W A S H I N G T O N S T A T E U N I V E R S I T Y

Vision, Mission, Values and Goals Statement

Here are the updated Vision, Mission, Values and Goals for the University's refreshed Strategic Plan for 2008-2013. They incorporate extensive input from the WSU community.

Vision

Washington State University will be recognized as one of the nation’s leading land-grant research universities.

Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

1. To advance knowledge through creative research and scholarship across a wide range of academic disciplines.

2. To extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

3. To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Values

1. Quality and Excellence: We are committed to maintaining quality and excellence in all our endeavors.

2. Integrity, Trust, and Respect: We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do.

3. Discovery, Innovation, and Creativity: We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.

4. Land-grant Ideals: We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.

5. Diversity and Global Citizenship: We embrace a world view that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.

6. Freedom of Expression: We are committed to being a community that protects the free exchange of ideas while also encouraging dialog that is constructive and civil.

7. Stewardship and Accountability: We are committed to being ethical and responsible stewards of university resources and to being accountable for upholding the full scope of these values.

Goals

Achieve national and international preeminence in discovery, innovation, and creativity.

Provide a premier education and transformative experience that prepares students to excel in a global society.

Lead in relevant local, national and global outreach and engagement.

Embrace an environment of diversity, integrity, and transparency.

2008–2013 Strategic Plan

Message from the President

Refreshing Our Vision for the Future

Washington State University launched an extensive effort to envision its goals for the next five years and to restate in contemporary terms the mission, vision, and values espoused by our University community. That work resulted in this 2008-2013 Strategic Plan.

In June of 2007, when I became WSU's tenth president, I recognized that the 2002-2007 Strategic Plan had been very instrumental in moving Washington State University to a new level of excellence in service to its students and to the people of the state of Washington. Core elements of the plan were sound and remained relevant, yet it was time for the University community to refresh its Strategic Plan and set out clear aspirations for our shared work ahead.

In collaboration with then Provost Robert C. Bates, I appointed a 23-member Strategic Planning Committee to lead the university-wide effort to renew the University's plan. This standing presidential committee includes faculty and staff representing vice presidential areas, various academic disciplines and University locations, as well as representatives of the Associated Students of WSU and the Graduate and Professional Student Association.

I charged the committee with periodically reviewing and updating the WSU Strategic Plan, soliciting input on the plan from the University community, overseeing the implementation of the plan through review of progress toward goals, and producing an annual strategic planning report.

Throughout the process leading to this Strategic Plan, the committee engaged the WSU community in shared review and discussion of the directions we wished to set. Active participation and transparency were ensured through open forums on each campus, surveys to garner ideas, and draft documents available online for review and comment. Hundreds of faculty, staff, and students participated in the effort and their ideas were influential in shaping the final form of our plan.

This exchange of ideas has stimulated an innovative restatement of our goals as we respond to the challenges we face and the opportunities we have before us. I want to thank all who have participated in the process for their commitment to this effort as we work to achieve our aspirations as a preeminent land-grant research institution in the years to come. This Strategic Plan sets out a vision for the future and provides guidance for decision-making that will have a profound and positive impact on scholarly excellence in selected areas, the academic experience of our students, and the service we provide.

Elson S. Floyd, Ph.D.

President

Academics

Empower yourself with knowledge Academic programs at WSU span more than 200 fields within 11 colleges. In nearly every discipline, research opportunities challenge inquisitive minds, from freshmen to post-doctoral students.

Majors/fields

The University offers academic programs in a wide range of fields.

Undergraduates : 200+ fields of study for freshmen, transfer students, former or non-degree students

Graduate School : 66 master's and 47 doctoral programs

Professional programs : Nursing and pharmacy, offered through the Division of Health Sciences, Veterinary medicine

Colleges

The University's 11 colleges prepare students to become productive citizens, strong civic leaders, and highly skilled professionals whose expertise fuels growth among Washington businesses. Research conducted by the colleges' faculty drives the state's economy and fosters innovations that change lives worldwide.

Agricultural, Human, and Natural Resource Sciences

Arts and Sciences Business Communication Education Engineering and Architecture Honors Nursing Pharmacy University College Veterinary Medicine

College of Education

A Message from Dean Michael Trevisan

WSU Teacher Preparation Program Building Quality Statewide and Beyond. WSU has a long and distinguished tradition of preparing teachers for Washington's schools. As a land-grant institution serving the State of Washington, our mission has been "to advance knowledge and ethical practice in the field of education" through partnerships and collaboration among universities, schools, families, and communities. As Washington's only research university with an undergraduate teacher education program, our students benefit from the work of our faculty in schools and communities and their emphasis on improving teaching and learning.

Our programs rely heavily on research-based approaches and the close connections we maintain with classroom teachers, school districts, and other practitioners to prepare highly qualified teachers. We stress active engagement, critical problem solving, and a fairness of opportunity for all learners.

Our programs are highly competitive, with roughly a quarter to a third of applicants being denied admission to teacher education each term—our goal is to select only the best candidates who have a strong coursework and content background married to a passion to help *all* children learn, grow, and succeed. Continuously accredited by state and outside accrediting agencies, the strengths of WSU's programs include:

- **School- and classroom-based experiences with mentor teachers throughout our courses of study**
- **Strong backgrounds in reading, math, and science for our elementary teachers and content degrees for our secondary teachers**
- **Faculty who use current and innovative methods courses in all areas, including technology, while engaging in school-based research to improve teaching and learning**
- **Grants and research in close collaboration with educators in the field to improve the quality of teaching and learning**
- **Preparation of future teachers to respond to the needs of their K-12 learners**
- **High employability for school districts within and outside Washington**
- **Continual engagement in assessment of our programs to revise and improve the education of our teachers**

นายวทูล ทาชา นักศึกษาปริญญาเอก การบริหารการศึกษา
รุ่นที่ 1 มมร.อส. 2556

Through our preparation of teachers, principals, and superintendents, we are cultivating a true system of education in Washington, which is evidenced by the regular reports we receive from our students who are being hired in schools across Washington, the nation, and the world.

While there are many challenges facing Washington's education system and its children, educators, and schools, you can rest assured that WSU is doing its part to improve the quality of schooling for children and to give all children the opportunity for a brighter future.

Should you have questions about our teacher preparation program or are interested in pursuing a career as a teacher please contact Tariq Akmal at 509-335-4703 or takmal@wsu.edu.

นายวทูล ทาชา นักศึกษาปริญญาเอก การบริหารการศึกษา
รุ่นที่ 1 มมร.อส. 2556

College of Education

Graduate Studies

Teacher leadership

Department of Teaching & Learning

Statewide education doctorate (Ed.D.)

Curriculum

Summer institutes

Comprehensive exams

Dissertation

Learning outcomes

Course requirements

As a concentration in a larger Ed.D. Program at Washington State University, the Teacher Leadership Doctorate has been designed to prepare K-16 teachers and practitioners for intellectual and practical leadership within classrooms, schools, districts, communities, teaching and/or community colleges, agencies, and the larger educational policy arena. As part of a multi-campus program, students can access courses on one of four home campuses during the academic year. In order to develop collaborative opportunities across the cohort, all students participate in a two-week summer institute held on the Pullman campus. This combination of face-to-face and distance delivery models offers an opportunity for educators to develop support systems with peers and faculty throughout the state.

The program itself involves a total of 72 credit hours. The 42 graded credits are distributed within of a minimum of five research courses, two educational foundations courses, at least five teacher leadership courses (two required and three each within a choice of four teacher leadership academic emphases), and additional electives. In the research strand, students learn not only to become critical consumers of research and skilled analysts who are able to interpret, report, and make practical applications of data sets (e.g., MSP scores, AYP, etc.), but also to generate and write about theory and engage in dissertation work. The two foundational courses focus on educational history, curriculum, and cultural identity.

The Teacher Leadership strand provides students a common framework from which to examine past and current practices. Students take courses on inquiry into teaching and adult learning. They also select at least three additional courses that provide a current understanding of content knowledge from existing Ph.D. programs within the following areas: cultural/curriculum studies, English as a Second Language, math and science education, and/or special education.

In addition, students complete a minimum of 20 ungraded 800-level credits as they complete their preliminary exam, dissertation proposal, and actual dissertation. Students can choose from a range of dissertation types, including traditional written dissertations, to action research, to art-based dissertations.

For additional credits, students may take ungraded internships or possibly receive credit for previously completed coursework.

Throughout the program, the emphasis is on helping working professionals to develop an inquiry stance toward the problems of and possibilities for education in their own settings, and to pursue inquiry through collaboration and leadership. Ultimately, the program prepares teacher leaders who learn the educational tools, communication skills, and cultural awareness to engage in and promote change and praxis within a rapidly changing educational and social landscape.

The curriculum

Research strand (15 credits, five courses)

Research in the Ed.D. program will be infused in all courses and will include a minimum of 15 credits in research methodology. Throughout the program, the emphasis is on helping working professionals to develop an inquiry stance toward the problems of and possibilities for education in their own settings, and to pursue inquiry through collaboration and leadership.

The goals for the research strand include enabling students to be critical consumers of research, skilled analysts who are able to interpret, report, and make practical applications of data sets (e.g., WASL scores, AYP, etc.), and competent researchers who are prepared for their dissertation work, including understanding the principles of research design, multiple methodologies, interpretation of data and findings, and writing skills appropriate for academic work. Three of the five courses are shared across the three statewide Ed.D. specializations; two are specific to the teacher leadership specialization.

Foundations of Education (6 credits, two courses)

All students in the College of Education's Ed.D. programs will take a course in the history of education and education reform and another focusing on diversity, race, and culture, both examining issues at all (p-20) levels of schooling.

Teacher Leadership Core (15 credits, five courses)

The Teacher Leadership Core will provide a common framework from which to examine past and current practices. All participants will begin their programs with a course on inquiry into teaching. All will additionally complete study in adult learning to contextualize research and leadership practice. Students will select at least three additional courses that provide a current understanding of content knowledge from the following disciplines: curriculum theory, language (ESL) and literacy, STEM (Science, Technology, Engineering, and Mathematics) education, special education. This knowledge will serve to both frame and support students' inquiries in the research courses and summer session core courses as well as in the dissertation.

Electives (six credits)

Electives provide students the opportunity to "customize" their Ed.D. Students may take courses in school administration or additional discipline-specific courses from the Teacher Leadership Core. They may also opt for graded internship credits.

The courses will include a field-based, action orientation. With a focus on the diverse contexts of practicing professionals, participants will work collaboratively and individually to examine personal and institutional challenges through the lenses of current research, policy analysis, and opportunities for change. Because participants from the ELCP department's two statewide Ed.D. specializations will share some of the same courses, the program additionally offers cross-specialization and collaboration opportunities as well as efficiencies to departmental scheduling and staffing options for courses.

Summer institutes

In summers I and II (required), participants will take two complementary, core courses. During the first summer, required for program initiation, students will take Research in Teaching (focused on participants' own questions about the profession based on personal experience) and Action Research. These courses will be intertwined around the concept of individual and large-scale change in education. During the second summer, students will take Program Evaluation and Adult Learning & Development, which will both explore how programs and policies interact with teacher professional development as well as broader adult development issues.

The third summer is optional and will provide time to complete elective courses on various campuses. During Summer IV (required), students will work on comprehensive exams and dissertation proposals/research. It is possible for students to move through the program by participating in four consecutive intensive summer experiences and four years of part-time coursework and research during the academic year. It is also possible for students to move more slowly through the program. Note that the Graduate School requires that doctoral students finish their programs within ten years.

Comprehensive exams

Participants will formally work on their comprehensive exams during Summer IV. The exam will require a final product that facilitates development of the dissertation proposal.

Dissertation

Participants will choose from several organized, statewide research projects (reflecting research needs identified by the state's school district leaders) as topics for their dissertations or they may elect an individualized project. Possibilities could include more traditional written dissertations, to piloted curriculum products, to film. Regardless of the format selected, underlying learning outcomes of the final product will be similar and will include clear reflection of major learning themes from the Ed.D. program.

Learning outcomes

The goals of all doctoral programs in the Department are three:

1. To guide students in their development as professionals in their chosen fields related to teaching and learning.

2. To prepare students to be skilled and knowledgeable educational researchers/consumers of research.

3. To establish themselves as highly successful programs that are recognized for the quality of their graduates and their statewide/national/international visibility.

The objectives associated with each goal are these:

1. To guide students in their development as professionals in their chosen fields related to departmental expertise. The programs

- **provide students with effective mentoring.**
- **provide students with a variety of options for meeting their individual goals (coursework, internships, teaching/research assistantships, independent research opportunities, etc.).**
- **provide students with opportunities to grow into effective researchers and disseminators of research.**

2. To prepare students to be skilled and knowledgeable educational researchers/consumers of research. Program graduates

- **locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice and/or theory.**
- **effectively communicate scholarly work through written, oral, and/or alternate formats.**
- **skillfully inquire into areas of program-related interest.**
- **develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision making.**
- **conduct and disseminate original scholarship that demonstrates acquisition and application of new knowledge and theory.**
- **become emerging experts in their area of study.**

3. To establish itself as a highly successful program that is recognized for the quality of its graduates and its statewide/national/international visibility. The programs

- **attract, secure, and retain high quality students.**
- **graduate students who are satisfied with the professional preparation they have received.**
- **graduate students who attain appropriate employment.**
- **maintain an excellent on-time graduation record.**
- **are delivered by a high quality graduate faculty that actively contributes to the program and scholarship that adds to the knowledge base of one of the program specializations.**

Program course requirements

Category and Courses	Required Credits
Research . EdRes 563* Principles of Research . EdRes 564* Qualitative Research . EdRes 565* Quantitative Research (Pre-req: Intro to statistics) . T&L 588** Action Research . EdPsy 570** Program Evaluation	**15 graded**

นายวทูล ทาชา นักศึกษาปริญญาเอก การบริหารการศึกษา
รุ่นที่ 1 มมร.อส. 2556

	Foundations Core	**6 graded**
.	**EdAd522***	**History of School Reform**
.	**T&L 589***	**Race, Identity, and Representation in Education**
	Teacher Leadership	15
	Required Courses	graded
T&L 560**	**Research in Teaching**	
T&L 596**	**Topics in Inservice Education: Adult Learning**	
	Select at least three:	
EdAd 514	**Basic Principles of Curriculum Design**	
T&L 557	**Research in Reading**	
T&L 550	**Second Language Learning and Literacy**	
SpEd 589	**Seminar in Disabilities Studies**	
T&L 560	**Research in Teaching: STEM Education**	

Electives, possibilities include coursework in the following: • **School Administration** • **Additional coursework from Teacher Leadership** • **Individualized internships**	**6 graded**
Subtotal of Graded Credits (Minimum of 42 required)	**42**
T&L 800 Research Credits, ungraded (Minimum of 20 required)	**20**
Additional credits (graded or ungraded)	**10**
Total	**72**

**Required and shared courses across EdD specializations of Teacher Leadership, Educational Leadership (Administration), and Higher Education Leadership*

***Required Teacher Leadership specialization course*

A maximum of nine (9) transfer credits may be used toward the graded credit total.

Participants are required to participate in a minimum of three intensive two-week Summer Institutes. The Institute location will, for the immediate future, be in Pullman.

Sources from:

http://education.wsu.edu/graduate/specializations/teacherleadership/