



WASHINGTON STATE UNIVERSITY

**College of Education,
Sport, and Human Sciences**

DEPARTMENT OF TEACHING AND LEARNING

**Special Education PhD
Student Handbook**



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Welcome from the Department Chair

Welcome to the Department of Teaching and Learning graduate program! We look forward to mentoring you through the world of research, knowledge generation, dissemination of research at conferences and through publication, pedagogical action, and advocacy.

We have extremely talented and knowledgeable faculty who are both excellent teachers and superb researchers. They are closely connected to the K-12 public school system, and they are 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.

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. Be aware of the deadlines described in the handbook.

We strive for a collaborative, positive, and productive culture for our graduate students, and we are here to help you achieve your graduate goals. We hope that you achieve these goals both through the processes outlined in the handbook as well as through the final projects, theses and dissertations that you produce at the end of your graduate school journey.

Thomas Salsbury, 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 dissertation advisor or the staff in the Office of Graduate Education (Cleveland Hall 70) in the College of Education, Sport and Human Sciences (CESHS). You can also visit our website for [current CESHS students](#) for additional information.

The forms described in this handbook are either available from the College of Education, Sport and Human Sciences (CESHS); Office of Graduate Education or the [Graduate School Forms website](#). 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 you, 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 each of you 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 Special Education is a research degree program that consists of a minimum of 72 credits. In collaboration with the dissertation advisor/committee chair and other committee members, you will plan for an intellectually coherent coursework that is relevant to your needs and interests.

This degree includes a minimum of 36 research and primary core graded (A-F scale) coursework, supplemental core credits (S/F or A-F grading scales) that will vary across your program. In addition there are 6 credits of teaching and research internship (S/F grading scale), and a minimum of 20 credits of dissertation credits (Spec Ed 800 – S/U grading scale). The remaining credits may include other coursework or credits relevant to the doctoral program and you have the option to form a Cognate (9-12 credits) which is an area of expertise.

The following is a breakdown of required foundational core, research, and elective requirements for the Ph.D. degree and for your Program of Study (aka – graduation requirements). Specific courses and semester offerings start on page 9 of this handbook. It is anticipated that completion of the degree will take three to five years.

Special Education Doctoral Credit Overview	
	Credits
Graded Credits (A-F grading rubric)	
Research Courses	15
Specialization Core-Primary	21
Specialization Core-Supplemental	<u>Variable</u>
Total Required Graded Credits	36+Supp
Additional Courses or Credits (S/F or A-F or S/U grading schemes)	
	6
Minimum Required Dissertation credits/hours	
Dissertation credits: Spec Ed 800 (S/U grading rubric)	20
Total Credit Minimum	72

Academic Requirements, Policies, and Procedures

Mandatory Research Training

As of Spring 2020 term a mandatory training for CITI Responsible Conduct of Research/Conflict of Interest is required of all graduate students. This is a web based training that may be accessed [here](#). All College of Education, Sport and Human Sciences, students are required to take the **Social and Behavioral Responsible Conduct version of the training** as soon as possible. Please visit the [IRB website](#) for more information including instructions on how to access the course. This training will take approximately 2-3 hours depending on how in depth you choose to read.

Once you have completed these trainings, you will receive email confirmation of your completion. Please forward this email to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu and if you have been awarded an assistantship to that department as well. You will not be eligible for an assistantship until after this training is completed.

We must report the date of completion. Failure to take this training will result in the delay of your progression through the graduate program. Therefore, you need to complete this training in order to finish your program. The training will need to be completed every five years.

If you have questions about this training, please read the [webpage on Required Trainings](#) and contact the Office of the Graduate School at 509-335-1446 or gradschool@wsu.edu.

Temporary Advisor

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 you “the student.” The temporary advisor will assist you with the initial selection of coursework. It is your responsibility to contact the temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a doctoral degree program committee and permanent advisor. The chair of that committee becomes the permanent advisor (see below). If you wish to change temporary advisors, you may complete the [Change of Temporary Advisor form](#).

Permanent Advisor and Committee

You are encouraged to select a permanent advisor/committee chair as soon as possible after your first semester of study. By this time, you should know several faculty members and their areas of specialization. The permanent advisor/doctoral committee chair must have a doctoral degree and be qualified, according to CESHS 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 CESHS 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 CESHS 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 CESHHS 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 CESHHS or another college.

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

- has previous experience on dissertation committees
- meets College of Education, Sport and Human Sciences, 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, also known as your graduation requirements. 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 approve the form within the myWSU portal, 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). No course earning an “F” grade may be removed from the program of study but must be repeated.

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 (S/U), as well as courses taken on a 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 a minimum of 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. Once you have the committee's verbal approval, the form will be uploaded through your myWSU portal. This is in Profile > Service Requests. The form will be electronically approved by your committee and department chair. With your upload and subsequent approvals by committee members and department chair, these approvals will count just like an ink signature and be as binding for all. Final approved by the Graduate School, by email will be sent both to you and the CESH 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 year and no later than when you have completed 20-25 credits. 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 or Committee Change form by submitting a completed [Change of Program](#) form or [Committee Change form](#). Forms are uploaded by you through your myWSU portal > Profile > Service Request for electronic approvals within myWSU portal and ultimately to the WSU Graduate School for final approval.

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

Transfer Credit and Credit Restrictions

The program will follow the Graduate School Policies & Procedures for transfer credits ([Chapter 6.G.e.](#)). The number of transfer credits allowed for a doctoral program is twelve (12) credits and is subject to the departmental recommendation and final 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 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 before formal admission to the Graduate School, other than credit earned while enrolled as a second bachelor's or enrichment 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 regarding these requirements, inquiries should be sent to the Dean of the Graduate School.

All proposals regarding transfer credits should first be discussed with the 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 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.

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 CESHS Office of Graduate Education coordinates this review by sending progress review ([Appendix A](#)) forms to your permanent advisor. At the same time, you will be asked to complete a self-evaluation/progress review form. Complete your self-evaluation/progress review form within 10 days of receiving it and return the completed form to your permanent advisor. After your permanent advisor completes and signs the faculty annual review form, it is sent to you for a signature. The review includes an assessment of progress towards the degree and your GPA. You will need to make an appointment with your advisor to schedule a meeting to discuss your annual review and progress in the program.

If you serve as Academic Student Employees (ASEs) also known as assistantships, please note your required workplace review will be separate from your Academic Annual Review. For more information about ASEs please see Chapter 9 of the [Graduate School Policies and Procedures](#) - Graduate Assistantships.

Grade Point Average

You must have a 3.0 cumulative and a 3.0 program GPA 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. LLT 800 credits cannot be repeated on a S/U (satisfactory/ unsatisfactory) basis to replace a "U" grade.

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 provisional status, you must maintain at least a 3.0 GPA to continue your enrollment in 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 the favorable recommendation of the department chair. Upon reinstatement, you will have one semester to raise your cumulative GPA to at least 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 the favorable recommendation of the department chair.

Registration, Credit Load and Continuous Enrollment Policy

As a graduate student, you must complete appropriate enrollment procedures each semester. 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. To track faculty advisor efforts, all full-time graduate students must register for at least one (1) LLT 800 (doctoral) level research credit each semester. Part-time graduate students must register for a minimum of two (2) credit hours and no more than nine (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 at ([Chapter 5.C](#)).

Continual Doctoral Status

Continuous Doctoral Status (CDS) allows doctoral students to meet the Graduate School's continuous enrollment requirement without enrolling for credit or applying for Graduate Leave. CDS is only available for students who have completed all coursework and passed preliminary exams. If these requirements are met, students will **automatically** be placed into CDS (fall and spring semesters only) if they do not enroll for credit. Subsequently, **a fee will be charged to your account** after the 30th day of each semester (fall and spring only) while in CDS. You are required to pay this fee each semester to maintain their Continuous Doctoral Status.

While in CDS, you maintain WSU library privileges but cannot progress in completing 800 credits. It is also important to note that CDS does not extend your deadline to complete degree requirements (four years after preliminary exams or ten (10) years after the first course on the Program of Study, whichever is sooner to graduation).

If you wish to return to active enrollment and register for 800 credits, and schedule your dissertation proposal defense (D-1) or dissertation defense (D-2), you are advised to contact your Academic Coordinator a minimum of two months before the start of the semester in which you wish to resume enrollment for credit and *request to be taken out of CDS* and given an active term for enrollment.

NOTE: Some students may not be eligible for CDS. International students maintaining their visa status, students on an assistantship requiring full-time enrollment to obtain benefits, and students needing financial aid or financial aid deferral, should confer with the appropriate office for their situation to ensure CDS is an option for them.

Further information on Continuous Doctoral Status (CDS) may be found in the Policies and Procedures ([Chapter 5.A.2.a](#))

Academic Standing and Annual Review

You must 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 decide 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 CESHS Office of Graduate Education coordinates this review by sending progress review ([Appendix A](#)) 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 CESH 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. Each review will involve an evaluation of a student's continuation in the doctoral program. 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.

Self-Plagiarism

The terms "self-plagiarism" refers to using previously completed work in a new document, assignment, or even a publishable manuscript. In contrast, plagiarism is using others' publications and written works and presenting them as your own work (without citations, quotation marks). So, in fact, self-plagiarism is not possible in that you can't steal your own work. However, re-cycling your work, into a new assignment, a preliminary examination, or any other academic writing is unethical. Self-plagiarism (reusing or recycling your work) is not allowed in the Special Education graduate and undergraduate programs. [See the article on Self-Plagiarism](#) to obtain information about why the practice is unethical and ways to avoid self-plagiarism.

Special Education Program of Study

The Doctor of Philosophy in Special Education is a research degree program that consists of a minimum of 72 credits. This degree also includes a minimum of 36 research and primary core graded (A-F scale) coursework, supplemental core credits (may be graded S/F, A-F or S/U grading scale) that will vary from person-to-person, 6 credits of teaching and research internship (S/F grading scale), and a minimum of 20 credits of dissertation credits (Spec Ed 800 – S/U grading scale). The remaining credits may include graded and non-graded coursework (S/F or S/U) relevant to the doctoral program. You may want the remaining credits to form a Cognate (9-12 credits) which is an area of expertise.

You are required to complete a [Program of Study \(POS\)](#) form outlining your coursework for graduation. You may be required by your dissertation advisor/committee chair and committee members to take additional coursework if your past coursework in Special Education is not adequate for doctoral work in Special Education. For example, if you have not completed a course in legal issues in Special Education, your advisor/committee chair and committee members may require you to complete Spec Ed 504 Professional Skills, which includes legal issues in Special Education. Note that some coursework might include online courses. Your advisor/chair of your doctoral committee will have the most recent course rotation information and they must approve your POS and required graduation requirements. You are advised to work with your dissertation advisor/chair to develop a schedule of coursework across the semesters/summer session(s).

Doctor of Philosophy in Special Education (minimum of 72 credits)				
				<i>Typically Offered</i>
Research Core (Graded A-F; Minimum requirements: 12 graded credits)				
Required (6 credits)				
ED RES	562	Epistemology	3	<i>Fall, Spring</i>
ED RES	563	Principles of Research	3	<i>Spring</i>
Required (3 credits – Pick 1)				
ED RES	564	Qualitative Research	3	<i>Fall, Spring</i>
ED RES	565	Quantitative Research	3	<i>Fall, Spring</i>
Advanced Research - Required (3 credits – Pick 1)				
CSSTE	544	Discourse Analysis	3	<i>Fall</i>
ED PSYCH	568	Quasi-Experimental Design	3	<i>Fall, Spring</i>
ED PSYCH	569	Seminar in Quantitative Techniques in Education	3	<i>Spring</i>
ED PSYCH	572	Introduction to Systematic Literature Reviews and Meta- Analyses	3	<i>Fall</i>
ED PSYCH	575	Multilevel Modeling	3	<i>Spring odd years</i>
ED RES	564	Qualitative Research	3	<i>Fall, Spring</i>
ED RES	565	Quantitative Research	3	<i>Fall, Spring</i>
ED RES	569	Arts-Informed Perspectives in Educational Research	3	<i>Spring</i>
XXX_XXX		Other courses approved by program committee		<i>TBD</i>
Prerequisites for Research Core (If needed)				
ED PSYCH	505	Research Methods [pre-req for ED RES 562]	3	<i>Fall, Spring, Summer</i>

ED PSCYH	507	Introduction to Qualitative Research [pre-req for ED RES 564]	3	<i>Fall, Spring, Summer</i>
ED PSYCH	508	Educational Statistics [pre-req for ED RES 565]	3	<i>Fall, Spring, Summer</i>

Specialization Core – Required Primary Core 21 credits minimum

Spec Ed	589	Special Education Personnel Preparation and Professional Development	3	<i>Fall – Odd years</i>
Spec Ed	591	Research in High-Incidence Disabilities	3	<i>Fall – Even years</i>
Spec Ed	592	Single Subject Research Design and Methods	3	<i>Spring – Even years</i>
Spec Ed	593	Diversity, Equity, and Inclusion in Special Education	3	<i>Fall – Odd years</i>
Spec Ed	595	Universal Design	3	<i>variable</i>
Tch_Lrn	582*	Academic Writing for Dissertations and Publication	3	<i>variable</i>
Ed_Res	571	Doctoral Dissertation Preparation	3	<i>Fall</i>

Required Supplemental Core (Graded Coursework – credits will vary):

Spec Ed	596	Seminar in Quality Indicators for Research in Special Education (required each fall and spring up to a cumulative maximum of 10 credits)	1	<i>Fall, Spring</i>
Spec Ed	522*	Topics in Education	3	<i>Fall, Spring, Summer</i>

Electives – See Optional Cognate Choices or check with your Advisor for appropriate options

Required S/F Graded Coursework – 6 credits

Spec Ed	590	Internship for Teaching	3	<i>Fall, Spring, Summer</i>
Spec Ed	590	Internship for Research	3	<i>Fall, Spring, Summer</i>

Required Dissertation hours - 20 credits (minimum) – S/U Graded

Spec Ed	800	Master's Thesis and/or Examination credits	20	<i>Fall, Spring, Summer</i>
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*Please verify current course offerings in the current time schedule or with your Advisor as those marked with an * may vary from the typical term offering.*

Notes on Required Research Courses:

Prerequisites are not considered advanced research courses. Prerequisites (e.g., Ed_Psych 505, 507, 508) may need to be taken in addition to the 15 credits of advanced research.

The additional required advanced research course should be chosen in consultation with your dissertation advisor/committee chair. The three-credit advanced research course may be offered by other programs (e.g., Educational Psychology; Cultural Studies and Social Thought in Education; Language, Literacy, and Technology) or other departments (e.g., Psychology, Sociology). Depending on your research focus, courses such as Mixed Methods, Ethnography, or Survey Research Methods may be appropriate for your research interests. Your dissertation advisor/committee chair and doctoral committee must approve the student's choice of an advanced research course.

Notes on Required Seminar and Topics Courses:

- Spec Ed 596 Seminar in Quality Indicators for Research in Special Education
You must enroll for 1 credit of during each semester of doctoral work until successfully completing preliminary examinations. Examples: If you take 6 semesters to advance beyond the preliminary examination, you will take a total of 6 credits of Spec Ed 596 (1 credit per semester). If you take 8

semesters to advance beyond the preliminary examination, then you will complete a total of 8 credits of Spec Ed 596 (1 credit per semester).

➤ **Spec Ed 522 Topics in Special Education**

If a Topics course in Special Education is offered during fall or spring semesters, all current Special Education doctoral students will be required to enroll in the Topics course, unless you are completing preliminary examinations or dissertation research.

Internship Credits (Satisfactory/Fail coursework):

You are required to take 3 credits of a teaching internship and 3 credits of a research internship at some point during your doctoral program. Please work with your dissertation advisor/committee chair to determine the type of internships you will complete, and with whom you will complete those experiences.

Optional Course Credits (Satisfactory/Fail coursework)

➤ **Spec Ed 590 School-Based Practicum (1-3) (S/F)**

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

Optional Cognate Choices

You are not required to complete a cognate. However, the CESHS offers several options for cognates should you desire to complete a cognate. Education Ph.D. programs at Washington State University are designed to provide focused, discipline-specific expertise to emerging scholars in the fields of: 1) Cultural Studies and Social Thought in Education (CSSTE), 2) Educational Psychology (Ed_Psych), 3) Language, Literacy and Technology (LLT), 4) Mathematics & Science Education (Ed_MthSc), and 5) Special Education (Spec_Ed). Each area contains core research and knowledge important to scholars in that given field. However, educational research often draws from a wide array of theories, frameworks, and methodologies that cut across various fields of study. Because specific areas of research often have interdisciplinary foci that relate to two or more of the above areas, the five Education Ph.D. programs at WSU have collectively developed sets of courses that represent possible cognates in specific areas of study. The courses should be selected in conjunction with your advisor/committee. You have the option of obtaining a/an 1) discipline-specific cognate, 2) interdisciplinary cognate, or 3) dual-area cognate. All courses listed in this section of the Handbook will be offered to all campuses via videoconferencing and will be scheduled in the evening, unless noted differently. Scheduling and other logistical issues might prevent you from being able to take the specified courses in a cognate. It is recommended strongly that the list of courses be used whenever possible; however, we recognize the need for flexibility and are open to approved changes or course substitutions subject to the approval of your dissertation advisor and committee. It is up to you and your dissertation advisor to monitor cognate progress and completion.

Discipline-Specific Cognate Options

The following cognates are comprised of 3-credit courses recommended to you by faculty in the given areas and intended for those not enrolled in the given area. They provide collectively a base knowledge suitable for cognate in that area.

Discipline-Specific Cognate in ...

Cultural Studies and Social Thought in Education

CSSTE 531	Cultural Studies in Education	<i>Fall Even</i>
CSSTE 535	Multicultural Education in a Global Society	<i>Fall every year</i>
CSSTE 536	Environment, Culture, and Education	<i>Spring Odd</i>
CSSTE 537	Place Based Education	<i>Spring Odd</i>

Educational Psychology

Ed_Psych 502	Theory Foundations of Learning and Instruction	<i>Fall every year</i>
Ed_Psych 573	Motivational Theories	<i>Spring Even</i>
Ed_Psych 521	Topics Course: Embedded Cognition	<i>Fall Even</i>
Ed_Psych 521	Topics Course: Data Management and Visualization	<i>Summer every year</i>

Language, Literacy, and Technology

Tch_Lrn 511	Foundations of Theoretical Frameworks	<i>Fall Odd</i>
Tch_Lrn 549	Communicating in a Multilingual Society	<i>Spring Odd</i>
Tch_Lrn 570	Theory and Research in Electronic Literacies	<i>Spring Odd</i>

Choose one of the following:

Tch_Lrn 550	Second Language Learning and Literacy	<i>Fall Even</i>
Tch_Lrn 562	Foundations of Literacy: Theory & Research	<i>Spring Even</i>

Mathematics and Science Education

Tch_Lrn 581	Learning & Development in Math & Science	<i>Fall Odd</i>
Tch_Lrn 584	Research on Teaching in Math & Science	<i>Fall Even</i>

Choose two from the following:

Tch_Lrn 512	Language and Cultural Factors in Mathematics	<i>Spring Odd</i>
Tch_Lrn 531	Frameworks for Research in Math & Science Education	<i>Spring Even</i>
Tch_Lrn 571	Research in STEM Education	<i>Spring Odd</i>
Tch_Lrn 574	Science for All	<i>Fall Even</i>

Interdisciplinary Cognate Options

If you are interested in obtaining an interdisciplinary cognate you may do so by taking any four of the courses in the Discipline-Specific options. However, it is recommended strongly that the courses be connected by a given theme or focus; advisor and committee approval of an interdisciplinary cognate is required. To assist those of you interested in the interdisciplinary option, the following cognates have been created that are comprised of 3-credit courses offered in several different WSU Ph.D. programs, connected by a specific focus identified in the cognate title.

Interdisciplinary Cognate in ...		
Research Methods across Disciplines		
Ed_Psych 521	Topics Course: Data Management and Visualization	Every Summer
Spec_Ed 592	Single Subject Research Design and Methods	Spring Even
Tch_Lrn 511	Foundations of Theoretical Frameworks (LLT)	Fall Odd
Tch_Lrn 531	Frameworks for Research in Math & Science Education	Spring Even
Research on Learning and Cognition		
Ed_Psych 502	Theory Foundations of Learning and Instruction	Fall every year
Spec_Ed 593	Diversity, Equity, and Inclusion in Special Education	Fall Odd
OR	Tch_Lrn 550	Second Language Learning and Literacy
	Tch_Lrn 562	Foundations of Literacy: Theory & Research
	Tch_Lrn 581	Learning & Development in Math & Science
Research on Equity in Education		
CSSTE 535	Multicultural Education in a Global Society	Fall every year
Spec_Ed 593	Diversity, Equity, and Inclusion in Special Education	Fall Odd
OR	Tch_Lrn 512	Language and Cultural Factors in Mathematics
	Tch_Lrn 574	Science for All
	Tch_Lrn 549	Communicating in a Multilingual Society
Research on Instruction		
CSSTE 537	Place Based Education	Spring Odd
Spec_Ed 595	Universal Design	
Tch_Lrn 570	Theory and Research in Electronic Literacies	Spring Odd
Tch_Lrn 584	Research on Teaching in Math & Science	Fall Even
Research on Social Aspects of Education		

Choose 4 of the 5 courses listed:

CSSTE 536 Environment, Culture, and Education Spring Odd

Ed_Psych 521 Topics Course: Embedded Cognition Fall Even

Spec_Ed 595 Universal Design

Tch_Lrn 549 Communicating in a Multilingual Society Spring Odd

Tch_Lrn 512 Language and Cultural Factors in Mathematics Spring Odd

OR

Tch_Lrn 574 Science for All Fall Even

Dual- and Multi-area Cognate Options

If you are interested in obtaining a dual-area cognate can do so by taking four courses that are: 1) thematically connected, 2) outside the your degree program, and 3) approved by your dissertation advisor and committee. The courses should provide you with core knowledge in both fields of study, as well as the basis for a collective focus across the areas. If deemed appropriate, you may create a cognate by taking courses in three different program areas if they satisfy the three criteria outlined above.

Here are two examples of potential dual- and multi-area cognates:

- Literacy in Special Education: Tch_Lrn 549, 562; Spec_Ed 593, 595
- Equity in STEM Education: Tch_Lrn 512, 549, 574; CSSTE 535

Rotation of Special Education Coursework

Fall A	Spring A
Spec_Ed 595 Universal Design for Learning and Assistive Technology Spec_Ed 593 Diversity in Special Education Spec_Ed 596 Seminar in Quality Indicators of Research	Spec_Ed 592 Single Case Research Methods Spec_Ed 589 Special Education Personnel Preparation and Professional Development Spec_Ed 596 Seminar in Quality Indicators of Research
Fall B	Spring B
Spec_Ed 591 Response to Intervention/Multi-Tiered Systems of Support Spec_Ed 596 Seminar in Quality Indicators of Research	Spec_Ed 596 Seminar in Quality Indicators of Research

Notes on Rotations:

- If you begin the program when the Fall/Spring B courses are being offered, you would enroll in the Fall/Spring A courses during your second year of the program.
- 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 semesters.

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 (7th Edition) for writing style and formatting. You may choose to purchase an e-copy of the APA Manual; however, it is recommended that you buy the paperback version of the manual because you will be using the Manual throughout your program, and you will be referring to sections of Manual to format headers, citations, etc. (The Manual will get heavy use.) You may want to also download the appropriate WORD template from the web and use it to format your papers. An [APA style 7th Ed. template can be found here](#) as well as general guidelines on headers, tables, figures and Bias Free Language.

Colloquia

During their programs, doctoral students will have the opportunity to participate in colloquia. The dates/times for the colloquia will be announced at the start of the semester. Your participation may range from formal research presentations to poster presentations of projects conducted, to panel presentations on scholarship. Your participation in these colloquia is required and managed through Spec Ed 596 and Special Education faculty advisors of doctoral students.

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. You will work with your advisor/committee chair to plan and complete the activities in the Competency Portfolio ([Appendix B](#)).

Preliminary Examination Written/Oral Assessment

Purpose

The Preliminary Examination is an official university exam that contains both a written and oral assessment. It is also referred to as the Comprehensive Examination. The WSU Graduate School has many policies and procedures that are not included in this handbook. The Special Education policies and guidelines in this document complement, clarify and extend the policies of the Graduate School. You are responsible for following all WSU Graduate School policies in addition to the policies contained in this document.

For example, you must complete all requirements, including dissertation defense, within four years of successfully completing Preliminary Examinations. You are encouraged to consider this requirement when scheduling Preliminary Examinations.

You are also discouraged from scheduling in summer sessions due to faculty availability; however, if the entire committee is amenable to a summer scheduling date, the you should feel free to proceed.

Assumptions

After the Program of Study has been approved and most or the entire program has been completed, the Preliminary Examination is designed and then scheduled. You must complete the [Preliminary Examination Scheduling Form](#) and it is uploaded by you through your myWSU portal> Profile > Service Request for electronic approvals within the myWSU portal. Only completed forms will be processed and

must be submitted at least 15 business days prior to the exam date. These 15 days does not include the day of the exam, weekends or holidays.

The products used for this assessment should provide an opportunity for you to provide evidence as well as demonstrate the following:

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

The following three assumptions must also be met:

- will include both written and oral components,
- is designed by the dissertation committee advisor/chair and the members of the graduate committee, in consultation with you about appropriate options, and,
- must be successfully completed (passed) before presenting a dissertation proposal.

Prelim Exam Options

There are two options to consider for the Preliminary Examination. The advisor/chair of the committee, as well as the committee must approve of the option chosen.

1. ***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 you. You are allowed a given amount of time to craft a written response to each question. For example, if the committee creates four preliminary exam questions (and typically there are three weeks to answer each question), you will have 12 weeks from the day of receiving the questions to you emailing the committee with the answers. The time frame is the prerogative of the dissertation advisor/chair and committee members.

After the dissertation committee/faculty have read the responses to the preliminary exam questions, an oral defense will occur.

2. ***Publishable paper and oral defense.*** In some exceptional cases, you may have participated in research studies for which they have data/results ready for publication. The option of a publishable paper and oral defense may stem from a paper drafted from research data or from research conducted across several courses. A timeline will be established for this option.

After the paper is received and reviewed by the dissertation advisor/chair and committee members, an oral defense will occur.

Scheduling the Preliminary Exam (Official Defense)

After all committee members have had the opportunity to read the written component of the examination, the oral component is scheduled. You must be enrolled at the beginning of the term in a minimum of two (2) credits of Spec_Ed 800 to take the exam. Scheduling the Preliminary Examination with your committee includes setting the date, location and time of the meeting. It is your responsibility to insure

that all members of the committee agree and the location is reserved before submitting the official Scheduling form.

You must complete the [Preliminary Examination Scheduling Form](#) before uploading through your myWSU portal > Profile > Service Request for electronic approvals within the myWSU portal. Only completed forms will be processed and must be submitted a minimum of 15 business days prior to your defense (but not counting day of the defense, weekends or holidays) to allow for five (5) processing days in the department before its due in the Office of the Graduate School for their ten days (10) needed for processing.

Oral Component and/or Discussion and Faculty Balloting

You will complete an oral defense (approximately one hour in length). All committee members must be present at the examination meeting to discuss the results, participate in the oral component, and ballot on whether you pass or fail the examination.

The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following an oral exam or up to ten (10) days after the examination. All members of the committee must vote. The final ballot result is either a satisfactory (pass) or an unsatisfactory (fail).

After the ballot meeting, the CESHS Office of Graduate Education will notify you in writing regarding the results. You are also free to contact their dissertation advisor/chair after the ballot meeting to receive and discuss the results.

Repeating the Preliminary Examination

In the event of a failed first attempt, a second and final attempt may be scheduled after a period of at least three months, but no longer than two academic semesters (excluding summer). When scheduling a second exam, the scheduling form must be submitted through your *myWSU* portal at least 20 business days in advance of the exam day. A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present at re-examination. The entire committee must be present and vote. If you have failed two examinations, you will be dismissed from the Graduate School. Should there be procedural irregularities or extenuating circumstances during the first or second examination, you have the right to appeal to the Graduate School in the event of examination failure.

Please note that scheduling a second exam has different timing and requirements, please check with the CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

Dissertation Guidelines

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).

Dissertation Research Proposal (D1)

A dissertation research proposal (College of Education, Sport and Human Sciences (CESHS), refers to this as the D-1) is a concise and convincing overview of the research you propose to undertake for the dissertation.

It is recommended that 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). While the D-1 may be developed prior to or after the Preliminary Examination, you may only formally 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.

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 dissertation advisor/committee 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.

It is recommended you submit the written D-1 to your dissertation 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. At that time, you and your advisor/chair will set the date and schedule the D-1 Proposal meeting at which you will provide a formal presentation of your proposal to your advisor/committee and other students/faculty in the program (see below for scheduling and approval).

You may enroll in research credits (Spec Ed 800) during the semesters in which you develop the proposal, and you must enroll in those credits while working on the dissertation.

Development of a Dissertation Proposal (D-1)

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.

The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA. You may find a [quick link to their information here](#).

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?
4. (This may contain a detailed literature review)
5. What do you propose to do to investigate, explore, or examine your topics?
6. Whom will you observe, test, teach, interview, etc. (i.e., who will be the participants/subjects)?
7. What instruments or measures will be employed to conduct those activities?
8. What will be your intervention (if applicable)?

9. How will you conduct the study (procedures)?
10. How will you organize or analyze the resulting data?
11. What knowledge will be added to the literature that was not known before? How is your study proposal going to significantly impact the field?

Writing the Dissertation Proposal (D1)

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](#) that can be obtained in the CESHS 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 the department chair before submitting the D1 Scheduling Form to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu who will then place the form in your file. Non-Pullman students should work with their campus advisors to facilitate this process. 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](#):

- 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 and submitted to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu.

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 CESHS Office of Graduate Education before you commence data collection. You may submit a copy to the CESHS 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](#). 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 ([Appendix C](#)).

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 your dissertation 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. You should work closely with your advisors/chairs and committees to clarify the expectations for an alternative format dissertation and study. After your dissertation advisor/chair and committee has approved the alternative format proposal the approval is noted and documented on the D-1 form.

Final Examinations (D2)

Timeline for the Final Examination

No later than the deadline listed on the [Deadlines and Procedures for Doctoral Degrees](#) of the semester in which you plan to graduate, you must Apply to Graduate, a link in your myWSU portal. It is recommended you apply 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. 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.

You should also obtain a copy of the [Digital Dissertation and Thesis Guidelines](#) 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 ([Appendix C](#)). 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 (not including weekends). 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.

Students preparing for dissertation defense in the College of Education, Sports, and Human Sciences must carefully follow both program expectations and formal Graduate School deadlines. It is the student's responsibility to manage this timeline proactively and ensure that all required steps are completed on time. Early in the semester, the student and their committee should agree on a defense date, time, and location. From that point, several steps must occur in sequence. At least 30 business days before the defense, students must submit a well-developed draft of their dissertation to the College's graduate academic coordinator for an unofficial formatting check, ensuring that all five chapters are present. This review helps identify formatting issues such as margin errors or hyperlink concerns, though content and grammar are not evaluated at this stage. Twenty-one business days before the defense, students must submit a near-final draft to their committee, which serves as a "Go/No-Go" decision point for moving forward with scheduling.

Fifteen business days before the defense, students must complete two Graduate School requirements: submitting the Final Exam Scheduling Form and submitting the dissertation for a formal formatting

check. These are firm deadlines and must be met regardless of ongoing edits. Ten business days before the defense, the final version of the dissertation should be submitted to the committee to allow adequate time for review, though minor changes can still be made later. On the defense day, students are responsible for confirming all logistics, including location and Zoom access if applicable. Finally, within ten business days after the defense, the final revised dissertation must be submitted to the Graduate School with all committee-requested edits addressed and formatting fully approved. Meeting these expectations requires careful planning, as failure to adhere to the timeline may delay graduation.

You can use the Dissertation timeline planning document in the appendix to help with planning the program expectations and grad school required steps of the dissertation.

Scheduling the Final Examination

With the committee's consent that the written document is ready, you and the committee will need to agree upon a date, time, and have the location of the defense reserved. The following steps all need to happen almost simultaneously at least 15 business days before your defense date:

1. You must be enrolled in a minimum of two (2) credits of Spec Ed 800 at the beginning of the term you defend your D2.
2. You must Apply for Graduation.
3. Complete the scheduling of the final oral examination by providing your committee a completed [Scheduling Final Examination Form for Dissertation/Thesis degrees](#). The form is uploaded by the you through your myWSU portal > Profile > Service Request for electronic approvals within the myWSU portal. The form will be electronically approved by your committee and department chair and ultimately the Graduate School.
4. Committee members' agreement for the Exam form signifies preliminary approval of the dissertation that is suitable in content and format for submission to the UMI/ProQuest through the [WSU Graduate School Dissertation website](#). Although the ETD Administrator from UMI/ProQuest checks the dissertation, this pre-check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.
5. Committee members must be given the entire dissertation a minimum of fifteen (15) days prior to any deadline for scheduling the defense.
6. At the same deadline, your dissertation draft must be sent to the CESHS Office of Graduate Education at ceshs.gradstudies@wsu.edu for announcements within the college.

The examination must be scheduled for at least four (4) months but less than four (4) 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 business hours and only during academic sessions.

Final Examination (D2)

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 examination is about two (2) hours, which includes time for the presentation, questions, deliberation by the committee, and signatures on the final paperwork. The examining committee shall consist of your doctoral committee and any other faculty members in attendance who are eligible, according to CESHS criteria, to participate on dissertation committees.

Your chair will be responsible for conducting the final examination/defense. While the examination is open to the public, you and your advisor may decide that only those faculty members eligible to participate on doctoral committees may ask questions. Only committee members may vote. All members of your doctoral committee must attend and vote. To pass the final oral examination, at least three-fourths of those voting must vote to pass you; if the committee consists of only three members, all must vote to pass.

In the event of a failed first attempt, a second and final attempt may be scheduled after a period of at least three months, but no longer than two academic semesters (excluding summer). When scheduling a second exam, the scheduling form must be submitted through the *myWSU* portal at least 20 business days in advance of the exam day. A member of the Graduate Mentor Academy will be appointed by the Graduate School and must be present at re-examination. The entire committee must be present and vote. If you have failed two examinations, you will be dismissed from the Graduate School. Should there be procedural irregularities or extenuating circumstances during the first or second examination, you have the right to appeal to the Graduate School in the event of examination failure.

Please note that scheduling a second exam has different timing and requirements, please check with the CESHS Office of Graduate Education for more information at ceshs.gradstudies@wsu.edu.

Graduation Checklist

This section includes information about the application for the doctoral degree, deadlines and procedures summary, and information for planning final examinations.

By the deadline (listed on the university calendar) of the semester in which you plan to graduate, you must access *Apply to Graduate*, a link in your myWSU portal, at least one semester before the final oral examination is scheduled so that you can be notified of graduate requirements (to-do lists) before enrolling for their last semester. The fee associated with graduation must be paid before scheduling your final examination. You must reapply for the degree if you do not graduate in the semester you applied. However, if paid, the fee carries over from semester to semester for one calendar year.

The semester before scheduling the final examination, you should review the [Graduate School Deadlines and Procedures Summary](#). 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](#). This document includes important information about the format of the dissertation title page, signature page, abstract, copyright releases, and submission of digital dissertations.

Dissertation Submission and Binding

After you pass the final oral examination, you have ten (10) business days to submit your final corrected digital copy of the dissertation to UMI/ProQuest. The final upload link will be located on the email confirmation page from the precheck.

Additionally, you must upload to your myWSU portal > Profile > Service Request a PDF copy of the [Thesis/Dissertation Approval form](#), and the [Hold Harmless Agreement/Copyright Acknowledgement](#).

You as a doctoral student, have the additional task of completing the online [Survey of Earned Doctorates \(SED\)](#), emailing the confirmation page to gradschool@wsu.edu.

You must submit a copy of the dissertation to your chair either in electronic format or on paper, their choice (binding is optional and decided upon by the chair). Any additional copies submitted to the other committee members are up to your dissertation advisor.

Awarding of the Degree and Graduate Student Exit Survey

After you have completed the degree requirements for the doctorate and your student account is cleared, you will receive the diploma approximately 6-8 weeks after the term is completed and be eligible to be hooded by your committee chair or designee at the next commencement. Please note: your diploma will not be mailed unless you have a Diploma Mailing Address on file in your myWSU portal.

After completing the final examination, you are strongly encouraged to complete the online CESHS Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment and Accreditation.

Continuation for Another Degree

To continue for another degree, you should contact the CESHS Office of Graduate Education. Either a new application or 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 or program.

Financial Support

Teaching and Research Assistantship Appointments

Graduate programs are sometimes able to hire students who also serve as Academic Student Employees (ASEs) also known as assistantships, but it's important to note that not all graduate students will hold ASE positions. Those who do are governed by the WSU/UAW Contract, as outlined in Chapter 9 of the [Graduate School Policies and Procedures](#) - Graduate Assistantships.

If you hold an ASE, please note your Academic Annual Review will be separate from your required workplace review.

The Department of Teaching and Learning has a few 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 (20 hours/week) that come with a tuition waiver, monthly stipend, and health benefits. The department discourages additional employment while holding a TA appointment.

Teaching assistantships require full-time enrollment (i.e., a minimum of ten (10) semester hours during the spring and fall terms). A TA typically teaches two courses each semester under a faculty member's supervision. During the first semester of the assistantship, a TA must enroll in TCH LRN 527: Seminar in Teacher Education Instruction for one (1) credit. The course covers teaching and learning, inquiry, and professional issues.

Research assistantships (RA) may be available through funded projects. RA appointments require full-time enrollment, and the 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 assist in identifying possibilities for funding outside the college.

To be considered for a TA or RA position, you will seek an open position from the Graduate School's website for [Current Job Openings and Funding Opportunities](#) and ask your assigned temporary advisor if they know of any openings. At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

College of Education, Sport and Human Sciences, Scholarships

Scholarships are available through the College of Education, Sport and Human Sciences (CESHS). Applications are available through University Scholarship Services in November and are due January 31st for the upcoming academic term. Awards range in dollar amounts, with a range of about \$500-\$2000. For more information, contact the CESHS Scholarship Coordinator (509-335-7843) or visit the [college website](#).

Other Financial Aid

For additional financial aid information, contact the WSU Office of Student Financial Services (509-335-9711) or visit their [website](#).

Business Policies

Leave Guidelines

Leave from the Program (not on an assistantship)

If you decide that a leave of absence is necessary, you must petition for such status through your advisor and, ultimately, the Department Chair. Such petitions must state the reasons for requesting a leave of absence and present a plan for completing the remainder of the doctoral program. The plan must include a timetable specifying when the course and program requirements will be completed. The Department Chair will not consider any request for leave until you, in conjunction with your advisor, submits such a plan.

You will file a [Graduate Leave Status form \(GLS\)](#) through your myWSU portal. Please note that GLS is only awarded once in your degree career.

If you have passed your preliminary examination and are not required to be enrolled for a visa or other required enrollment purposes, you may choose to go on Continual Doctoral Degree Status (CDS). Please read up on requirements and eligibility in the Graduate School Policies and Procedures ([Chapter 5.A.2.a](#)). Please note that this does not extend your time to degree; you are expected to make a plan with your advisor and committee, to keep communication open and progress on your dissertation.

Leave Guidelines (appointed on an assistantship – TA, RA or SA)

During appointments, all graduate assistants are expected to be at work each workday, including periods when the University is not in session (no classes being held), except on 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 Announcements/Insider and posted on their [website](#). 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-CESHS, you must leave a forwarding address with the CESHS Office of Graduate Education, return all keys and equipment to the main office, and consult with your advisor about your research and office space.

Grievances:

If grievances arise, you should discuss the problem with your 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 Hall, Room 2, phone (509) 335-1195, and is available to students on all campuses.

Dissertation Library:

Former student dissertations may be found through the [WSU Library system](#) by using the IT search engine.

General Information

Department Offices

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 Department of Teaching & Learning
 321 Cleveland Hall
 Pullman, WA 99164-2132
 Phone: 509.335.6842
education@wsu.edu

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 Phone: 509.358.7942

Washington State University **TriCities**
 College of Education, Sport and Human Sciences
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 Richland, WA 99354-1671
 Phone: 509.372.7396

Washington State University **Vancouver**
 College of Education, Sport and Human Sciences
 Undergraduate Building (VUB) 300
 Phone: 360.546.9660
debarnett@vancouver.wsu.edu

Academic Coordinators

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New Student Information

<i>Item</i>	<i>Website location and additional information</i>
<i>Residency Requirements</i>	Graduate School website for Establishing Residency https://gradschool.wsu.edu/establishing-residency/
<i>Email:</i>	WSU 365 Email Log In Please log in with your WSU NID and password
<i>Parking and Map</i>	Pullman Transportation Services Spokane Parking Services Tri-Cities Parking Services Vancouver Parking Services
<i>I-9 Forms</i>	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. A list of acceptable documentation may be found here.
<i>W-4 Forms</i>	U.S. Citizens Tax Information (W2 and W4) Non U.S. Citizens Tax Information (please contact Payroll Services)
<i>Tax Information</i>	U.S. Citizens Tax Information Non U.S. Citizens Tax Information
<i>Social Security Numbers</i>	Significance and correction of a Social Security Number and application pointers.
<i>Central Services and Facilities</i>	<i>Student Services, including Health and Counseling Services</i> Pullman Student Well Being Spokane Student Well Being Tri-Cities Well Being Vancouver Well Being <i>Libraries</i> WSU overall Library Spokane Health Sciences Library Tri-Cities Library Vancouver Library

Appendix A

Part B: Annual Review of Special Education Doctoral Students 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. Your 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. Your progress in the Special Education Program will be considered but not limited to progress on the Student Learning Outcomes and your self-evaluation. You need to meet with your dissertation advisor/chair to discuss the results of the Annual Review.

Annual Review of Graduate Students

Near the end of February in each year, the Special Education Program Coordinator(s) will ask personnel within the College of Education's Office of Graduate Education to email all Special Education Graduate Students (EdM, MA, and PhD) a Qualtrics survey with the following questions (requested completion date of May 31):

Special Education Graduate Students - Annual Survey

The Special Education faculty ask that you answer a few questions about your progress and experience in your degree program to date.

Please complete this survey by March 31, 2025.

Thanks!

1. What is your first and last name:
2. Who is your faculty advisor?
3. What graduate degree program are you in:
 - a. EdM
 - b. MA
 - c. PhD
4. If EdM, in what semester and year do you plan to complete your 702 (final project)?
5. If MA, in what semester and year do you plan to complete your MA thesis?
6. If PhD, in what semester and year do you plan to complete your dissertation?

Please note:

To answer the questions below anonymously, you can click an icon in the online survey to submit your above answers and then be sent to a survey webpage where you can answer the questions below without your name being included.

7. What do you think of the program? Its content? Challenges your thinking?

8. What do you like or has helped you in the program?
9. What could be done differently or better in the program?

Faculty will discuss Special Education graduate students' progress and the responses to the students' surveys at a faculty meeting later in spring of each year.

For PhD students who are making satisfactory progress, the letter (see further below) will be emailed in May/June of each year by the student's advisor/Chair to the student (Cc: the Chair, Committee Members [if known], and ceshs.gradstudies@wsu.edu).

For students who are not making satisfactory progress, the student's Chair will work with committee members (if known) to choose the wording of the letter and then email this to the student (Cc: the Committee Members [if known], and ceshs.gradstudies@wsu.edu). **Any EdM or MA student not making good progress may also receive a letter.**



College of Education, Sport and Human Sciences/Department of Teaching and Learning

To: <student>

Date:

Hi <student>,

The WSU Graduate School requires Special Education faculty to review each graduate student's progress each year to review their progress in the program (e.g., coursework, progress with research/teaching internships). After reviewing the Annual Review form you submitted and the feedback from faculty, your progress is deemed as: Satisfactory. This rating is given based on: coursework with grades of B or better, demonstration of professional practices in classes and interactions with others and managing your program's tasks to make good progress in your timeline to completion of your degree.

Completion of a graduate degree in Education is no small task. Your committee and the Special Education faculty aim to support your work to complete your degree. Congratulations on your progress to date! Please continue to dialogue with faculty about your interests and how we can better help you attain your goals.

Your receipt of this email represents your being notified of your Chair/Committee's evaluation of your work during the past year.

Sincerely, <Chair's name>

Cc.: <committee members,

Appendix B

Special Education Doctoral Competency Portfolio

2023-2024**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 you and your dissertation advisor and program committee; however, it is expected that you satisfy each competency prior to beginning their dissertation. Each competency must be evaluated by a faculty member who is supervising and/or working with you, 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, you will compile a portfolio that provides evidence of each competency and present this portfolio to your program committee for approval prior to proposing a dissertation.

Program Competency Task Descriptions and Evaluation Requirements

You should meet with your dissertation 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 your 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
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: <input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
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: <input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
Leadership or 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 learning to supervise practicum students, supervision of research activities, supervising a student	Completed Task(s): Comments:

		<p>club such as SWEA, or consultation. Leadership could involve working and taking a leading role on committees focused on innovations for graduate students/programs, working on and taking a lead role on College or University committees. Evidence of this for evaluation and presented in the competency portfolio will include:</p> <p>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</p>	<p><input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____</p>
Outreach and Professional Development		<p>Plan and conduct (if opportunities arise) 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, YouTube, or webinar-type activities. Evidence of this for evaluation and presented in the competency portfolio will include:</p> <p>A description of target audience In-Service/training agenda Slides/handouts/activities Participant evaluations (if conducted)</p>	<p>Completed Task(s):</p> <p>Comments:</p> <p><input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____</p>
Review of Professional Writing		<p>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:</p> <p>Purpose and main points Adequacy of justification for the paper Critique of the methodology</p>	<p>Completed Task(s):</p> <p>Comments:</p>

		<p>Assessment of the literature review Reliability and validity presented Critique of conclusion and implications</p>	<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
Research Proposal		<p>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) analysis/interpretations; and (4) possible outcomes.</p>	<p>Completed Task(s):</p> <p>Comments:</p>
			<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
Research		<p>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.</p>	<p>Completed Task(s):</p> <p>Comments:</p>
			<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____

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)	<p>Completed Task(s):</p> <p>Comments:</p> <hr/> <input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____ _____
Preliminary Exams		Successful completion of preliminary examination. Evidence of this for evaluation and presented in the competency portfolio will include: Grade submitted for preliminary exams	<p>Completed Task(s):</p> <p>Comments:</p> <hr/> <input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____ _____
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	<p>Completed Task(s):</p> <p>Comments:</p>

		Reviewers feedback, if available	<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
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. There are many areas for service contributions, for example the CESHS scholarship committees, the Globalization proposal reviewing committee, SWEA, ROAR, etc., and at the University level, the GPSA, Provost's 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:
			<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____
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:
			<input type="checkbox"/> Revise <input type="checkbox"/> Pass <input type="checkbox"/> High Pass Date: _____ Advisor Signature: _____

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:

1. Draft x to program committee members
2. 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. Each committee member, and the advisor/chair must approve the form.

The completed Final Examination form is uploaded by you through your myWSU portal > Profile > Service Request for electronic approvals within the myWSU portal. Only completed forms will be processed and must be submitted at least 15 business days, not including weekends or holidays, prior to the exam date. The form will be electronically approved by your committee and department chair and ultimately the Graduate School. With your upload and subsequent approvals by committee members and department chair these approvals will count just like an ink signature and be as binding for all.

At the same deadline, your dissertation draft must be uploaded through the [WSU Graduate School link to the ETD Administrator/Proquest](#). Although the Graduate School & ETD Administrator/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. At the same time, email a copy to ceshs.gradstudies@wsu.edu for posting the exam defense announcement.

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. With the committee's consent that the written document is ready, you and the committee will need to agree upon a date, time, and have the location of the defense reserved. Please see the steps above or as outlined in the Final Examinations section for more detailed information for scheduling the examination and submitting your dissertation.

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.