and final Community Grounded Praxis course) is dependent upon approval of the summative report by the field mentor and faculty.

Community Grounded Praxis Showcase:

In early June at the end of the Community Grounded Praxis, students will conduct a Community Grounded Praxis Showcase, with a cohort poster session to show the focus of the work and the accomplishment of the student learning outcomes. Field mentors are invited as are faculty, family, friends and other interested community members.

DISSERTATION in PRACTICE (DiP)

The Dissertation in Practice is the culmination of the EdD Program, a practice-oriented doctoral program[1]. Reflective of doctoral level study, the DiP is an intensive application of a field-based analysis and/or implementation of a structural change project related to the EdD student learning goals. The dissertation typically requires scholarly inquiry that reflects sustained thinking around a theoretical framework, literature-based problem, and related set of activities (e.g., program implementation) that are documented in the form of a written dissertation in practice. Each student conducts the DiP under the supervision of a supervisory committee which approves the completed dissertation, and with support of program faculty through a dissertation seminar. Graduation and conferral of the Educational Leadership doctorate is dependent upon DiP approval by the supervisory committee.

Overview:

In the final year of study, students complete a yearlong, practice-based dissertation, in which they engage an applied problem of practice. The DiP synthesizes coursework, community grounded praxis, and professional experiences into a comprehensive product to capture the work completed, and can be either a continuation of Community Grounded Praxis efforts, or a new stand-alone project. The DiP must be in addition to the student's normal work expectations, which specifically demonstrates leadership at a different level than that of their current professional context. Dissertations are hands-on, problem-based, applied leadership endeavors that address, center, and otherwise apply the EdD student learning goals. DiPs should inform current practices or policies at a local, regional, and/or national level (i.e., with potential influence greater than the local institution).

The DiP is the culmination of three years of applied study, critical engagement, and professional reflexivity. The DiP is a written or other performative engagement under the direction of the supervisory committee, and requires full supervisory approval. Written dissertations in practice are expected to provide conceptual grounding in theory and literature, clearly articulate a problem of practice or relevant applied project, and include data gathering, analysis, and positionality sections.

Although there is latitude in the design of this project, all projects must address the following common elements in relation to the EdD student learning goals: conceptual grounding in theory and literature, clearly articulated problem of practice, methods, and analysis. The problem to be engaged will be complex; therefore, approved students may elect to conduct their DiP with other doctoral students, forming a dissertation group (Reference to Group Dissertation in Practice Section Below).

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

Dissertations (including group projects) will be evaluated individually for their achievements by each student's supervisory committee, in accordance with UW Graduate School requirements for the practice doctorate. This committee formally approves the dissertation proposal and final dissertation in practice. Each student will have a supervisory committee, which includes a committee chair, an additional University of Washington Tacoma faculty member, and a credentialed, highly experienced, professionally relevant third member.

The DiP committee formation begins with identifying a chair, who must be endorsed to chair doctoral committees by the UW Graduate School. Identification of such faculty is obtained via the UW Graduate School's *Find Graduate Faculty* website: https://grad.uw.edu/programs/find-graduate-faculty/. The EdD Program will support students who require additional guidance in identifying their 2nd and 3rd committee members. In selecting their 2nd committee members, students may consider a wide-range of relevant faculty members across the University of Washington Tacoma, with encouragement for students to consider faculty in the School of Education and across campus. This person must also be endorsed to chair doctoral committees by the UW Graduate School. The 3rd committee member may include an outside expert with relevant knowledge, or a faculty member within the University of Washington system or another university. In consultation with the chair, students may make recommendations for additional members. Students will submit Supervisory Committee Member forms (see Appendixes C & D) for approval to the Director of the EdD Program. The EdD program advisor will notify the Graduate School of the final committee membership.

Dissertation Proposal:

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

Approximate Time Line Year 3 (Dissertation Year):

Quarter	Student	Faculty	Program
Winter Year 2	- Develops topic, research questions and literature review (TEDLD 583) - Identify committee chair options - Develops methodology and approach to DiP	- TEDLD 583 instructor(s) supports development of topic, research questions and literature review. - TEDLD 584 instructor(s) supports development of methodology (and remaining work on literature review)	
Spring Year 2	- Develop proposal - Prepare IRB application materials as needed - Identify the 2nd and 3rd committee members.	- Director of the EdD program approve chair and committee members - TEDLD 585 instructor(s) (chair) supports development of proposal - Committee approves proposal - IRB paperwork submitted	Add approved student committee to MyGrad
Summer Year 2	- Finalize committee (if not finalized) - Begin dissertation work (if committee approved, all paperwork completed, IRB approval granted)	Committee approves proposal (if not yet approved)	Add approved student committee to MyGrad
Fall Year 3	- Begin dissertation - Continue dissertation (if already approved)	- Committee approval - Reflective seminar (TEDLD 802) - Meet with student(s) & committee (outside of seminar as needed)	
Winter Year 3	Continue dissertation work	- Meet with student(s) & committee - Reflective seminar (TEDLD 802) - Meet with students (outside of seminar as needed)	
Spring Year 3	- Dissertation Completion - Committee Approval (and revision as needed) - DiP Approval Meeting - Graduation (if approved)	- Final approval by committee - For those not meeting approval, continued enrollment in TEDLD 801/802 until completion	- Digital archiving - Submit student degree request to Graduate School via MyGrad

Enrollment:

Quarter	TEDLD 801 Credits	TEDLD 802 Credits
Autumn, Year 3	4	1
Winter, Year 3	6	1
Spring, Year 3	7	1
Total Required Dissertation Credits	**17**	**3**
As needed (if not completed by Spring)	2 per Quarter (minimum)	

Dissertation Supervisory Committee:

The appointment of a practice doctoral supervisory committee indicates that the Graduate Faculty in the student's field finds his/her background and achievement a sufficient basis for progression in the doctoral program. A practice doctorate involves extensive coursework and a culminating

project/dissertation that is in lieu of a traditional Ph.D. dissertation. This project/dissertation is not filed with the Graduate School but is archived for public access through UWT Library Digital Commons.

The practice doctoral supervisory committee consists of a minimum of three members. At least two committee members, including the Chair, must be members of the UWT Graduate Faculty with an endorsement to chair doctoral committees, and at least half of the total number must be members of the Graduate Faculty. The following applies to all practice doctoral supervisory committees:

- The Chair of a committee must be able and willing to assume principal responsibility for advising the student. In addition, the Chair should have adequate time available for this work and should expect to be accessible to the student.
- Any committee members who are not Graduate Faculty must be identified by the student's appointing department or program as productive scholars or practitioners in the student's major field and/or subfields.
- A Graduate School Representative (GSR) is not required.

Responsibilities of the committee include approval and oversight of the student's project proposal and approval of the completed project. After the practice doctoral supervisory committee has evaluated the final project/dissertation, if a majority of the supervisory committee members agree that the evaluation is positive, the recommendation is made to The Graduate School (via the warrant) that the degree be awarded. If members of the practice doctoral supervisory committee do not agree with the majority recommendation, the minority report portion of the warrant must be used.

Dissertation Coursework:

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

TEDLD 801: Dissertation in Practice: Beginning as soon as committee formation is approved, students enroll in *TEDLD/TEDNUR 801: Dissertation in Practice*. Students work on DiPs, including project application, inquiry, and writing are encompassed in this course, with credits gradually increasing through Spring quarter. Instructors of this course will be the Committee chairs and are responsible for submitting Credit/No Credit grades at the end of each quarter.

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

Institutional Review Board (IRB):

All research that involves human subjects must follow appropriate UW Institutional Review Board (IRB) policies and procedures. Prior to conducting any research related to the dissertation, students must have received a human subjects judgment by UW's Human Subjects Division. Most students'

dissertation will fall into one of three categories: (a) Exempt from IRB review, (b) Expedited/Minimal Risk, or (c) Not Research. The Chair of the Supervisory Committee will help students determine which category to apply for. The first two require form submission to the IRB. For more information, including application procedures, visit the Human Subjects Division: https://www.washington.edu/research/hsd/.

Process:

Once the Dissertation in Practice is completed, drafts should be submitted to the Supervisory Committee Chair. When the Chair determines final drafts to be sufficient, the student then submits final drafts to the full committee. Once the Dissertation in Practice is approved, students are responsible for ensuring documents adhere to UW Graduate School and UWT digital archiving policies.

Final Supervisory Approval Meeting:

When the Chair deems that the student's work is complete, a final approval meeting concludes the Dissertation in Practice experience. The chair will determine the content and process of the meeting, in consultation with the student. A vote of the Supervisory Committee regarding the student's completion of the work is taken and reported to the MyGrad online system for final approval. Approval of the Dissertation (through the Graduate School automated/online system which requires all committee members electronic approval) formally signifies completion of the EdD.

Digital Archive:

Dissertations are archived digitally through the UW Library. The current system is called Digital Commons. These procedures serve to both protect student work and to expand the audience of student work. UW Tacoma Libraries will provide digital archival supports and training prior to required submissions.
https://guides.lib.uw.edu/tacoma/digitalcommons

Publishing Upon Graduation:

Following graduation, students may choose to attempt to publish their work. It is expected that under most circumstances, the student will invite the chair to be an author, particularly if the chair chooses to continue to work further with the student to make it publication ready. If other members have made significant contributions to the intellectual body of the work they should also be considered. Our program guideline is that the student is first author, the chair second and others may follow by amount of work contributed or other arrangement. Should there be two student authors, they must negotiate first and second authorship, then the chair will become third. It may be recommended that they write two articles based upon their unique contributions, and then alternate first authorship.

Student Learning Goals:

By the completion of the program, student will:

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

Superintendent/Program Administrator Learning Goals:
Superintendent Candidates also have the following learning goals, as designed by the National Educational Leadership Preparation (NELP) Standards for District Level Leaders:

Standard 1—Mission, Vision, and Improvement: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities.
- Component 1.1 - Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Component 1.2 - Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2—Ethics and Professional Norms: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- Component 2.1 - Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, and digital citizenship) and professional district and school cultures.
- Component 2.2 - Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions

- Component 2.3 - Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3—Equity, Inclusiveness and Cultural Responsiveness: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.
- Component 3.1 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- Component 3.2 - Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Component 3.3 - Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4—Learning and Instruction: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports and assessment.
- Component 4.1 - Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- Component 4.2 - Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- Component 4.3 - Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Component 4.4 - Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard 5—Community and External Leadership: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and

school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.

- Component 5.1 - Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- Component 5.2 - Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
- Component 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6—Operations and Management: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations.

- Component 6.1 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- Component 6.2 - Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- Component 6.3 - Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard 7—Building Professional Capacity: Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support and professional learning.

- Component 7.1 - Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- Component 7.2 - Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

- Component 7.3 - Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- Component 7.4 - Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8—Internship (See Practicum): After August 31, 2013, an approved preparation program for superintendents shall require candidates for an initial superintendent certificate to demonstrate knowledge of principal evaluation research, Washington's evaluation requirements, and successfully complete opportunities to practice principal evaluation skills. At a minimum, superintendent preparation programs must address the following knowledge and skills related to evaluations.

AASA: Superintendent Students also follow the American Association of School Administrators (AASA) National Standards:
1. Leadership and District Culture
2. Policy and governance
3. Communications and Community Relations
4. Organizational Management
5. Curriculum Planning and Development
6. Instructional Management
7. Human Resource Management
8. Values and Ethics of Leadership

Full-Time Enrollment:

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

Attendance:

The current academic calendar with course dates is posted on the EdD webpage. All students are expected to attend all Friday-Saturday sessions; missing one Friday-Saturday session is the equivalent of missing 16 hours of face-to-face instruction for one quarter. It is the prerogative of the faculty to determine how missed classes are handled. Faculty do not typically give "extra credit" opportunities for missed work. Students should be aware that a lack of participation will likely result in reduced learning and a reduced grade for the course.

Academic misconduct and plagiarism:
1. The EdD program expects that all submitted academic and professional writing reflect doctoral level engagement. This includes papers, reflections, discussion boards, presentations, oral reports, and communications with faculty, staff, and peer students. All faculty expect all students to submit papers and written materials that have been thoroughly proofread and well-edited prior to submission. This includes attention to spelling, grammar

and ensuring that writing reflects both sustained thinking and thorough attention to writing details. Accessing the [UW Tacoma Writing Center](#) can be extremely helpful when paired with additional proofreading, editing, and sharp attention to what is being asked for in each assignment, by each instructor.

2. Unless specified by the instructor, every written assignment is expected to be in [APA format](#). That includes the format of the paper, and ensuring that claims are supported with evidence, and where appropriate, citations. Citations are a foundational way to honor ancestral knowledges and to recognize that others have come before us. Strengthening APA skill sets while continually acknowledging others is essential to build towards dissertations.

3. All papers are expected to be original thinking and works by each individual student. While there are crossover assignments, each course and each quarter is an intentional building up of writing skills in relation to [EdD core values](#) (community grounded, ancestral knowledges, relational learning, disrupting and dismantling, and healing). The curriculum is designed to offer iterative writings; unless specified by the instructor, students are not to repeat or re-state work from other courses.

4. Additionally, all assignments must follow Washington State's legislative policy on academic misconduct ([WAC Chapter 478 Student Code of Conduct](#)).
    a. Academic misconduct includes:
        i. "Cheating" which includes, but is not limited to:
            1. The use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments;
            2. The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s);
            3. Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes; or
            4. Requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student.
        ii. "Falsification," which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research.
        iii. "Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
            1. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
            2. The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
        iv. Unauthorized collaboration.
        v. Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
        vi. Multiple submissions of the same work in separate courses without the express permission of the instructor(s).

      vii.   Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.

      viii.   The recording of instructional content without the express permission of the instructor(s), unless approved as a disability accommodation, and/or the dissemination or use of such unauthorized records.

5. In reference to growing usage of Artificial Intelligence applications and programs, the EdD program notes that the use of AI is not appropriate in doctoral level written work and is considered an act of plagiarism.

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

Writing Requirements:

All assignments must adhere to the guidelines outlined in the Publication Manual of the American Psychological Association (APA), most recent edition. APA format is not simply how to write references, but includes essay writing, gender-neutral language, grammar, etc. Students may purchase the APA Manual in the University Bookstore and use it as a reference tool. There are also copies of the manual in the library.

Auditing a Course:

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

ACADEMIC POLICIES:

Maintaining Graduate Status—Going On-Leave:

To maintain graduate status, a student must be enrolled on a full-time, part-time, or official On-Leave basis from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. (Summer quarter On-Leave enrollment is automatic for all graduate students who were either registered or officially On-Leave during the prior Spring Quarter.) Any student who fails to register for classes or On-Leave status after being admitted to the UW will need to reapply to the Graduate School if he/she wishes to be considered for readmission by his/her program. Failure to maintain either continuous enrollment or On-Leave status constitutes evidence that the student has resigned from the Graduate School.

Policy and Procedures to Apply for On-Leave Status:

Students requesting on-leave status must submit an online Request for On-Leave Status via MyGrad Program: https://grad.uw.edu/policies/graduate-on-leave-status/. For a given quarter, students can submit the request as early as two weeks prior to the first day of instruction and must submit payment of the non-refundable fee no later than 11:59:59 p.m. PST on the last day of instruction. Leave is granted on a quarterly basis, though the following students may request up to four consecutive quarters of leave at one time: PCMI students, military personnel with deployment

orders, and some UW Fulbright grantees (with the exception of military personnel with deployment orders, these students will be required to pay the fee for each quarter of leave requested).

Returning From On-Leave Status:

Graduate students who are on approved leave are eligible to register for the quarter immediately following the expiration of the on-leave period. It is the student's responsibility to keep in contact with the program advisor and to update his/her program plan based on curricular changes made by the Education Program.

Reinstatement:

Students previously registered in the Graduate School who have failed to maintain graduate student status (on-leave status was not secured or registration was not maintained) but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School. Requests will first be reviewed and approved by the department. Once the department has approved the request and the Graduate School has confirmed student's eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement. https://grad.uw.edu/mygrad-program/

Satisfactory Progress:

Satisfactory Progress in the UWT EdD program is defined as meeting the Graduate School minimum grade point requirements and the standards of the EdD Program.

Satisfactory/Non-Satisfactory Progress Policy:
Undergraduate and graduate students may amend their numeric or S/NS original grading options for courses under two very different circumstances related to whether the grading is taking place in Extraordinary Circumstances Quarters (ECQ) or not.
https://www.tacoma.uw.edu/registrar/extraordinary-circumstances-quarter-late-grading-option-change-request

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

Review of Student Academic or Professional Behavior:

The staff and faculty of the EdD Program at the University of Washington Tacoma take very seriously their responsibility to prepare, and recommend for degree and/or certification individuals who uphold the highest intellectual, moral, ethical, and standards of the profession. Retention or dismissal from the EdD Program is not only an academic issue, but includes issues of professionalism and skill acquisition. A review may be initiated with performance information

provided by the EdD advisor, faculty, field mentors, or EdD program director on any issues regarding progress in the professional development of the students.

The EdD Faculty Council (Council) will conduct annual reviews of all students to assess satisfactory progress toward completion of degree/program requirements. For this review, the program advisor will provide a list of all EdD students to the Council, noting any student not making satisfactory progress toward completion of degree/program requirements. In addition, the Council will review for satisfactory performance and progress concerns raised relative to the *Standards for Essential Abilities and Dispositions*. UWT faculty and staff may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. The EdD advisor will notify students who are not making progress toward completion of degree/program requirements to set up a meeting to review and update their program plans. In cases of serious breach of professional standards or legal obligations, students may be immediately removed from their Practicum placement, and may be dismissed from the EdD.

Graduate School Academic Grievance Procedure:

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

UW Civil Rights Investigation Office

The UW Civil Rights Investigation Office investigates complaints that University **employees** (including faculty and other academic personnel, staff, and student employees) may have violated the University's policies prohibiting discrimination, harassment, retaliation, sexual misconduct, and relationship conflict of interest. This includes complaints of discrimination or harassment based on: race, color, or creed; religion; national origin or citizenship status; sex; pregnancy; age; marital status; sexual orientation; gender identity or expression; disability; and veteran status, as well as complaints against employees regarding domestic violence, relationship violence, stalking, sexual assault, retaliation, and relationship conflict of interest. The UW Civil Rights Investigation Office also investigates employees alleged to have engaged in conduct that may have violated regulations issued by the U.S. Department of Education.

More information about the UW Civil Rights Investigation Office may be found here: https://www.washington.edu/cr-investigations. You may also contact them by email at cr-investigations@uw.edu or by phone at 206-616-2028.