Special Education
Master's Degree Student Handbook

EdM and MA Degree Programs
Pullman/Spokane and Online

DEPARTMENT OF TEACHING AND LEARNING

WASHINGTON STATE UNIVERSITY

College of Education

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Table of Contents

Welcome from the Chair

I would like to take this opportunity to welcome you to the Department of Teaching and Learning graduate program. The faculty supports a strong program of mentorship and encourages master's degree students to work closely with faculty of their choosing in investigating the world of research, knowledge generation and dissemination, pedagogical action, and advocacy.

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

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

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

Darcy Miller, PhD
Chair of the Department of Teaching and Learning
Program Coordinator, Special Education

Introduction

Congratulations on your admission to the Special Education Master's Degree Programs in the Department of Teaching and Learning at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Education (Cleveland Hall 70) in the College of Education (COE). You can also visit our website http://education.wsu.edu/graduate/ for additional information.

The forms described in this handbook are available from the College of Education (COE) Office of Graduate Education and the Graduate School website: http://gradschool.wsu.edu/Forms/. 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 program's emphasizes the generation, application, and translation of research that will enhance the field and improve the lives of those with disabilities.

Mission

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

Student-Focused Program Goals

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

1. Widen their scope and increase their depth of understanding about the field of special education, special education research, and disabilities.

2. Enhance their critical thinking capabilities to evaluate, understand, and communicate (orally and through written documents) special education ideas, policy, scholarship, and research.

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

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

5. Enrich their understanding and valuing of diversity.

6. Develop a professional identity appropriate for future career plans.

Student Learning Outcomes

After completing the Special Education Master's Degree Program students will:

1. Demonstrate an appropriate depth and breadth of understanding about the field of special education and disabilities.
2. Demonstrate critical thinking and ability to evaluate, understand, and communicate (oral and written) special education ideas and research.
3. Demonstrate an understanding of and ability to synthesize and apply special education research to problems of practice through skillful inquiry.
4. Demonstrate and apply 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.

Master's Degree Programs in Special Education

The Special Education Master's Degree Handbook is designed for current and prospective Pullman/Spokane campus and online students. Current master's degree students will find this Handbook helpful in understanding the degree program options, the process for enrolling in course work, and information regarding policies and procedures for successfully completing a degree program. If you have questions that are not addressed in these guidelines, please visit our website (http://education.wsu.edu/tl/), contact your advisor, or contact/visit the College of Education (COE) Office of Graduate Education.

The Department of Teaching and Learning offers two Special Education master's degrees on the Pullman/Spokane campus and online: Master of Education (EdM) (on campus and online) and Master of Arts in Education (MA). [Note: If you seek K-12 Teacher Certification as part of your graduate program, you should pursue the MIT.] Your Program of Study is developed in collaboration with your faculty advisor and master's degree committee. For a comparison between the MA, EdM, and MIT programs (see Appendix A).

Master of Education (EdM) On Campus/Online

The Master of Education (EdM) degree is designed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The EdM degree program consists of a minimum of 37 credits, 33 of which must be graded course work. A minimum of one, three credit research course and one, three credit foundations course must be included in the 33 graded credits. A minimum of 2 credits of TCH_LRN 702 are required and usually involve research/scholarship activities associated with the special project and final examination. The performance criteria in TCH_LRN 702 are based on a satisfactory/fail scale, as opposed to a letter grade. (See additional requirements in the Special Education Program Curricula section.)

4

Master of Arts in Education (MA)

The Master of Arts (MA) degree is designed for students who desire to study and explore educational research. The MA degree is well suited for those students wishing to eventually pursue a doctoral degree or a research/leadership role in schools or organizations/agencies. The MA degree program consists of a minimum of 30 semester credit hours, 21 of which must be graded course work. Three research courses, three credits each, and one foundation course (3 credits) are included in the 21 graded credits. A minimum of nine additional credits of TCH_LRN 700 (independent research work) are required and usually involve research/scholarship activities associated with the thesis and final oral examination. The performance criteria in TCH_LRN 700 are based on a satisfactory/fail scale, as opposed to a letter grade. (See additional requirements in the Special Education Program Curricula section.)

Special Education Program Content

In collaboration with the advisor/committee chair and other committee members, each student must file a master's [Program of Study](). The committee must approve the program, which is formalized by submitting the completed [Program of Study]() form to the Department Chair and Graduate School. The [Program of Study]() form can be found on the Graduate School's website.

Master of Education (EdM)

The curriculum for the EdM, both on campus and online programs consists of:

I.   Research Core (3 credits)
EdPsych 505 Research Methods I (3 credits)
Note: Online students take the online version of this course. On campus EdM students may take the online version of this course or the on campus version of this course.

II.   Foundations Core (3 credits)
EdAd 507 Social Foundations of Education (3 credits)
Note: Online students take the online version of this course. On campus EdM students may take the online version of this course or the on campus version of this course.

III.   Required Special Project (2 credits)
TchLrn 702 Master's Special Problems, Directed Study, and/or Examination

IV.   Specialization Cores

    A.   Endorsement Specialization Core (27 credits)

    For those students seeking to complete the Washington Special Education Add-On Endorsement the following graded courses are required:
- Spec Ed 301 Education of Exceptional Children (3 credits)
- Spec Ed 501 Teaching Students with Disabilities (3 credits)
- Spec Ed 502 Assessment and Curriculum for Students with Disabilities (3 credits)
- Spec Ed 503 Secondary Education for Students with Disabilities (3 credits)
- Spec Ed 504 Professional Skills in Special Education (3 credits)
- Spec Ed 509 Early Childhood in Special Education (3 credits)
- Spec Ed 521 Inclusion Strategies for Special Education Teachers (3 credits)
- Spec Ed 540 Methods in Intensive Educational Supports (3 credits)
- Spec Ed 571 Prevention and Remediation of Reading Disabilities (3 credits)

    Note: All of these courses are delivered online. Both on campus and online EdM students take the online versions of these courses.

For those students on the Pullman/Spokane campuses seeking to complete the Washington Special Education Add-On Endorsement the following non-graded course is required:

- Spec Ed 590 Practicum (2 credits minimum; 4 credits total recommended)

For EdM online students seeking to complete the Washington Special Education Add-On Endorsement the following non-graded course is required:

- Spec Ed 499 Portfolio (2 credits minimum)

B.   **Non-Endorsement Specialization Core**

Required Courses (18 credits):
For EdM students who are not seeking a Special Education Endorsement the following courses are required:

- Spec Ed 301 Education of Exceptional Children (3 credits)
- Spec Ed 501 Teaching Students with Disabilities (3 credits)
- Spec Ed 502 Assessment and Curriculum for Students with Disabilities (3 credits)
- Spec Ed 504 Professional Skills in Special Education (3 credits)
- Spec Ed 521 Inclusion Strategies for Special Education Teachers (3 credits)
- Spec Ed 571 Prevention and Remediation of Reading Disabilities (3 credits)

Note: All of these courses are delivered online.

Electives (9 credits minimum):
EdM students who are not seeking a Special Education Endorsement, can choose from the following options for elective courses:

- Spec Ed 503 Secondary Education for Students with Disabilities (3 credits) (online)
- Spec Ed 509 Early Childhood in Special Education (3 credits) (online)
- Spec Ed 540 Methods in Intensive Educational Supports (3 credits) (online)
- Spec Ed 522 Topics in Special Education (3)
- Tch Lrn 588 Action Research (3)
- TchLrn 5xx Survey Research Methods (3)
- EdPsych 502 Theoretical Foundations of Learning and Instruction (3)
- XXX Approved option (Consent of advisor/committee required) (3)

Note: There are many course options in the Department of Teaching and Learning and the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology. Work closely with your advisor to identify options to include those in your [Program of Study](#).

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

Master of Arts (MA)

   I.   **Research Core (9 credits)**
   - EdPsych 505 Research Methods (3)

   Six additional research course credits (2 research courses, 3 credits each) must be completed. Options include:
   - Spec Ed 592 Single Subject Research Methods (3)
   - EdPsych 508 Educational Statistics (3)
   - Tch Lrn xxx Survey Research Methods (3)
   - Tch Lrn 588 Action Research (3)
   - EdAd 536 Introduction to Qualitative Research in Education (3)
   Note: EdPsych 505 is a prerequisite for EdAd 536

   - XXX Approved option (Consent of advisor/committee required)

   Note: There are other research course options in the Department of Teaching and Learning and the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology. Work closely with your advisor to identify options to include those in your Program of Study.

   II.   **Foundations Core (3 credits)**
   Options include:
   - EdPsych 507 Social Foundations of Education (3 credits)
   - EdAd 501 Philosophy of Education (3 credits)
   - TchLrn 580 Multicultural Education in a Global Society (3 credits)
   - EdPsych 502 Theoretical Foundations of Learning and Instruction (3 credits)

   Note: There are other foundations course options in the Department of Teaching and Learning and the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology. Work closely with your advisor to identify options to include those in your Program of Study.

   III.   **Required Thesis:** TchLrn 700 Master's Research, Thesis, and/or Examination (9 credits minimum)

   IV.   **Specialization Core (9 credits)**
   Choose from the following:
   - Spec Ed 501 Teaching Students with Disabilities (3 credits)
   - Spec Ed 502 Assessment and Curriculum for Students with Disabilities (3 credits)
   - Spec Ed 504 Professional Skills in Special Education (3 credits)
   - Spec Ed 521 Inclusion Strategies for Special Education Teachers (3 credits)

- Spec Ed 571 571 Prevention and Remediation of Reading Disabilities (3 credits)

Note: All of the courses above are delivered online.

Note: Spec Ed 301 (or an equivalent course) is a prerequisite for all of the Special Education courses above.

Note: There are other course options in the Department of Teaching and Learning, the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology, and in other departments. Work closely with your advisor to identify options to include those in your Program of Study.

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

Degree Requirements for Thesis/Special Project/Final Examination

Masters of Education (EdM) Non-Thesis

The EdM degree program requires a project as a culminating product and/or an oral/written final examination in addition to course work (referred to in procedures and policies as the "special project"). You register for a minimum of two credits of TCH_LRN 702 when completing the EdM Special Project in your final semester. However, the planning for the 702 project should begin two semesters/terms before you intend to complete the 702. The Special Project is a research/inquiry project that you design in collaboration with your advisor/committee chair and the members of your committee. The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it is a demonstration of your ability to understand, evaluate, and critique educational research. The project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of a project. Your advisor/chair and committee members must approve your alternative project. (See Appendix B for timeline considerations).

The Special Project typically focuses on an educational question or several questions. Many projects take the form of action research, in which a teacher or educator conducts inquiry in his/her own classroom or in a school setting to answer an educational question or questions. In addition to the action research, the project will most likely include a narrative justifying the investigation of the phenomenon. In the narrative, you provide support from the literature and your own educational practice for conducting a study to answer the research question or questions.

The written document describing the Special Project includes a review of the literature related to the educational question or questions, the process that was used to explore the question(s) (methods), and the results and conclusions of the exploration. If applicable, the project may include a more traditional methods section. The following are recommended formats for the proposal and the completed project. You may modify the suggested format with the approval of your committee.

Format for the Personal Inquiry Project Proposal	Format for the Personal Inquiry Project Final Document
Purpose/Statement of Inquiry Project	Purpose/Statement of Inquiry Project
Review of Literature Related to Educational Question(s)	Review of Literature Related to Educational Question(s)
Process for Exploration of the Question(s) [Methodology]	Process used for Exploration of the Question(s) [Methodology]
Timeline for Completion	Results/Findings
	Discussion and Conclusions

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. When you get approval from your chair/advisor that you have a polished, close-to-final draft, you will schedule the oral final examination on the project (presentation of project and results) (see instructions below). Following the final examination, committee members will complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for TCH_LRN 702 (TCH_LRN 702 is graded S/U—satisfactory/unsatisfactory).

Steps for Completing a Special Project

1. Meet with your advisor/committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about the Special Project.

2. In consultation with your advisor/committee chair, schedule a Special Project proposal meeting by using the Proposal Scheduling Form (an M-1[Master's project proposal]; see Appendix C). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the Special Project (see format described previously). Work with your advisor/committee chair to draft and revise the project proposal before submitting it to the entire committee.

   The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal by the Special Project Proposal Approval Form (see Appendix D). If the committee approves the Special Project proposal, you can proceed to conduct the Special Project. However, if your inquiry project involves human subjects, you must obtain Institutional Review Board (IRB) approval for the project before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Education. The human subjects approval form is available on the IRB website (http://www.irb.wsu.edu/).

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

4. During the semester in which you are completing the Special Project, you should:
   a. Share drafts of the final project report with your advisor.
   b. Meet regularly with your advisor/committee chair to review your progress.
   c. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members, schedule a final oral examination (a presentation of your project to your committee). The Non-Thesis Scheduling form is available of the Graduate School website. Please check the

11

Graduate School's [Deadlines and Procedures](#) bulletin to determine the last possible date to conduct a final oral examination (your presentation) in any semester. This can be found on their website. Your scheduling form must be submitted to the Graduate School at least 10 working days prior to your final exam (presentation). All committee members must be present at the examination.

d. At least two weeks before the oral examination (your presentation), provide your committee with a final written copy of the Special Project.

5. Following the final oral examination (the project presentation), your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the ballot outcome. In addition, you will receive a letter from the College of Education (COE) Office of Graduate Education regarding the outcome of your final examination. In most cases, even a student who passes will be expected to complete some revisions in the written document.

6. Students have ten working days after their final defense to submit a digital copy of their Special Project to the department on a CD. The departmental copy must be submitted to the COE Office of Graduate Education by this time. Upon submission of the Special Project, students must complete an exit survey provided by the Office of Graduate Education.

7. After you complete the final examination, complete the Graduate Student Exit Survey (see [Appendix G](#)) either online or paper copy and return to the COE Graduate Studies Office, Cleveland Hall 70 (or submit to an Academic Director on the regional campuses).

Masters of Arts in Education (MA) Thesis

The purpose of the thesis is to demonstrate your understanding of educational research and theory. The thesis also demonstrates your ability to design and implement a research study, as well as analyze and synthesize the results of the study. The outcome of the thesis research should add to the body of research in Special Education. The final examination of the thesis is intended to explore your ability to integrate and interpret material in the major and supporting fields with emphasis on the work presented in the thesis. The thesis may utilize quantitative and/or qualitative research methods. With committee approval, the thesis may follow an alternate format
(See [Appendix B](#) for timeline considerations).

A thesis is designed to address a hypothesis or explore researchable questions. These hypotheses/questions should be specific, clear, and focused on some aspect of educational inquiry. The thesis includes a review of the pertinent literature related to the research hypothesis/question, a description of the methodology used to investigate the hypothesis/question, the results of the study, and a discussion of the results. The following are the recommended formats for the proposal and the completed thesis. However, you may modify the format with the approval of your committee.

Format for the Thesis Proposal	Format for the Thesis
Purpose/Statement of Research Problem	Purpose/Statement of Research Problem
Review of Literature Related to Research Problem	Review of Literature Related to Research Problem
Proposed Methods	Methods
Timeline for Completion	Results/Findings
	Discussion

Steps for Completing the Thesis

1. Meet with your committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about your thesis research.

2. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal (T-1) meeting by using the Proposal Scheduling Form (see Appendix C). You must submit a written proposal to the committee two weeks prior to the T-1 meeting. The proposal includes a detailed outline of the thesis (see previously described format). Work with your advisor/committee chair to draft and revise the thesis proposal before submitting it to the entire committee.

   The committee will evaluate the proposal and either approve it, approve it subject to modifications, or deny the thesis proposal (see Appendix E). If the committee approves the proposal, you can proceed to conduct the thesis. However, if your thesis involves human subjects, you must obtain Institutional Review Board (IRB) approval for the research before you begin any data collection. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your thesis not meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Education. The human subjects approval form is available on the IRB website (http://www.irb.wsu.edu/).

3. If the thesis proposal is denied, you should work with your advisor/committee chair to revise the proposal. If the proposal is denied, you must hold another T-1 meeting, during which the committee will review the revised proposal.

4. Your advisor/committee members are responsible for ensuring that you follow the appropriate thesis format. Contact the Graduate School or visit its website for the requirements regarding final acceptance of the thesis. Your advisor/committee members must approve your final written thesis before you can schedule the final oral examination.

5. After the committee approves the final written thesis, you may schedule the final oral examination by completing the Dissertation/Thesis Acceptance/Final Examination

Scheduling Form. It is your responsibility to obtain your committee members' signatures on the scheduling form. The signatures are your advisor's and committee members' indication that a typed copy of the thesis, suitable in format and content for submission to the Library, has been given preliminary approval. The members also indicate their acceptance of the date, time, and place of the final oral examination. The examination is typically a minimum of one hour in duration. Responsibility for changes in format after the Thesis Acceptance/Final Examination scheduling form is signed rests with the Department of Teaching and Learning. Content changes are your responsibility.

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

Please check the Graduate School's Deadlines and Procedures bulletin to determine the last possible date to conduct a final oral examination (your presentation) in any semester. This can be found on their website.

6. If copyrighted material is included in the thesis or project, you must obtain written permission from the copyright owner to reproduce the material in the thesis/project. Such written permission must be submitted to the Graduate School at final acceptance.

7. The Graduate School schedules your final examination upon receipt of the completed Dissertation/Thesis Acceptance/Final Examination Scheduling Form and a properly formatted, typed copy of the thesis. This copy of the thesis will be returned to you. At least ten (10) working days must elapse between the time the scheduling form is presented to the Graduate School and the final oral examination (see Dissertation Theses Submission Guidelines). A copy of your thesis must be available for public inspection in the Office of Graduate Education at least ten (10) working days prior to the final examination. Also, the thesis abstract must be available in the Office of Graduate Education for the same period of time.

8. Final oral examinations for the thesis are public. The examining committee shall include your advisor, members of your committee, and may include any other faculty members. Although any member of the public at large may attend a final examination, only Graduate Faculty members may ask questions and ballot. All members of the student's committee must attend and ballot.

9. Following the final oral examination, your committee members will ballot to indicate a pass/fail status. Your advisor/committee chair will notify you of the outcome. In addition, you will receive a letter from the COE Office of Graduate Education.

10. After you pass the final oral examination, you have five working days to submit a digital copy of the thesis in PDF format to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the Digital Thesis and Thesis Guidelines that can be found on the

Graduate School website. As of fall 2008, all copies must be submitted digitally to the Graduate School.

11. After you complete the final examination, complete the Graduate Student Exit Survey either online or paper copy and return to the COE Graduate Studies Office, Cleveland Hall 70 (or submit to an Academic Director on the regional campuses).

Additionally, you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. These copies must be on 100% cotton paper. Additionally, you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. This copy must be on 100% cotton paper. You must also submit a Hold Harmless Agreement/Copyright Acknowledgement and Final Dissertation/Thesis Acceptance Checklist.

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

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

Human Subjects Form

After approval of the T-1 and prior to any data collection, you must obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the COE Office of Graduate Education before you commence data collection. You must also attach a copy of the IRB approval letter to your Thesis Acceptance/Final Examination scheduling form. Failure to gain approval prior to data collection shall result in rejection of the final thesis and prevent you from scheduling the final master's examination.

The IRB form for approval of human subjects research is available at the Office and Grants and Research Development (OGRD) website (http://www.ogrd.wsu.edu/Forms.asp) or you can obtain the form at the OGRD office on the fourth floor of Neill Hall. The IRB form must be signed by the chair of your committee and the Department Chair before it is sent to OGRD. Review of the request generally takes 5-10 days, at which time OGRD will inform you by letter as to whether your research is approved or not, or if you need to submit additional forms.

Academic Requirements, Policies, and Procedures

Academic Standing and Annual Review

You are required to maintain a 3.0 cumulative grade point average (GPA) in your graduate program. If you fail to maintain a 3.0 cumulative GPA or receive an F in any course in the graduate program, your committee will review the situation and make a determination as to whether or not you will be allowed to remain in the program.

Each year the Graduate School requires progress reviews of all graduate students. The Office of Graduate Education coordinates this review by sending progress review (Appendix F) 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 Office of Graduate Education submits a copy of the signed report to you. The review includes an assessment of progress towards the degree and your GPA. Your advisor may request a meeting with you to discuss your progress.

Degree Options & Requirements

For both the EdM and MA degree programs you will do the following in order to confirm your degree:

1. Make formal application for the degree by completing the Application for Graduate Degree, available from the Graduate School's website. This form must be completed and submitted online before the deadline date listed on the Graduate School website.

2. Provide a final electronic copy of the thesis/special project for public inspection, to be available in the Office of Graduate Education (at gradstudies@wsu.edu) at least ten (10) working days prior to the final oral examination. Copies must also be submitted to your advisor/committee chair and your committee members at least ten (10) working days before the final examination.

3. Submit the final thesis to the Graduate School digitally within ten (10) working days following the oral examination.

4. Provide a final bound copy of your thesis to the Department of Teaching and Learning AND to the chair of your committee.

Your participation in commencement exercises at the time the degree is formally awarded is not required but strongly encouraged.

Mandatory Research Training

All graduate students are required to complete the Responsible Conduct of Research online training module. This is a web based training located at

https://myresearch.wsu.edu/MandatoryTraining.aspx. Students are encouraged to take this training as soon as possible. Students will not be eligible for an assistantship until after the training is completed. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education (COE) Office of Graduate Education (gradstudies@wsu.edu) as well as the department through which you have received an assistantship if applicable. We must report the date of completion. Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five-year period.

If you have questions about this training, please contact Kris Boreen (533-7618, kboreen@wsu.edu), Patty Iulo (335-5165, patiulo@wsu.edu) or Dave Clark, Director, Office of Research Compliance (335-1585, drclark@wsu.edu).

Temporary/Permanent Advisor and Committee

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist you with your initial selection of course work. It is your responsibility to contact your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a master's degree program committee and permanent advisor. The chair of that committee becomes your permanent advisor (see below). If you wish to change temporary advisors, please fill out the Change of Temporary Advisor form.

You should select a permanent advisor during your first semester of study. This typically occurs after one becomes acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements. The permanent advisor for an EdM student must be either a tenured professor/faculty member, a tenure-track professor/faculty member, or a clinical professor/faculty member. For students in the MA degree program, the permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member. The permanent advisor serves also as the chair of your master's degree program committee and will assist you in developing a Program of Study and in selecting at least two additional faculty members to serve on your master's degree committee.

The master's degree committee must consist of a chair/advisor and at least two additional faculty members. To be a master's degree program committee member, faculty must meet specific College and University requirements. The members of an EdM student's master's degree program committee must be either tenured professors/faculty members, tenure-track professors/faculty members, or clinical professors/faculty members. For students in the MA degree program, committee members must be tenured professors/faculty members or tenure-track professors/faculty members.

Your permanent advisor/program committee chair and other committee members are identified on the Program of Study form, when it is completed (see below). The advisor/chair of the program committee, as well as the members of the committee, and the Chair of the Department of Teaching and Learning must sign this form before it is sent to the Graduate School for final approval. You are responsible for obtaining the appropriate

17

signatures on your Program of Study. After the Chair of the Department of Teaching and Learning signs the Program of Study, it is forwarded to the COE Office of Graduate Education for documentation, and then sent to the WSU Graduate School for review and approval/denial. After the Program of Study and the committee membership is approved by the Graduate School, they will send you email notification of the approval. You may change the membership of your Program of Study committee by filing a Committee Change form. This form, which can be found on the Graduate School website, must be signed by the new committee members and the Chair of the Department of Teaching and Learning before it is sent to the Graduate School for final approval.

When selecting committee members, take into account whether each committee member:
- meets College of Education criteria for serving on committees
- 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

You will work with your permanent advisor/committee chair, as well as all the faculty members of your committee to design your Program of Study. Your Program of Study is your official curriculum of study that will be used to guide you through your master's degree program. The Program of Study form can be found on the Graduate School website. You should refer to the master's degree program descriptions in this Handbook when designing your Program of Study.

- The MA degree program consists of a minimum of 30 semester credit hours, 21 of which must be graded course work.

- The EdM degree program consists of a minimum of 35 credits, 33 of which must be graded course work.

A master's degree Program of Study may include up to 9 hours of appropriate 300 or 400 level courses for EdM or 6 hours of appropriate 300 or 400 level courses for the Masters of Arts in Education MA. Consult with your permanent advisor about including these courses in your Program of Study as your advisor/chair and committee members must approve of these inclusions.

The Program of Study must be typed and circulated to the faculty members you asked to serve on your master's committee. Staff in the COE Office of Graduate Education can assist you with obtaining signatures; however, it is your responsibility to insure that all members of the committee sign the Program of Study. After the committee members sign the form, the COE Office of Graduate Education will submit it to the Chair of the Department, the Chair of the minor department/program, if applicable, and to the Graduate School.

After the Program of Study has been approved by the Graduate School, it can be changed by submitting a Change of Program or a Change of Committee forms. Changes must be approved by your permanent advisor and chair of your Program of Study committee, as well as the Chair of the Department of Teaching and Learning. The Change of Program

18

and the Change of Committee forms is then forwarded to the COE Office of Graduate Education to submit to the WSU Graduate School.

Deadlines

You should check the Graduate School's Deadlines and Procedures for the Master's Degree for submission of the Program of Study so that you get current information about due dates that affect you. September 1, 2014 is the deadline for submission of your Program of Study if you want to graduate during spring 2015 semester. February 1, 2015 is the deadline for submission of your Program of Study, should you want to complete your thesis/project in the summer or fall of 2015.

Continuous Enrollment Policy

All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester, excluding summer sessions, from the time of first enrollment until all requirements for the degree are completed. Continuous enrollment is maintained by registering for a minimum of 2 graduate credits per semester (excluding the summer). For further information regarding the Continuous Enrollment policy go to the Graduate School Policy and Procedures at http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/.

Graduation Checklist: Application for Degree, Deadlines and Procedures Summary, and Information for Committee Members and Students Planning Final Examinations

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

The semester prior to scheduling the final examination (which is your Special Projects/Thesis completion and presentation to your committee); you should review the Deadlines and Procedures for the Master's Degree. Reviewing the Summary at that time will allow you time to complete any deficiencies.

If you are completing a thesis, you should obtain a copy of the Dissertation/Thesis Submission Guidelines. This document includes important information about the format of the thesis title page, signature page, and abstract; copyright releases; submission of digital thesis.

Thesis Submission and Binding

For students completing an MA/Thesis, after you pass the final oral examination (your thesis completion and presentation), you have five working days to submit a digital copy of the thesis to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the Dissertation/Thesis Submission Guidelines. As of fall 2008, the thesis must be submitted digitally to the Graduate School.

Additionally, if you completed a thesis you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. These documents must be on 100% cotton paper. You must also submit a [Hold Harmless Agreement/Copyright Acknowledgement](#) and [Final Dissertation/Thesis Acceptance Checklist](#). If you wish to copyright your thesis, there is a copyright fee.

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

Students have ten (10) working days after their final defense to submit the bound copies of their thesis to the department and their committee chair. The departmental copy must be submitted to the College of Education (COE) Office of Graduate Education by this time. Upon submission of the thesis, students must complete an exit survey provided by the Office of Graduate Education.

For more information please refer to the [Dissertation/Thesis Submission Guidelines](#).

Awarding of the Degree

After you have completed the Application for Degree and all requirements for the masters, you will receive the diploma at the next commencement.

Milestones for successful completion of graduate degree

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

Procedure	Under the Direction of	Date	
Obtaining an advisor	Check with Chair of major department/program	As soon as possible after admission to Graduate School	
Submission/Approval of program of study	Advisor & Chair of major department/program/Associate Dean of the Graduate School An email confirming approval is sent to the major department & student	03-aa-201x 06-aa-201x 10-aa-201x 03-aa-201x	Summer 201x Fall 201x Spring 201x Summer 201x
Scheduling of preliminary examination[a]	Chair of the major and minor departments and Associate Dean of the Graduate School	After approval of program of study and completion of a substantial portion of the program	
Preliminary examination	Graduate Faculty of major and minor departments and Representative of the Graduate Studies Committee	At least four months prior to final oral examination	
Application for degree [b]	Associate Dean of the Graduate School	03-aa-201x 06-aa-201x 10-aa-201x 03-aa-201x	Summer 201x Fall 201x Spring 201x Summer 201x
Payment of graduation fee ($50.00)	Controller (Cashier's Office, French Administration Building) Keep Receipt	Before date of final examination	
Payment of microfilming fee ($75.00)	Controller (Cashier's Office) Keep receipt	Before date of final examination	
Scheduling of final examination and ballot meeting[c]	Associate Dean of the Graduate School	04-aa-201x 07-aa-201x 11-aa-201x 04-aa-201x	Spring 201x Summer 201x Fall 201x Spring 201x
Final oral examination	Doctoral Committee, Graduate Faculty, Representative of the Graduate Studies Committee, Chair of Major Department, Associate Dean of the Graduate School	04-aa-201x 07-aa-201x 11-aa-201x 04-aa-201x	Spring 201x Summer 201x Fall 201x Spring 201x
Final acceptance of archival manuscript and one copy of approved thesis[d]	Graduate School	05-aa-201x 07-aa-201x 12-aa-201x 05-aa-201x	Spring 201x Summer 201x Fall 201x Spring 201x

NOTE:
a. Submit completed scheduling form with approved examination date, hour and place to the Graduate School at least 10 working days prior to examination date.
b. It is strongly advised that the Application for Degree be submitted at least one semester before the final oral examination is scheduled so that students can be notified of graduate requirements (to-do lists) before enrolling for their last semester. A new Application for Degree is required if final oral is not taken during current semester of application.
c. Submit completed scheduling form (including approved examination date, hour and place) and a copy of the thesis to the Graduate School Office at least 10 working days prior to examination date. It is required that a copy of the thesis be cleared by the Graduate School for compliance of format at the time of scheduling the final examination. A copy of the thesis must be available for public inspection in the department office at least 5 working days prior to the final examination. The student must provide a copy of the thesis to each member of their committee at least 10 working days before the committee members are asked to sign the scheduling form.
d. The final copy of the thesis should be turned in within five working days of successful completion of final oral examination and before final date designated.
e. For those who plan to graduate in May (or spring semester) and plan to attend commencement must have all degree requirements complete. Thesis are due in the Graduate School by **May xx, 201x**.

Grade Point Average

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

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

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

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

Registration and Credit Load

Graduate Students are responsible for completing 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. All full-time graduate students must register for at least one (1) 700 (masters), 702 (non-thesis masters) research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy see the Graduate School Policy and Procedures at: http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/ .

Transfer Credit and Credit Restrictions

Up to 9 semester credits for the EdM degree program and 6 semester credits for the MA degree program may be transferred into your Program of Study, with the approval of your permanent advisor/chair of your committee and your committee members. These transferred credits must have been completed at a four-year institution of higher education. Non-graded course work, extension work, special problems courses, workshops, and correspondence courses cannot be applied to or transferred into a graduate program.

Endorsement Information

Students wishing to add a Special Education Endorsement (or any other endorsement) to their teacher certificate must apply to the WSU endorsement program. After all course work and testing requirements are met, students submit a separate application to have the endorsement added to their teaching certificate. More information and both applications can be found on the Student Services' website:
 http://education.wsu.edu/studentservices/endorsements/

Continuation for Another Degree

To continue for another degree you should contact the COE Office of Graduate Education to get information on how you can proceed. You will need to complete a full application for any additional degree programs you wish to enter. Discuss your ideas about another degree with the chair/advisor for your master's degree committee. She/he will help you review the available options.

Leave Guidelines

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

Graduate Student Exit Survey

After you complete the final examination/thesis defense, complete the Graduate Student Exit Survey either online or paper copy (Appendix G) and return to the COE Graduate Studies Office, Cleveland Hall 70 (or submit to an Academic Director on the regional campuses).

Financial Support

Teaching and Research Assistantship Appointments

The Department of Teaching and Learning has approximately 10 teaching assistant (TA) positions on the Pullman campus. These positions are competitive and are awarded primarily to graduate students with previous teaching experience in the United States. The department attempts to support graduate students for more than one year, so a limited number of TA appointments become available each year. TA appointments are half-time positions that come with a tuition waiver, monthly stipend, and health benefits. The department discourages additional employment while holding a TA appointment.

> **TA Appointments (TA):**
> These appointments require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member. A new TA must enroll in TCH_LRN 527 for one-credit during his/her first semester of the TA appointment. The course, 527, covers teaching and learning, inquiry, and professional issues.

> **Research Assistantships (RA):**
> These appointments may be available through funded projects on all four WSU campuses. RA appointments require full-time enrollment. RAs typically work under the direction of a faculty member. RA appointments include a tuition waiver, monthly stipend, and health benefits. In addition, other assistantship opportunities are available in other units on campus. Whenever possible the department will provide assistance in identifying possibilities for funding outside of the college.

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

College of Education Scholarships

Scholarships are available through the College of Education. Applications are available through University Scholarship Services in November and are due January 31st of the following year for the upcoming academic term. The average award is approximately $2000, with lower and higher amounts awarded. For more information, contact the College of Education Scholarship Coordinator (509-335-7843) or visit the website: http://education.wsu.edu/scholarships/.

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

Business Policies

Checkout/Exit:
Before departure from WSU, College of Education (COE) students must leave a forwarding address with the Academic Programs Coordinator, the COE Graduate Coordinators, complete an exit interview online, return all keys and equipment to the department office, and consult with the advisor about the student's research and office space.

College of Education Computer Lab:
The College of Education (COE) computer lab located in Cleveland Hall, room 63 and is open to all graduate students when it is not being used for instruction. Contact the Information Systems staff to obtain a personal code to access the lab during non- working hours. There is also a computer lab in the Graduate Lounge (Cleveland Hall 70E) and can be used during weekdays.

Grievances:
If grievances arise, students should discuss any issues or problems with their thesis advisor 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.

Thesis/Dissertation Library:
The Department of Teaching and Learning maintains a thesis/dissertation library for graduates in Cleveland Hall 315. You may access this library by asking the staff in Cleveland 321 for the key.

Travel:
For liability and reimbursement purposes, all students must complete a Travel Authority form for any work-related trip they take that is outside of Pullman (or any other station for off-campus students). This and other forms are available in the Cleveland Hall 321. This form must be submitted to the department, signed by the Department Chair, and initialed by your advisor 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. Reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Request for reimbursements must be approved by the Department Chair four weeks before travel ensues.

Students are strongly urged to attend professional meetings; however, the department does not have funds to pay travel expenses of students on appointment. Advisors may use grant or project monies to pay partial travel expenses for graduate students attending meetings. The Graduate School disburses some grant-in-aid travel funds, which can be used for travel to professional meetings.

Application forms for student travel grants may be obtained from the Graduate School. It is advisable to apply for a travel grant if you are presenting a quality paper at a professional meeting. In addition, space may be available in University vehicles or some faculty members may share travel expenses.

General Information

Department Offices

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

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

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

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

Academic Coordinators

Washington State University-**Pullman**

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

Dr. Jason Sievers,
Director
Cleveland Hall 70C
Email: jasievers@wsu.edu
Phone: 509-335-9195

Nick Sewell,
Academic Coordinator
Cleveland Hall 70B
Email: nsewell@wsu.edu
Phone: 509-335-7016

Washington State University-**Spokane**
College of Education
Kelly LaGrutta,
Academic Coordinator
PO Box 1495
Spokane, WA 99210-1495
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Washington State University-**Tri-Cities**
College of Education
Helen Berry,
Academic Coordinator
2710 Crimson Way
Richland, WA 99354-1671
Phone: (509) 372-7394
Email: hberry@tricity.wsu.edu

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

Email

http://connect.wsu.edu

Central Services and Facilities

Student Services, including Health and Counseling Services

Pullman: http://osae.wsu.edu/
Spokane: http://spokane.wsu.edu/students/current/studentaffairs/
Tri-Cities: http://www.tricity.wsu.edu/student-affairs/index.html
Vancouver: http://studentaffairs.vancouver.wsu.edu/

Libraries

Pullman: http://www.wsulibs.wsu.edu/
Spokane: http://spokane.wsu.edu/academics/library/
Tri-Cities: http://www.tricity.wsu.edu/Library/index.html
Vancouver: http://library.vancouver.wsu.edu/

Parking

Pullman: www.parking.wsu.edu
Spokane: http://spokane.wsu.edu/aboutWSUSpokane/Visiting/Parking/
Tri-Cities: http://www.tricity.wsu.edu/parking/
Vancouver: http://admin.vancouver.wsu.edu/parking/parking-services

Maps

Pullman campus: http://map.wsu.edu/
Spokane campus:
http://spokane.wsu.edu/aboutWSUSpokane/Visiting/campusMap.html
Tri-Cities campus: http://www.tricity.wsu.edu/admission/contact/campusmap.html
Vancouver campus: http://www.vancouver.wsu.edu/community/campus-map-directions-and-parking-information

I-9 Forms

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

W-4 Forms

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

Tax Information

U.S. Citizens: [Student Tax and Fiscal Seminar](#)
Non U.S. Citizens: http://ip.wsu.edu/global-services/tax-info.html

Automatic payroll deposit

http://studacct.wsu.edu/directdeposit.html

Social Security Numbers

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

Appendix A

Master's Degree Program Description Comparisons
Department of Teaching and Learning
[Approved by T&L 1-26-07]

The Department of Teaching and Learning in the College of Education, Washington State University, offers three Master's Degrees: Master in Teaching (MIT), the Education Master (EdM) (online and on site), and the Master of Arts in Education (MA). The MIT degree program is available on the Vancouver and Pullman/Spokane Campuses WSU campuses (See MIT Handbook for more information on that degree program). The EdM master's degree is available on the Vancouver, TriCities, and Pullman/Spokane campuses, while the MA is available on the Pullman/Spokane campus only. Availability of specific courses/specializations will vary by campus.

Each of the three Master's Degrees serves a unique purpose and entails requirements specific to that degree. The chart below compares the three degrees. Endorsement/course work specializations are available in the EdM and the MA programs. The MIT is a cohort-based alternative teacher preparation program with prescribed and sequenced course work and requirements (See MIT Handbook for more information.)

Comparison of MIT, EdM, and MA Degree Programs[1]

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Primary Career Intention	Positions emphasizing teaching in K-12 classrooms.	Positions emphasizing expertise and leadership in teaching, within school districts, including curriculum directors, behavior specialists, reading specialists, teacher leaders.	Positions emphasizing research and scholarship in higher education, community colleges; preparation for doctoral study.
Degree Objective	Preparation of entry-level teachers with a focus on action research/inquiry as a paradigm for practice.	Preparation of teacher leaders capable of locating, analyzing, synthesizing, and critically evaluating research to apply knowledge to problems of practice.	Preparation of entry-level educational scholars, focused on inquiry to acquire new knowledge and examine or build theory.
Knowledge Base	Critically evaluates existing knowledge base and applies knowledge to practice.	Develops new knowledge and applies knowledge and theory to practice.	Develops theoretical and conceptual knowledge. Inquiry focus with an emphasis on understanding relationship of theory and practice.

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[1] Portions adapted from Young, M. (Summer, 2006). "From the director: The M.Ed., Ed.D., and Ph.D. in educational leadership." UCEA Review.
* Written exam not available on the Pullman Campus

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Research Methods	Course work focused on developing a broad understanding of educational research, with skills in implementing action research/inquiry in the classroom.	Course work focused on developing a broad understanding of educational research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	Course work focused on developing a broad/deep understanding of educational research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.
Internship	Pre-student teaching and student teaching internships focused on developing entry level teaching skills and educational knowledge.	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.
Comprehensive Knowledge Assessment	Written master's project and oral presentation. May also include portfolio assessment.	Written master's project and oral presentation; or, written exam.	Written thesis and oral presentation.
Culminating Event	Applied project using action research, descriptive research, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice.	Applied project using action research, descriptive research, quantitative, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	Endorsed for public school teaching at one of two levels: • Elementary (P-8) Certification • Secondary (5-12) Certification	State endorsements and/or concentrations of T&L course work available in • Reading • ELL/Bilingual Education • Special Education • Curriculum & Instruction	State endorsements and/or concentrations of T&L coursework available in • Reading • ELL/Bilingual Education • Special Education • Curriculum & Instruction

Comparison of MIT, EdM, and MA Program Requirements

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Graded Credits	34 credits minimum See program descriptions for detailed list of required coursework. MIT includes course work in • Research Methods • Learning Theory • Foundations/Social Context of Education • Educational Technology • Assessment of Learning • Classroom Management • Diversity (i.e., ESL, Special Education, culture) MIT includes specialized core coursework specific to each option: • Elementary Education • Secondary Education	33 credits minimum (Special Education Endorsement EdM Online Program requires more credits) • 3 credits research methods • 3 credits foundations • 15-21 credits from the Department of Teaching and Learning (May include endorsement course work) • 3-9 credits in supporting area (May include Professional Certification course work; endorsement course work; or course work from other departments.)	21 credits minimum • 9 credits research methods • 3 credits foundations • 9 credits from the Department of Teaching and Learning in area of concentration
Non-Graded Credits	2 credits of TCH_LRN 600 Research Preparation and 2-3 credits of TCH_LRN 702 for Project and/or Oral Exam	2-3 credits of TCH_LRN 702 for Project and Oral Exam; or written exam.	9 credits of TCH_LRN 700 for scholarship leading to and including thesis development and oral defense
Internship Credits	3 credits of Pre-internship with Seminar and 10 credits of Internship with Seminar	Optional (May be required for some students with minimal US teaching/school experience.)	Optional (May be required for some students with minimal US teaching/school experience.)
Total Minimum Credits	51-52	35-37	30

Approved by T&L Faculty, Friday, January 26, 2007; updated/edited 8-14-13
Modified 9-06-07 to reflect current approvals at the university level.

Appendix B

Special Project/Thesis Timeline Considerations

The Special Project/Thesis needs to be approved by your advisor/chair of your committee as well as all committee members before you begin working on the Project/Thesis. See the Student Handbook for details. After the Special Project/Thesis proposal has been approved, you can begin working on the Project/Thesis and the timelines for these vary depending on the type of research or scholarship you undertake.

As you progress through the Project/Thesis, 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 Project/Thesis.

When you have developed written drafts of chapters/sections of the Project/Thesis, those should be shared first with your advisor/chair. When the drafts of those chapters/sections are in a quality form, 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 Project/Thesis 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 may continue through several additional cycles.)

Your advisor/chair will let you know when your draft is at a quality level and can be shared with your committee members. A similar timeline for working with your committee members would then follow:
1. Draft 1 of chapters/sections to your program committee members
2. Draft 1 returned to you 2 weeks after the members receive it

Before revising the draft per the committee members' suggestions, consult with your advisor/chair.

3. Draft 2 to program committee members
4. Draft 2 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 draft 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 draft 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 your Project/Thesis. Some students need 5-10 draft cycles to reach a quality draft of the Project/Thesis. (If you need 5 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 the timeline.)

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form (See directions in the Handbook). Each committee member, and the advisor/chair must sign the form. You obtain their signatures for the form and simultaneously give the members a copy of your quality draft.
Submit the signed scheduling form to the Graduate Studies office in Cleveland Hall at least 13 working days before your presentation/final defense. The Coordinators will copy it for your file and submit the form to the Graduate School (at least 10 working days before the presentation/defense). We recommend that you plan to submit the signed scheduling form to the Graduate Studies office in Cleveland Hall with plenty of days to spare – you can submit the form before the 13 day limit.

You must be enrolled in a minimum of 2 credits of either TchLrn 702 or 700 during the semester in which you present your Project/Thesis.

Sample Timeline for a Spring Defense/Presentation
November 1: First draft to advisor/chair*
November 15: Draft 1 returned to you
December 2: Draft 2 returned to you
December 16: Draft 3 to advisor/chair
January 3: Draft 3 returned to you
January 17: Draft 4 to committee members
January 31: Draft 4 returned to you

Consult with advisor/chair

February 7: Draft 5 to committee members
February 21: Draft 5 returned to you

Consult with advisor/chair

March 7: Draft 6 to advisor/chair
March 21: Draft 6 to you

Consult with your advisor/chair.

The quality level of the draft may have been met at this point. The advisor/chair may direct you to send the quality final draft to the committee.

March 28: Begin asking committee members for dates of availability for the presentation of the Special Project/Thesis

April 14: Completed Scheduling Form to Graduate Studies Office in Cleveland Hall
April 17: Scheduling Form received in the Graduate School
April 25: Presentation of Special Project

Students should work with their advisors/chairs to establish a timeline like this for finishing their Projects/Theses. If students hope to present/defend their Projects/Theses in the summer term, they should consult with their advisors/chairs. Some faculty are not available in the summer, so finishing a Project/Thesis in the summer may not be possible. Given the timeline examples above, you and your advisor/chair may feel that you cannot accomplish a quality draft quickly enough to defend/present during summer term.

*This timeline assumes that you had proposed your Project/Thesis idea to your advisor/chair (after extensive discussion with your advisor/chair) and committee members several months earlier, and your proposal was approved. In the case of the Special Project, the student would have discussed Project ideas and had a proposal meeting with his/her committee by approximately August 15th because the time between August 15th and November 1st would have been spent conducting the Project and writing the first draft. In the case of a Thesis, the student would have discussed Thesis ideas and had a proposal meeting with his/her committee by the previous May (or earlier depending on the type of research conducted). The time between May and November 1st would have been spent conducting the Thesis research and writing the first draft of the Thesis/chapters.

Appendix C

D-1/M-1/T-1 Scheduling Form

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

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

Student's Name _____   ID# _____

Degree _____   Program _____

Working title of dissertation/special project/thesis: _____

_____

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

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

_____   _____
(Building and Room Number)   (Date and Time)

36

Appendix D

EdM Special Project Proposal Approval Form
(M-1 Form)*

Washington State University College of Education

Student's Name: _____

Working Title of Special Project: _____

_____

Decision of Master's Degree Committee Regarding Proposal (check one)

_____ Approved as presented

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

_____ Approved subject to additions, corrections and/or modifications as per the
attached, subject to review and approval of the Master's Degree Committee.

_____ Approval denied.

Signatures

Master's Degree Committee Chair:_____

Committee Members: _____

_____

_____

_____

Nature of Inquiry Proposed

Will the special project involve the collection of data from human subjects and/or the use
of archival data collected from human subjects? (Check one)

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

_____ No

Information for EdM Students
Collection of Data for Special Project Study

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

_____   _____
Signature of Student   Date
(Signature indicates acknowledgement of IRB policy noted above

For COLLEGE OF EDUCATION Office of Graduate Education use only

Date approved IRB Form filed with COLLEGE OF EDUCATION Office of Graduate Education _____

Approved Form filed by _____   _____
Signature of Graduate Studies Officer   Date

38

Appendix E

MA Thesis Proposal Approval Form
(T-1 Form)*

Washington State University College of Education

Student's Name: _____

Working Title of Thesis: _____

_____

Decision of Thesis Advisory Committee Regarding Proposal (check one)

_____ Approved as presented

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

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

_____ Approval denied.

Signatures

Thesis Committee Chair: _____

Committee Members: _____

_____

_____

_____

Nature of Research Proposed

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

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

_____ No

Information for MA Students
Collection of Data for Thesis Study

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

_____   _____
Signature of Student   Date
(Signature indicates acknowledgement of IRB policy noted above

For COLLEGE OF EDUCATION Office of Graduate Education use only

Date approved IRB Form filed with COLLEGE OF EDUCATION Office of Graduate Education _____

Approved Form filed by _____   _____
Signature of Graduate Studies Officer   Date

Appendix F

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

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

Date:_____

Name of Student:_____

Name and Role of Evaluator:_____

Student Information

Degree Program: PhD   MA   EdM   Online

Campus Location: P   S   TC   V

Year in Program/Admissions Date: _____/_____

Completed CITI Training: ___ Yes ___ No Date: _____

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

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

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

Academic Performance

Most recent cumulative GPA:_____

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

_____

List any courses with an incomplete:_____

35

Student's Progress on Learning Outcomes

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

    Evidence used to evaluate (underline all that apply):

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

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

No Evidence   Emerging   Proficient   Mastery
1   2   3   4

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

12. Development of professional identity appropriate for future career plans

No Evidence   Emerging   Proficient   Mastery
1   2   3   4

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

Student's Progress in Program

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

   _____ Yes   _____ No   _____ NA

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

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

   _____ Yes   _____ No   _____ Unsure at this point

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Conference and date:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Was the D-1 or T-1 approved?

_____ Yes   _____ No   Revisions Required:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Was the 702 plan approved?

_____ Yes   _____ No   Revisions Required:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

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

_____ Yes   _____ No   _____ Emerging   _____ NA

7. Has the student successfully completed the 702 project?

_____ Yes   _____ No   Making Satisfactory/ Unsatisfactory Progress   _____ NA

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

38

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

_____ Yes   _____ No   Making Satisfactory/ Unsatisfactory Progress   _____ NA

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

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

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

___ Yes   ___ No   Some improvement needed/No improvement needed

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

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

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

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

Summary

Brief statement of student progress in program:

Expectations/recommendations for student:

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

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

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

Date:_____

Name of Student:_____

Name of Advisor:_____

Student Information

Degree Program: PhD   MA   EdM   Online

Campus Location: P   S   TC   V

Year in Program/Admissions Date: _____/_____

Completed CITI Training: ___ Yes ___ No Date: _____

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

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

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

Academic Performance

Most recent cumulative GPA:_____

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

List any courses with an incomplete:_____

40

<u>Student's Progress on Learning Outcomes</u>

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

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

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

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

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

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

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

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

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

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

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

6. Development of professional identity appropriate for future career plans

   No Evidence   Emerging   Proficient   Mastery
   1   2   3   4

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

Student's Progress in Program

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

   _____ Yes   _____ No   _____ NA

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

42

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

_____ Yes   _____ No   _____ Unsure at this point

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Conference and date:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Was the D-1 or T-1 approved?

_____ Yes   _____ No   Revisions Required:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

Was the 702 plan approved?

_____ Yes   _____ No   Revisions Required:

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

_____ Yes   _____ No   _____ Emerging   _____ NA

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

_____ Yes   _____ No   _____ Emerging   _____ NA

13. Have you successfully completed the 702 project?

_____ Yes   _____ No   Making Satisfactory/   _____ NA
                                                 Unsatisfactory Progress

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

14. Have you successfully completed the dissertation or thesis?

_____ Yes   _____ No   Making Satisfactory/   _____ NA
                                                 Unsatisfactory Progress

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

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

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

____ Yes   ____ No   Some improvement needed/No improvement needed

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

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

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

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

Summary

Provide a brief statement of your progress in the program:

What are your goals for future progress in the program?

Submit Completed Self-Evaluation Form to Your Advisor no later than 10 days after receiving the form.

Appendix G

Graduate Programs Exit Survey
College of Education

NOTE: Here at the College of Education we are interested in feedback from your program experience. Your responses will be held in strict confidence, and you will not be identified in any reports or release of survey data. Survey results will be aggregated and reported as group data.

Attached is an electronic version of the Exit Survey. You have the choice of filling it out and sending it back to the Office of Graduate Education, Washington State University, Cleveland Hall 70, Pullman, WA 99164-2114 or filling the survey out online at http://survey.educ.wsu.edu/Lists/grad (click on the "respond to this survey" button).

Again, your responses will be held in strict confidence, and you will not be identified in any reports or release of survey data. If you have any questions/concerns, contact Dr. Jason Sievers 509-335-9195; jasievers@wsu.edu or a Department Chair.

First 5 digits of your WSU ID#: _____
(Your ID Number will not be associated with the results; nor will the departments know the identity of survey respondents)

Please circle your response to each question below:

1. **What degree have you completed?**

   MIT   Ed.M.   M.A.   Ed.D.   Ph.D.

2. **Which program specialization did you complete?**

   El Ed   Sec Ed   ESL   Literacy   SpEd   CSSTE
   Math/Sci Ed   C&I   Lang & Lit   Teach Lead

3. **How many years did it take you to complete the degree?**

   <2   3   4   5   6   >6

4. **Were you primarily:**

   Part Time Student   Full Time Student

5. **At which campus did you complete your degree?**

   Pullman/Spokane   Tri-Cities   Vancouver

	Not at All	Somewhat	Neutral	Much	Very Much	Not Applicable
How satisfied were you with the availability of faculty for mentoring?	1	2	3	4	5	N/A
How satisfied were you with the support provided by the College of Education Office of Graduate Education (Pullman campus) or similar support received at the regional campus in which you are a student?	1	2	3	4	5	N/A
To what degree did the specialization meet your individual hopes/needs?	1	2	3	4	5	N/A
To what degree have you been satisfied with the overall quality of courses/instruction of courses?	1	2	3	4	5	N/A
To what degree were you satisfied with your ability to interact with other students and faculty in your program?	1	2	3	4	5	N/A
How satisfied were you with opportunities provided you to research/disseminate research?	1	2	3	4	5	N/A
To what degree were you given opportunities to make connections between theory and practice?	1	2	3	4	5	N/A
How well prepared do you feel to enter a new career?	1	2	3	4	5	N/A

Open-Ended Questions

1. Please describe the most positive aspects of your time in one of our graduate programs.

2. Please describe the most important ways we can improve our programs for incoming graduate students.

3. What is your career goal?