Cultural Studies and Social Thought in Education (CSSTE)

Doctoral (PhD)
Student Handbook

DEPARTMENT OF TEACHING AND LEARNING

WASHINGTON STATE UNIVERSITY
College of Education

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Welcome and Introduction

The Department 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., implementation of the CCSS with informational science texts, professional development for teachers) and some that is aimed at community-based solutions to educational issues. You have access to these faculty and their projects through course work, advising structures, and, of course, research publications. Seek out this faculty expertise in teaching and research as you progress through the program.

Please read through this Student Handbook prior to beginning your program of study. 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 Cultural Studies and Social Thought in Education (CSSTE) Program and in the Department of Teaching and Learning welcome you to the graduate program and offer their assistance throughout your program.

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

The Program Coordinator

Welcome to the Cultural Studies and Social Thought in Education doctoral program! We hope this Handbook provides you with a big picture of our program: its origins, goals, focus on community, academic processes, and student outcomes. Our students are a major strength of our program. CSSTE students commit to professionalism in a critical scholarly community, where together we read, write, have discussions, present at national conferences, and work towards research publications, grants, and programming through a variety of formats and venues. We pride ourselves on the quality of students’ intellectual-activist work and the pedagogies they employ in writing and presenting at conferences, as well as in their teaching, mentoring, advising, and other assistantship work. This Handbook should help you acclimate to this new doctoral landscape. Please ask your advisor any questions that you cannot find answered here.

John Lupinacci, Ph.D.
Associate Professor of Cultural Studies and Social Thought in Education
Introduction

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 in the College of Education. You can also visit our website http://education.wsu.edu/graduate/ for additional information.

The forms discussed in this handbook are available from the College of Education Office of Graduate Education and the Graduate School website: http://gradschool.wsu.edu/current-students/formsfordegree.html.

Historical Overview

The Cultural Studies and Social Thought in Education doctoral program at Washington State University originated with the hiring of three faculty members in 2001 all of whom had PhDs in the Social Foundations of Education: Michael Hayes, Paula Groves Price, and David Gruenewald. The three were tasked by Dean Judy Mitchell with the development of a new PhD in the Social Foundations of Education or a related area. Dawn Shinew whose degree was in Social Studies Education but who also had a strong background in Foundations was a fourth member of this group. Pam Bettis was hired in 2003 and became a part of the emerging program. After much consideration and examination of related degrees across the nation, the original group decided that a PhD in Cultural Studies and Social Thought in Education would honor the degrees and training that faculty brought to the program, but also move the degree into a more contemporary and larger scholarly landscape by framing it as one that focused on Cultural Studies. However, the group was committed to using the theoretical and conceptual tools of cultural studies and applying them to the field and context of education. Thus the goals of the Cultural Studies and Social Thought in Education program were to equip doctoral students with an array of theories and concepts that could apply to their areas of interest and background training, including literacy, English as a Second Language, popular culture, studies in gender, race/ethnicity, sexual identity and social class, higher education, science and math education, multicultural education, and curriculum theory. With the addition of Pauline Sameshima, the landscape also included arts based inquiry and related projects. Coursework specifically designed for the degree was developed over several years starting in 2003-04. The degree requirements as presented below were concretized by 2008 and have since been modified. Since 2004, the number of students has grown, and with support of the College of Education and the university the faculty have the opportunity to be highly selective in the admissions process and rigorous throughout the program.

Former affiliate faculty member Bernardo Gallegos initiated and chaired the first two Globalization, Diversity and Education Conferences sponsored by the College Of Education. After Gallegos’ departure in 2005, the Cultural Studies and Social Thought in Education program under the leadership of Michael Hayes was tasked with the conference and since then it has been a large part of the CSSTE program and organized by a committee comprised of CSSTE faculty and students. The conference celebrated its 16th anniversary in 2020. Cultural Studies and Social Thought in Education faculty and students take a pivotal role in the conference and its culture.

Cultural Studies and Social Thought in Education faculty are committed to the continual construction and maintenance of a healthy and supportive professional learning work environment. Although students must grapple with controversial and difficult materials, they are supported by their peers and faculty, and faculty are supportive of each other in this educative process. See Appendix A for Cultural Studies and Social Thought in Education current faculty and their research interests.
Cultural Studies and Social Thought in Education Program Overview

Program Mission
Cultural Studies and Social Thought in Education (CSSTE) addresses issues of culture and power as they play out in contemporary and historical contexts of education and schooling. We seek to develop scholars and practitioners who will stimulate positive change in educational institutions and the communities that they serve.

Student Learning Outcomes
After completing the Cultural Studies and Social Thought in Education Doctoral Degree Program students will:

- Demonstrates the ability to locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice
- Demonstrates the ability to effectively communicate scholarly work through written, oral, and/or alternate formats
- Demonstrates the ability to skillfully inquire into areas of program-related interest
- Demonstrates scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making
- Demonstrates an understanding and valuing of diversity and social justice through his/her scholarly work
- Conducts and disseminates original scholarship that demonstrates acquisition and application of new knowledge and theory
- Demonstrates behavior that indicates he/she is becoming an emerging expert in his/her area of study

Doctor of Philosophy (Ph.D.)
The Teaching and Learning department Ph.D. program requires at a minimum of 72 credit hours of study and consists of graded and non-graded coursework. The Cultural Studies and Social Thought in Education (CSSTE) program has the additional requirements to include a minimum of 45 semester hours of graded credit beyond the bachelor’s degree and a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (CSSTE 800).
Program Content

In collaboration with the advisor/committee chair and other committee members, each student must file a doctoral degree Program of Study. Students will work with their advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

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 lists required courses but it does not capture the importance of being a part of a scholarly environment. As mentioned previously, Cultural Studies and Social Thought in Education faculty pride themselves on being intentional about the building and maintenance of a rigorous yet supportive scholarly community. The required Reading Group is a programmatic vehicle to build and maintain such a community. Students are required to enroll and attend three semesters of the Reading Group whose curriculum varies. In the past, this one hour course has focused on the writing of conference proposals as well the presentation of conference papers, watching contemporary movies that illustrated various facets of globalization, and engaging scholarly readings outside of the formal curriculum. This course also operates as a major vehicle for senior students to mentor first year students. As importantly, the course provides numerous social events for students and faculty to interact in a more informal manner. Typically we offer a beginning of the year social event as well as a celebratory end of the year graduation party. Faculty believe that these events help build community.

The following is a breakdown of core, cognate, and research requirements and recommendations for the Doctor of Philosophy in Education with a specialization in Cultural Studies and Social Thought. It is anticipated that completion of the degree will average four years to five years for those students who enter the program with a master’s degree. Six credits from a master’s degree are allowed to “count” towards the doctoral coursework requirement. However, the decision on whether to include master’s level coursework in the Program of Study remains with the chair and the committee.

Students who enter the doctoral program without a master’s degree must complete more coursework. At this time, these students must take 54 credits of graded coursework. For specific courses and semester offerings, please see Appendix B. For current faculty and their research please see Appendix A.

<table>
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<tr>
<th>CSSTTE Doctoral Credit Overview</th>
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<tr>
<td><strong>Graded Credits</strong></td>
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<td>Foundation Core Courses</td>
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<td>Research Courses</td>
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<td>Advanced Research Course</td>
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<td>Cognate Area and Additional Courses</td>
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<tr>
<td><strong>Total Required Graded Credits</strong></td>
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<tr>
<td>Additional Graded and/or Non-Graded Courses</td>
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<tr>
<td>Dissertation credits</td>
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<td><strong>Total Credits</strong></td>
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Academic Requirements, Policies, and Procedures

Department of Teaching and Learning Ph.D. Programs

The Ph.D. requires at least 72 credit hours of study and consists of graded and non-graded coursework. The CSSTE Ph.D. program has the additional requirement of a minimum of 45 semester hours of graded credit beyond the bachelor’s degree and a minimum of 20 semester hours of Doctoral Research, Dissertation, and/or Examination (CSSTE 800).

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 Program Coordinator initiates this review by sending the Student Self-Evaluation Form for Annual Review (Appendix C) survey link to you via email. You are required to complete the self-evaluation/progress review within 10 working days of receiving it. After your permanent advisor reviews your Self-Evaluation, your advisor will complete the Faculty Assessment of Student Progress (Appendix D) form and schedule a meeting with you to review and sign the assessment. After the meeting, you will receive a copy of the signed report. Additionally, the CSSTE program requires to participate in an annual review throughout coursework and leading up to preliminary exams through which they are advised by the full CSSTE faculty for feedback and advice as they prepare for their careers. Progress in the program is contingent on successful reviews. Although rare, in some cases students may not progress through coursework to successful prelims and then onto dissertation.

Mandatory Research Training

All graduate students are required to complete the CITI Responsible Conduct of Research online training module. This is a web based training located at https://myresearch.wsu.edu/MandatoryTraining.aspx. Students are encouraged to take this training as soon as possible. Students will not be eligible for an assistantship or be able to conduct research until the training is completed. After completing this training, the student will receive email confirmation of completion. Please forward this email to the College of Education (COE) Office of Graduate Studies (gradstudies@wsu.edu) as well as the department through which you have received an assistantship, if applicable. Delay in the completion of this training could delay students’ progression through their graduate program. The training will need to be repeated after a five-year period.

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

Temporary/Permanent Advisor and Committee

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist the student with the initial selection of coursework. It is the student’s responsibility to contact the temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until the student is ready to select a doctoral degree program committee and permanent advisor. The chair of that committee becomes the permanent advisor (see below). If a
student wishes to change temporary advisors, that student can complete the Change of Temporary Advisor form found at https://education.wsu.edu/documents/2015/09/change-of-temporary-advisor.pdf.

You are encouraged to select a permanent advisor/committee chair as soon as possible after your first semester of study. By this time, you should know several faculty members and their areas of specialization. The permanent advisor/doctoral committee chair must have a doctoral degree and be qualified, according to College of Education guidelines, to chair doctoral committees. The individual must be a member of the Graduate Faculty in the Cultural Studies and Social Thought in Education Ph.D. Program (see Appendix A). The individual should also have expertise in the area that will be the focus of your study. This will be reflected in the faculty member's record of research and publication, teaching, and professional service. If you need additional assistance in selecting a permanent advisor/committee chair, consult with the department chair, a faculty member you know, or the staff in the College of Education Office of Graduate Education.

Your permanent advisor/committee chair will help you develop and file your Program for Doctoral Degree and identify other faculty members to serve on your doctoral committee. The doctoral committee must consist of at least two members, in addition to the committee chair, who hold a doctoral degree and are qualified, according to College of Education guidelines and Cultural Studies and Social Thought in Education Ph.D. program bylaws, to serve on doctoral committees. At least two of the three committee members must be members of the Cultural Studies and Social Thought in Education Ph.D. Program Graduate Faculty and the Department of Teaching and Learning. All three committee members should have expertise related to your program of study. One person who does not meet the College of Education criteria for serving on doctoral committees may be appointed to the committee as a fourth member. The committee must also include a faculty member from your chosen cognate area. The supporting cognate area may be from the College of Education or another college.

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

- has previous experience on dissertation committees
- meets College of Education criteria for serving on doctoral committees
- is available for the duration of the dissertation (e.g., are there sabbatical or retirement plans?)
- has expertise related to the topic of research
- has expertise in the research methodology
- is accessible for meetings with you and other committee members
- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

Developing and Submitting the Program of Study

The Program of Study form (https://gradschool.wsu.edu/facultystaff-resources/18-2/) lists your committee chair and other committee members and the courses that comprise your doctoral program. Your permanent advisor/committee chair, in collaboration with other members of your doctoral committee, will help you identify the appropriate coursework for your program of study. The courses are then listed on the Program of Study form. When committee members sign the form, it indicates they agree to be on your committee and approve your Program of Study.

The core courses for the Cultural Studies and Social Thought in Education Ph.D. must include a minimum of 45 semester hours of graded course work beyond the master's degree. The core should include the required CSSTE courses listed in this handbook, as well as the Advanced Research Core (Appendix B).
These graded courses are listed in the “Core Program” section of the Program of Study form. Details on these courses are provided in later sections. Generally, only graduate-level WSU and transfer courses can be included in the Program of Study. No course used for a previously completed masters or doctoral degree may be used. However, your doctoral program committee may approve up to 9 credits of non-graduate credit (300- or 400-level courses at WSU) for your program of study. Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on an S/F basis).

In the “Research and Additional Studies” section of the Program of Study form, list the Special Projects or Independent Study (TCH_LRN 600) and Doctoral Research, Dissertation, and/or Examination (CSSTE 800) credits you plan to take, as well as courses taken on an S/F basis. You must enroll in 2 credits of CSSTE 800 in the semesters in which you take your Preliminary Examination (sometimes referred to as the comprehensive examination) and the semester you defend your dissertation. Your program must include at least 20 credits of CSSTE 800. Each semester you must enroll in at least 1 credit of CSSTE 800. Before enrolling, meet with your advisor to discuss your goals and to complete the Independent Study Form. Submit the form to the T&L Office, Cleveland 321 before the 10th day of classes.

The Program of Study must be typed and circulated to the faculty members you asked to serve on your doctoral committee. 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 Studies will submit the completed form to the chair of Teaching and Learning, the chair of the minor department/program, if applicable, and to the Graduate School. After the Program of Study is approved by the Graduate School, an email will be sent to you and the COE Office of Graduate Studies. The approved program becomes a part of the requirements for the degree and becomes a “contract” for the Graduate School, the academic program, and you.

Although Graduate School policy requires that this form be completed no later than the third semester of graduate work, you are encouraged to submit it shortly after your first semester of course work. You are held to the doctoral program requirements in effect at the date of your admission, provided you submit a Program of Study and have it approved by the Graduate School within one year of your admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your Program of Study.

**Changes to your Program of Study**

You may change the course work listed on an approved Program of Study by submitting a completed Change of Program form to the COE Office of Graduate Studies.

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

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

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

You should check the Graduate School’s [Deadlines and Procedures for the Doctoral Degree](https://gradschool.wsu.edu/policies-procedures/) for submission of the Program of Study so that you get current information about due dates that affect you.

**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](https://gradschool.wsu.edu/policies-procedures/) go to the Graduate School Policy and Procedures at: https://gradschool.wsu.edu/policies-procedures/.

**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 of Study for a doctoral degree with a grade of C- or below must be repeated, and the course cannot be repeated on an S/U (satisfactory/ unsatisfactory) 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) 800 (doctoral) level research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy go to the Graduate School Policy and Procedures at [https://gradschool.wsu.edu/policies-procedures/](https://gradschool.wsu.edu/policies-procedures/).
Transfer Credit and Credit Restrictions

The number of transfer credits allowed for a doctoral program is subject to departmental recommendation and final approval by the Graduate School.

The number of transfer credits allowed for the Cultural Studies and Social Thought in Education Ph.D. program is nine (9). If approved, up to nine (9) credits appropriate to the program of study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program. Graduate credit earned (with a grade of "B" or higher) at Washington State University prior to formal admission to the Graduate School, other than credit earned while enrolled as a Class 5E or Special 8 student, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

Extension courses, special problems, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit. For necessary interpretations, inquiries should be sent to the Dean of the Graduate School.

Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to the Graduate School. Graduate credit from non-accredited institutions will not be accepted for transfer to graduate degree programs. Graduate credit earned within the State of Washington from an accredited institution whose main campus is outside the state will be considered for transfer to a graduate degree program only upon special petition to the Dean of the Graduate School.

Highly-Recommended Activities (All but One Not Required)

- Submit a proposal to present, and ideally present research at a major conference
- Submit papers for publication in refereed journals or edited book projects
- Volunteer as a reviewer for a publication and/or conference
- Engage in scholarly and/or teaching activity through a lens of equity and diversity, or in settings that involve or take into account equity and diverse learners
- Collaborate with faculty on grant development, submission, and/or enactment
- Work closely with a faculty member on a research project
- Complete the IRB CITI course (required)
- Conduct presentations to peers in courses
- If possible, teach undergraduate courses in pedagogy and/or content

The Importance of a Scholarly and Healthy Community

Most higher education institutions operate from a neoliberal standpoint which emphasizes individualism, competition, hierarchy, and preparation for work. Stanley Aronowitz calls universities “knowledge factories” since they emulate the climate and mechanics of corporations and harken back to the days of Taylorism and the efficiency movement. The Cultural Studies and Social Thought in Education program attempts to construct a space (in and outside of the classroom) that resists this dominant discourse in our thinking and our actions.

Comparing yourself, your advisor, your committee, your progress to other students in the program can at time be more harmful than helpful. For example, pitting theory against practice and practice against
theory is not helpful; we all make different kinds of contributions and the program emphasizes praxis—or theory and practice enacted together as inseparable. Please consider the importance of a healthy scholarly community with regard to your talk, thinking, actions and contribute to the ongoing construction of a healthy scholarly community. Cultural Studies and Social Thought in Education faculty believe that it is our everyday habits that demonstrate our commitment to social justice, and that together with scholarly thinking and writing contribute to our roles and identities as scholar-activist educators. The strength of this program rests on you, your class preparation, willingness to critically and ethically engage with your fellow students and faculty respectfully. Cultural Studies and Social Thought in Education faculty recognize that the concept of inclusion and community has been romanticized and often shaped by assumptions of that fail to value diversity; we are not interested in that kind of community but one that takes on difficult knowledge, disagrees respectfully, and continues with the hard work of social justice in this world. At times folks will participate in different ways, some are introverts, some extroverted, etc. Our diversity is what makes us the great program we are. Please, honor that and work always to be inclusive and understanding while holding respect for one another as central in all your relationships.

**Graduate Student Responsibilities**

Another facet of a healthy community is students taking responsibility for all required graduate school forms, deadlines for submitting paperwork, and general institutional forms. Faculty are not always alert to these dates (since they have their own professional deadlines). Please stay on top of these. The COE Graduate Studies Office can help with all of this. Further, faculty cannot always quickly respond your work, especially during the preliminary exams, dissertation proposal and dissertation itself. Please allow for a maximum of three weeks for faculty members to provide feedback to your scholarly work. Faculty are on nine month appointments, and therefore are not always available during the summer months. It is your responsibility to plan important meetings, milestones, and seek feedback during times when all committee members are available. Do not EXPECT your committee to work during summer months.

Finally, the Cultural Studies and Social Thought in Education program adheres to the American Psychological Association scholarly reference style (as opposed to MLA or Chicago, etc.). Details of this scholarly writing style can be found in the APA Manual (6th edition unless advised otherwise to use 7th) and online, the Purdue University OWL website which provides a shortened version of APA.
Program Flow

The following chart provides a more detailed look at what a student should expect while going through the Cultural Studies and Social Thought in Education program.

### CCSTE–PhD Program Overview

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<th>Phase 1</th>
<th>Year 1</th>
<th>Course Work</th>
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<td>1st Student Annual Review: To Be Conducted at the End of the First Year</td>
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<td>Each student will have completed course work in the program, submitted a 1-2 page reflective summary of their first year, and have generated an initial Plan of Study (POS) with their temporary advisors. Temporary Advisors are assigned to help a student negotiate their first year in the program. When students are ready to complete a POS, then a permanent advisor should be selected. Until then, the Temporary Advisor will complete an Annual Review Report (ARR) and submit to the program chair and share with the CSSTE faculty at an end of the year student review.</td>
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(Temp. Advisor)  

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<tr>
<th>Year 2</th>
<th>Course Work</th>
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<td></td>
<td>2nd Student Annual Review: To Be Conducted at the End of the Second Year</td>
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<td>Each student will have completed course work in the program, solidified a Doctoral Chair, Committee Members, and Plan of Study during the first semester of the second year or earlier. During the Plan of Study meeting, students will not only submit the Graduate School’s Plan of Study form, they will also submit a one-page statement of career goals, one page statement of possible dissertation topics, and current vita.</td>
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It is at this time that your committee will advise if you are recommended to move forward from course work toward Preliminary exams. In cases where your committee does not find students work and progress sufficient to progress to Prelims students will be advised as to how they can apply for a Master’s degree in Curriculum & Instruction (a program with requirements often completed in the CSSTE programs of study) and students will be supported/advised to complete a Master’s Thesis or Related Project.  

(Temp. Advisor – Doctoral Advisor)  

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<th>Phase 2</th>
<th>Year 3-4</th>
<th>Course Work/Preliminary Exams</th>
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<tr>
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<td>1. Preliminary Exam Proposal:</td>
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<td>Each student will work with their Chair and Committee to discuss the student’s course work and preparation for preliminary exams. Students should facilitate this meeting and have submitted a 2-3 page proposal that summarizes what they have learned in their coursework and introduces what it is they hope to research for their dissertation. The Committee and the student discuss what would be necessary in order to show competency as a scholar in the area of the student’s research interest and together they outline potential questions for the preliminary exams.</td>
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examination. Students and their Chair may provide potential questions and with the Committee’s input modify them and/or approve them. The Committee and the student agree on a time-table for the exam process that includes preparation and together they set a date for the exams. Typically, CSSTE faculty advise that students take some time for that preparation, like a semester or summer.

2. Preliminary Exams:
The successful writing and oral defense of the preliminary exams are central to the development of a scholarly identity. Preliminary exams consist of three to four questions that typically cover the areas of theoretical framework, methodology, and literature review needed for the imagined dissertation project. Students should plan on writing approximately 25 pages of scholarly text for each question using the APA style. These questions are known in advance, and students should prepare accordingly. The formal preliminary exam process consists of students receiving the three questions from their Doctoral Advisor and then three weeks later submitting three well written and conceptualized papers. The page limit is to encourage students to consider these as manuscripts to be published. At the end of the process, the Chair will submit all three questions to the Committee members who should have no less than two weeks to read them and prepare for the oral defense. The oral defense should be scheduled for two hours. During that time period, committee members will ask students questions regarding what they have written. If students fail their preliminary examination, they are guaranteed a second attempt by the Graduate School, typically with a representative of the Graduate School in attendance.

3. Dissertation Proposal and Dissertation Proposal Defense:
First, students and Chairs may wish to renegotiate the Committee composition at this time. Scholarly interests, personality differences, working styles and timelines are all reasons that Chairs may withdraw from a committee or students desire a different Chair and/or committee members. This is a “natural” time for a committee to be reconfigured.

Students may draw from their preliminary exam work to construct their dissertation proposal. Students may choose to move quickly to the dissertation proposal after the successful completion of their preliminary exams since the two are intellectually connected. Students will work closely with their Chair on the dissertation proposal; the Chair will read drafts and offer feedback until the document is ready for the Committee. The Committee should have two weeks to read the document prior to the two-hour Dissertation Proposal Defense. Faculty are most interested in the problem statement/rationale for the study and the methodology and methods since they have read the student’s literature review and theoretical framework preference in the preliminary exams. The Dissertation Proposal should run approximately 25-30 pages and include the following:
Background of the Problem (Brief literature review)
Problem Statement/Rationale for the Study
Research Questions/Hypotheses/Purposes
Theoretical Framework
Methodology (Research Design)
Methods (Techniques employed)
Participant Selection (if appropriate)
Validity (if appropriate)
Interview questions/survey instrument/parameters of arts-based study (when appropriate)
Dissertation Timeline

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>Year 4-5</th>
<th>Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Dissertation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After a successful dissertation proposal defense, students begin the challenging and delightful work of the dissertation. Working closely with the Chair, students implement their dissertation proposal and complete an Institutional Review Board application if the study involves human participants. Students should expect to submit multiple drafts to the Chair for review and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Dissertation Review:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When the Chair and student deem the final draft of the dissertation to be the best of their combined skills, the document is shared with the Committee Members who are given two weeks to read and respond in written form to the document. It is at this time that Committee Members must carefully review the document, provide feedback and determine whether the document is defendable or not. Committee members must provide detailed feedback if the dissertation is not deemed defendable. The student will then address the concerns of the Committee and submit a second draft to the Committee for determination of its status. When committee members agree that it is defendable, then the appropriate paperwork is filed, and the defense date is set. The final dissertation defense is open to the public. Candidates for the PhD are expected to present a 20-minute presentation on their research so that attendees who have not read the dissertation understand the basics of the study. Committee members then proceed to ask questions and engage in a lively scholarly conversation. Students are expected to provide a copy of their dissertation study to the CSSTE program and Department of Teaching and Learning so that others may view their work easily.</td>
</tr>
</tbody>
</table>
Preliminary Examination  
(also known as the Comprehensive Written and Oral Assessment)

Purpose and Assumptions

After the Program of Study has been approved and most or the entire program has been completed, the Comprehensive Assessment is designed and scheduled. The products used for this assessment should illustrate the student’s ability to synthesize relevant research in order to evidence her or his working knowledge of:

- important area(s) of cultural studies in education, such as how education is influenced by issues of race, gender, sexual orientation, and power; philosophies of education; theoretical frameworks of teaching, learning, and leading,
- tensions that exist in a given field and the various stances towards them, and
- various research methodologies and implications of choosing one over another.

The following three assumptions must also be met:

1. The comprehensive assessment includes both written and oral components.
2. The committee chair and the student will identify the appropriate option for committee approval.
3. The comprehensive assessment must be passed before defending a dissertation proposal.

Please see Phase 2 of the CSSTE doctoral program overview laid out in the above chart for the details of the Preliminary Exam processes.

Scheduling the Preliminary Exam (Official Defense)

After all committee members have had the opportunity to read the written component of the examination, the oral component is scheduled. To schedule the Preliminary Examination with your committee will include setting the date, location, and time of the meeting. The form is due in the Graduate School ten (10) working days prior the date of your examination. It is your responsibility to ensure that all members of the committee sign and the location is reserved. The form is then forwarded to the department chair and, if applicable, minor departments for approval. If approved at the department level, the form is forwarded to the COE Office of Graduate Studies who will submit to the Graduate School for approval.

Oral Component and Balloting

Once all committee members have had the opportunity to read the written component of the assessment, the oral component of the assessment is scheduled. All committee members must be present. Following the oral examination, committee members meet to discuss the results and ballot on whether you pass or fail the assessment. The ballot meeting, which is scheduled in coordination with the Graduate School, may occur immediately following the oral exam or up to four weeks after the examination. All members of your committee must attend the oral exam and the ballot meeting, and all must vote. The final ballot result is either a pass or fail. After the ballot meeting, the Office of Graduate Education will notify you in writing regarding the results. You are also free to contact your chair after the ballot meeting to receive and discuss the results.

Repeating the Preliminary Examination

In the event of a failed assessment, you may be re-assessed a second and final time only at the request of the department/program that previously voted to fail you. There is no automatic right to a second assessment. At least three months must elapse between a failed assessment and a re-examination. Failure
of two comprehensive assessments results in termination of enrollment in the doctoral program and the Graduate School.

**Thesis/Dissertation Guidelines**

**Dissertation Overview**

The following section describes the dissertation proposal, how to complete a dissertation proposal, and the various steps involved in completing the dissertation. Please read the descriptions and guidelines carefully.

While you may begin work on the D1 prior to the comprehensive assessment (i.e., preliminary exam), you may not formally present your proposal until you successfully complete the examination.

**Dissertation Proposal (D1)**

A dissertation proposal (D1) is a concise and convincing overview of the research you propose to undertake for the dissertation. While the format for a D1 is variable, your committee chair and committee members may have specific requirements regarding the format. Discuss the format options with your chair, as well as the members of your committee. You may enroll in research credits (CSSTE 800) during the semesters in which you develop the proposal.

Typically, a semester or two prior to your comprehensive assessment you should begin working with your committee to define your area of research, identify specific research questions, and prepare the D1. The format should adhere to the style set forth in the latest edition of the Publication Manual of the American Psychological Association (APA). The D1 should address the following questions:

1. What is the rationale for the study? Why is it important?
2. What is the problem, issue, question, or hypothesis?
3. What have others speculated, asserted, found, and/or concluded about this problem, issue, question, or hypothesis?
4. What do you propose to do to investigate, explore, or examine your topics?
   a. Whom will you observe, test, teach, interview, etc. (i.e., who will be the participants/subjects)?
   b. What instruments or measures will be employed to conduct those activities?
   c. How will you conduct the study (procedures)?
   d. How will you organize or analyze the resulting data (analysis)?
   e. What will be your intervention (if applicable)?
5. What knowledge will be added to the literature that was not known before? How is your study proposal going to significantly impact the field?

**Development of a Dissertation Proposal (D1)**

Students are expected to work closely with their dissertation chair and committee in constructing the D1. Written drafts of the D1 should be submitted to your committee chair, who will provide feedback. Your chair's feedback should be used to revise and clarify the D1. When you and your committee chair are satisfied with the D1, provide a copy to your committee for feedback. You and your chair will decide upon the means of obtaining your committee’s feedback (e.g., a meeting, presentation, written comments submitted to you or the chair).
Scheduling the D1 Defense

When you and your committee determine you are ready for the formal presentation of the proposal, you must complete and submit a Dissertation Proposal (D-1) Scheduling form which can be obtained in the College of Education Office of Graduate Education. This includes reserving a room for your defense, which can be done in the College’s Dean’s office. You must secure the signatures of your committee and submit the D1 Scheduling Form to the Office of Graduate Education who will then secure the signature of the department chair and place the form in your file.

The formal dissertation proposal consists of a presentation in a colloquium that is open to the public. The presentation includes the opportunity for questions from your committee members and others in the audience. Immediately following the colloquium, your doctoral committee will meet to recommend approval or disapproval of the D1 on the Dissertation (D1) Proposal Approval Form. The committee will indicate one of the following decisions on the Dissertation Proposal Approval Form (D-1): (a) approve as presented; (b) approve, subject to revisions as specified by the committee; (c) approve, subject to revisions as specified and subject to further review and approval by the committee; and (d) approval denied. Approval or disapproval of the dissertation proposal is documented by committee members’ signatures on the D-1 form.

Human Subjects Form and CITI training

After approval of the D-1 and prior to any data collection, you must do CITI training and obtain WSU Institutional Review Board (IRB) approval to conduct research involving human subjects. The IRB letter of approval must be submitted to your committee chair and the College of Education Office of Graduate Education before you commence data collection. You may submit a copy to the Office of Graduate Education when you receive the confirmation, but it must be submitted no later than when your Dissertation/Thesis Acceptance/Final Examination scheduling form is submitted. Failure to gain approval prior to data collection shall result in rejection of the final dissertation and prevent you from scheduling the final doctoral examination.

The IRB form for approval of human subjects research is available on the IRB website http://www.irb.wsu.edu. The IRB form must be signed by the chair of your committee and the department chair before it is submitted. Review of the request generally takes 5-10 days; at which time you will inform you by email as to whether your research is approved.

Writing the Dissertation Proposal (D1)

The dissertation proposal must be written according to the style specified in the latest edition of the Publication Manual of the APA. While you will develop the format for the proposal with your chair, the proposal typically addresses in greater detail most or all of questions addressed in the précis and consists of the following chapters:

Chapter I. Introduction (or Statement of Problem). This chapter provides a clear and concise view of what is to be studied and why. The phenomenon under study should be described, along with a brief analysis of the manner in which this phenomenon has been addressed in the extant literature. When appropriate, relevant contexts and autobiographical information may be provided to situate the study.
Note that this chapter does not provide a complete literature review. In addition to the research question/hypotheses and analysis of how the phenomenon has been addressed in the literature, you should provide an overview of your research methodology and the implications of your proposed research. It is recommended that research questions are clearly stated somewhere in this chapter.

**Chapter II. Review of the Literature.** The structure of the literature review chapter will vary according to your topic and the approach you take to justify, based on the extant literature, your research questions. The review is a well-integrated document in which material is organized logically under headings and subheadings, consistent with the APA Publication Manual format. The review is selective. It does not include material unrelated to the research questions. Summary tables of relevant research are often appropriate. A good review identifies the theories, frameworks, primary research findings, adequately and inadequately documented conclusions, needed research, and implications of findings for theory and practice. Views and findings are more often restated, paraphrased, and summarized rather than quoted.

**Chapter III. Methodology.** The material in this chapter will vary depending on the nature of your proposed study. In general, the chapter should provide detailed information about the participants (who), procedures (how, when, where), data (what), and analysis. Topics may include:

1. Operational definitions.
2. Characteristics of participant(s). Provide a complete description of the participants, including the number of participants, how they will be selected, and the participant characteristics that are important to the study (e.g., age, gender, experience, education level).
3. Research design. If it’s an ethnographic study, for example, describe your approach (e.g., participant-observer) and elaborate on what that will mean. For a quantitative study, describe the type of research (e.g., quasi-experimental), experimental and control groups, dependent and independent variables, and research design (e.g., post-test comparison of randomly selected control and experimental groups).
4. Instrumentation. Include a detailed description of any data collection instruments and/or procedures, including, if relevant, information about their validity and reliability. If you develop a new instrument, provide details about how you will develop the instrument, including, if relevant, how you will assure the instrument is valid and reliable. Instruments that are not commonly known should be appended to your proposal.
5. Apparatus. Thoroughly describe any equipment to be used in the conduct of the study.
6. Materials. Give a complete description or provide examples of any materials to be used in the study (e.g., written scenarios to which participants will respond).
7. Procedures. Provide a step-by-step description of how you will conduct the study. This should incorporate and tie together the other elements of the methodology (i.e., participants, research design, instrumentation, etc.).
8. Analysis. Describe in detail how you will analyze the data. It’s insufficient to simply state an analytic method (e.g., constant comparative method, ANOVA). Instead, indicate which data, including subsets of data, will be subjected to which analytic methods and how the results relate to specific research questions.

**Writing the Dissertation**

The dissertation “…is a scholarly, original study that represents a significant contribution to the knowledge of the chosen discipline” (WSU Graduate School Policies and Procedures). You must enroll for research credits (CSSTE 800) in the semesters you work on the dissertation.

Upon approval of the D-1, CITI training and receipt of the IRB approval for human subjects research, you may begin the study as outlined in the methods section of your proposal. Upon completion of data collection and analysis, you are ready to write the dissertation.
In its final form, the dissertation usually includes five chapters—the three described in the previous section plus the results and discussion chapters. It is not uncommon for them to undergo several iterations before final approval.

**Chapter IV. Results.** This chapter provides a detailed presentation of the results. Do not interpret the results, draw conclusions, or relate the findings to the extant literature. Examples of results include descriptive and/or inferential statistics, and themes, with supporting data, that emerged from analysis of qualitative data. The chapter is often organized around the analyses conducted for each research question.

**Chapter V. Discussion.** This chapter focuses on the meaning of the study and the significance of the results. The chapter typically begins with a brief summary of what was done and why. This is followed by a presentation of the results as they relate to the research questions. The discussion tends to be more conceptual than empirical and specific results are noted only as evidence to justify the assertions and conclusions related to the research questions. The discussion explains what the results may mean. This discussion may focus on why more support was not found to support or refute the research questions, or on the meaning of the support that was found. This discussion is a thoughtful analysis of the results obtained. It’s appropriate to acknowledge the limitations of the research, state the implications of the findings for both theory and practice, and make recommendations for future research.

**Alternative Formats**

Alternative formats to the dissertation formats described above must be approved by the Department and the Graduate School. Once your committee has approved the alternative format proposal, your committee chair requests approval from the Department’s Graduate Committee. They, in turn, seek approval from the Graduate School.
## Final Examinations

### Scheduling the Final Examination (D2)

Your committee will review the entire dissertation. Revisions may be and often are required before the committee is satisfied that you are ready for the final oral defense. With the committee’s consent that the written document is ready, schedule the final oral examination by providing your committee a completed [Scheduling Final Examination Form for Dissertation/Thesis degrees](#). Please be aware that you will need to have a completed draft of the entire dissertation at least 30 days prior to your final defense date. For fall semester this means you will need to have a completed draft by at least mid-October and for spring semester, you will need to have a completed draft by mid-March. Committee members’ signatures signify preliminary approval of a typed or electronic form of the dissertation that is suitable in content and format for submission to the WSU Graduate School. Their signatures also indicate their acceptance of the date, time, and place of the final examination. Committee members must be given the entire dissertation a minimum of ten (10) days prior to any deadline for scheduling the defense.

The signed form is submitted to the COE Office of Graduate Education with your abstract. This office will then circulate the materials to the department chair for signature then onto the Graduate School for scheduling your exam. The completed form and dissertation must be submitted at least 10 working days in advance of the examination date. At the same deadline your dissertation draft must be uploaded to UMI/Proquest at [http://www.dissertations.wsu.edu](http://www.dissertations.wsu.edu). Although the Graduate School & UMI/Proquest checks the dissertation, this check does not constitute final acceptance as this check is for formatting issues only, content will be reviewed by your committee.

The examination must be scheduled at least four months, but less than three years, after satisfactory completion of the comprehensive assessment. The Graduate School will schedule the final examination and publicly announce the examination in an appropriate campus-wide publication. Final examinations shall be scheduled during regular working hours and only during academic sessions.

At least five working days prior to the final examination, a copy of the dissertation must be made available for public review in the Office of Graduate Education. At the same time, an abstract must be submitted electronically to the Office of Graduate Education.

### Final Examination

The final oral examination is primarily a defense of the dissertation, but may also cover the general fields of knowledge pertinent to the degree. You must register for CSSTE 800 (minimum of two credits) in the semester in which you take the final examination. The examining committee shall include your doctoral committee and any other members of the faculty in attendance who are eligible, according to COE criteria, to participate on dissertation committees. Your committee chair will be responsible for conducting the final examination. While the examination is open to the public, only those faculty members eligible to participate on doctoral committees may ask questions and vote. All members of your doctoral committee must attend and vote. In order to pass the final oral examination, a minimum of three-fourths of those voting must vote to pass you. In the event of a failed final examination, a second and last attempt may be scheduled, at the request of the major department, after a lapse of at least three months. There is no automatic right to a second defense.
Graduation Checklist:

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

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

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

You should also obtain a copy of the Digital Dissertation and Thesis Guidelines (https://gradschool.wsu.edu/facultystaff-resources/18-2/). This document includes important information about the format of the dissertation title page, signature page, and abstract; copyright releases; submission of digital dissertations.

Dissertation Submission and Binding

After you pass the final oral examination, you have five (5) working days to submit your final corrected digital copy of the dissertation to UMI/Proquest. For information about the format of the dissertation, please refer to the digital Dissertation/Thesis Submission Guidelines that can be found on the Graduate School website.

Additionally, you must submit to the Graduate School one copy of the original signature page (in black ink), title page and abstract page. These pages must be on 100% cotton paper. You must also submit a Hold Harmless Agreement/Copyright Acknowledgement, Final Dissertation/Thesis Acceptance Checklist, and a completed and signed Survey of Earned Doctorates. Each dissertation is placed on microfilm, so you must pay a microfilming fee. If you wish to copyright your dissertation, there is a copyright fee.

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

Awarding of the Degree

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

Graduate Student Exit Survey

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

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Under the Direction of</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining an Advisor</td>
<td>Check with chair of major department/program</td>
<td>As soon as possible after admission to Graduate School</td>
</tr>
<tr>
<td>Submission/Approval of program of study</td>
<td>Advisor &amp; chair of major department/program/Office of the Graduate School An email confirming approval is sent to the major department &amp; student</td>
<td>03-xx-201x Summer 201x 06-xx-201x Fall 201x 10-xx-201x Spring 201x 03-xx-201x Summer 201x</td>
</tr>
<tr>
<td>Scheduling of preliminary examination&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Chair of the major and minor departments and Office of the Graduate School</td>
<td>After approval of program of study and completion of a substantial portion of the program</td>
</tr>
<tr>
<td>Preliminary examination</td>
<td>Graduate Faculty of major and minor departments and Representative of the Graduate Studies Committee</td>
<td>At least four months prior to final oral examination</td>
</tr>
<tr>
<td>Application for degree&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Link in your myWSU student account. Graduate School Keep Receipt</td>
<td>03-xx-201x Summer 201x 06-xx-201x Fall 201x 10-xx-201x Spring 201x 03-xx-201x Summer 201x</td>
</tr>
<tr>
<td>Payment of Graduation fee ($50.00)</td>
<td>Link in your myWSU student account. Graduate School Keep Receipt</td>
<td>Before date of final examination</td>
</tr>
<tr>
<td>Scheduling of final examination and ballot meeting&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Office of the Graduate School</td>
<td>04-xx-201x Spring 201x 07-xx-201x Summer 201x 11-xx-201x Fall 201x 04-xx-201x Spring 201x</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>Doctoral Committee, Graduate Faculty, Representative of the Graduate Studies Committee, Chair of Major Department, Associate Dean of the Graduate School</td>
<td>04-xx-201x Spring 201x 07-xx-201x Summer 201x 11-xx-201x Fall 201x 04-xx-201x Spring 201x</td>
</tr>
<tr>
<td>Final Acceptance of archival manuscript and one copy of approved thesis&lt;sup&gt;d&lt;/sup&gt;</td>
<td>Graduate School and UMI/Proquest</td>
<td>05-xx-201x Spring 201x 07-xx-201x Summer 201x 12-xx-201x Fall 201x 05-xx-201x Spring 201x</td>
</tr>
</tbody>
</table>
NOTE:

a Submit completed scheduling form with approved examination date, hour and place. Please upload to myWSU a full 15 business days to allow for electronic approval to meet the Graduate School’s full 10 business day processing deadline.

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. New degree application 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 UMI/Proquest. Please upload your scheduling form to myWSU a full 15 business days to allow for electronic approval to meet the Graduate School’s full 10 business day processing deadline. It is required that a copy of the dissertation be cleared by the ETD/Proquest Administrator for compliance of format at the time of scheduling the final examination. A copy of the dissertation must be available for public inspection at least 10 business days prior to the final examination in the department office location designated by the department. The student must provide a copy of the dissertation to each member of the doctoral committee and to the Representative of the Graduate Studies Committee at least 10 working days before the committee members are asked to sign the scheduling form.

d It should be turned in within five working days of successful completion of final oral examination and before final date designated.

e May graduates who plan to attend commencement must have all degree requirements complete. Dissertations are due at UMI/Proquest by May xx, 201x.
Graduate Assistantships and Financial Aid

Teaching and Research Assistantship Appointments, Scholarships and Financial Aid

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

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

**TA appointments** require full-time enrollment (i.e., minimum of 10 semester hours during the spring and fall terms). A TA typically teaches two courses each semester under the supervision of a faculty member. A TA must enroll in Tch_Lrn 527 for one-credit in each semester of the TA appointment, up to a total of three credits (i.e., three semesters). The course covers teaching and learning, inquiry, and professional issues.

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

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

**Non-resident graduate students** holding either state funded or non-state funded graduate service appointments on a quarter-time or greater basis may be awarded a waiver of the non-resident differential. The department is responsible for awarding non-resident “NR” differential waivers in the waiver section of the PERMS action. Domestic graduate students who have residency outside of Washington State are highly encouraged to apply for Washington residency to avoid paying out-of-state tuition after their first year of their graduate appointment. Residency website: [http://residency.wsu.edu/](http://residency.wsu.edu/)

| a. | Appointments for 50% or greater may receive a full non-resident “NR” waiver. |
| b. | Appointments less than 50% but at least 25% may receive half of a non-resident “1/2NR” waiver. |
| c. | Non-resident waivers cannot be guaranteed beyond one year. Please see [https://gradschool.wsu.edu/establishing-residency/](https://gradschool.wsu.edu/establishing-residency/) information regarding residency requirements and establishing residency. |

For more information please contact the Graduate School at [gradschool@wsu.edu](mailto:gradschool@wsu.edu) or 509-335-6424.

Scholarships and Other Financial Aid

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

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

**Travel**

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 paper at a professional meeting. In addition, space may be available in University vehicles or some faculty members may share travel expenses. Please see the note in the next section regarding obligations in regard to work-related travel.

**Business Policies**

**Leave Guidelines**

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

**Travel:**

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

**Checkout/Exit:**

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

**Grievances:**

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

**Dissertation Library:**

The department maintains a dissertation library for graduates in Cleveland Hall 315.
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 TriCities
College of Education
2710 Crimson Way
Richland, WA 99354-1671
Phone: (509) 372-7396

Washington State University Spokane
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Spokane, WA 99210-1495
Phone: (509) 358-7942
Fax (509) 358-7933
lagrutta@wsu.edu

Washington State University TriCities
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Undergraduate Building (VUB) 300
Phone: (360) 546-9660
Fax: (360) 546-9040
debarnett@vancouver.wsu.edu

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Phone: 509-335-9195

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Academic Coordinator
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Washington State University Vancouver
College of Education
Jennifer Gallagher,
Academic Coordinator
Undergraduate Building (VUB) 308
Phone: (360) 546-9075
Email: j.gallagher@wsu.edu
New Student Information

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

Email
office365.wsu.edu  Log in with your WSU NID and password

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

I-9 Forms

W-4 Forms

Tax Information
U.S. Citizens: http://payroll.wsu.edu/ppt/StudentTaxPresentation12.ppt
Non U.S. Citizens: https://payroll.wsu.edu/non-u-s-citizens/

Automatic Payroll Deposit
https://payroll.wsu.edu/graduate-student-payroll-deduction/

Social Security Numbers
Significance and correction of an SSN and application pointers:
http://www.wsu.edu/payroll/stntpay/sscardapppoint.htm

Central Services and Facilities
Student Services, including Health and Counseling Services
Pullman: http://osae.wsu.edu/
Spokane: https://spokane.wsu.edu/studentaffairs/
Tri-Cities: https://tricities.wsu.edu/current-students/student-affairs/
Vancouver: http://studentaffairs.vancouver.wsu.edu/

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

Parking
Pullman: http://transportation.wsu.edu/
Spokane: https://spokane.wsu.edu/facilities/parking/
Tri-Cities: http://tricities.wsu.edu/admission/visit
Vancouver: https://www.vancouver.wsu.edu/campus-map-directions-and-parking-information
## Appendix A: Faculty and Research Area

<table>
<thead>
<tr>
<th>Core Faculty</th>
<th>Research Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Finley, Ph.D.</td>
<td>Research interest include educational issues associated with economic poverty and homelessness, diversity, and ways of understanding and being in the world. She also researches alternative approaches to curriculum and instruction that improve educational access for all students. Her inquiry takes its forms in arts-based research, life histories, and narratives.</td>
</tr>
<tr>
<td>Amir Gilmore, Ph.D.</td>
<td>Research interests are Black Aesthetics, Black Masculinities, Afrofuturism, Afro-Pessimism, and the political economy of schooling. Drawing from recent theorizations of BlackCrit, Amir’s current research examines how anti-Black confrontations impede the lives of Black boys inside and outside of schooling. Moreover, Amir’s research illuminates the understudied phenomenon known as <em>Black Boy Joy</em>. <em>Black Boy Joy</em> is a social and spiritual practice of Black fulfillment and Black being, and the refusal of white supremacist systems.</td>
</tr>
<tr>
<td>Johnny Lupinacci, Ph.D.</td>
<td>Research focuses on how people, specifically educators, learn to both identify and examine destructive habits of modern human culture. His work proposes that, through education, teachers can be leaders in confronting dominant assumptions about existing as individuals separate from and superior to the greater ecological systems to which we belong. His research focuses on ecocritical perspectives in teacher education that include anarchist pedagogies, EcoJustice Education, critical animal studies, and radical efforts to support deschooling.</td>
</tr>
<tr>
<td>A.G. Rud, Ph.D.</td>
<td>Research focuses on the cultural foundations of education, with particular emphasis on the moral dimensions of teacher education, P-12 educational leadership, and higher education.</td>
</tr>
<tr>
<td>Stephany RunningHawk Johnson, Ph.D.</td>
<td>Research focuses on recruiting, retaining and supporting Indigenous students attending universities and majoring in science fields, with a particular emphasis on how the philosophy behind the way science courses are taught creates barriers for Indigenous students, as well as other students of color. Stephany is interested in working with local Tribes to incorporate place-based education and Indigenous Traditional Ecological Knowledges in order to increase Indigenous students’ sense of identity and belonging in a university setting. She is also conducting research on how non-Indigenous instructors can begin to decolonize their curriculum and teaching practices. All of Stephany’s work is dedicated to supporting Nation building, Tribal sovereignty, and empowering Indigenous communities and students in working toward social justice.</td>
</tr>
<tr>
<td>Richard D. Sawyer, Ed. D.</td>
<td>Research and scholarship focuses on reflexive and transformative curriculum within transnational contexts, especially those related to education and neo-liberalism and homonormativity. He recently developed a critical self-study methodology, now in use internationally, called duoethnography. In 2015 he received the outstanding book award for this qualitative methodology from Division D. of the American Educational Research Association. In addition, he studies how educators begin to change their thinking and their teaching in relation to diversity. He has published articles on perceptions (and ways to unfreeze perceptions) of educators in the United States on Palestinians living in refugee camps and individuals resisting NAFTA in Mexico. Finally, he examines how educators change their perceptions and develop new visions for education. He has recently begun publishing on how teachers develop democratic and collaborative visions for public education.</td>
</tr>
<tr>
<td>Affiliote Faculty</td>
<td>Research Area</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ashley Boyd, Ph.D.</td>
<td>Research focuses on English education, with emphasis on critical pedagogy, social justice, and broadening traditional notions of multicultural education.</td>
</tr>
<tr>
<td>Jane Kelley, Ed.D.</td>
<td>Research and scholarly activities is grounded in critical multicultural analysis and involves the examination of ideology of power in children’s literature and the dissemination of this theory and pedagogy. Kelley’s research is two-fold. First, she applies a critical multicultural analysis to children’s literature in order to bring the ideology of power as it is portrayed in children’s literature. Second, she investigates pedagogical strategies to introduce a critical multicultural analysis to pre-service teachers, service teachers, and graduate students.</td>
</tr>
<tr>
<td>Zoe High Eagle Strong, Ph.D.</td>
<td>Research goals are (a) to identify social contexts that promote positive identity, resilience, coping, emotion regulation, and reconciliation among youth that experience threats in educational environments (e.g., peer aggression/bullying, injustice, racism), and (b) to utilize culturally sustaining/revitalizing approaches to support Native American education, aspirations, and preparation for college and/or a career. She Directs the Center for Native American Research and Collaboration.</td>
</tr>
<tr>
<td>T. Francene Watson, Ph.D.</td>
<td>Research focuses on school and community gardens, which is inspired through place-based education, critical pedagogy, the arts, and community action research in the Pullman area.</td>
</tr>
<tr>
<td>Shameem Rakha, Ph.D.</td>
<td>Research is focused on increasing equity in our schools for students of color. Shameem’s research examines the use of culturally relevant pedagogy to increase student engagement and improve student academic outcomes. Recently, I have been looking specifically at ways to cultivate caring relationships between teachers and students, particularly in situations where there is a mismatch between the cultures of these groups.</td>
</tr>
<tr>
<td>Lisa Guerrero, Ph.D.</td>
<td>She is an interdisciplinary scholar who is particularly dedicated to thinking about the impact of intersectionalities, and the relationships between culture and power in both her scholarly work and her classrooms. Her central research and teaching interests include African American literature, black masculinity, African American satire and humor, critical popular culture studies, race and commodity culture, and cultural studies.</td>
</tr>
<tr>
<td>David Leonard, Ph.D.</td>
<td>While seemingly disparate in topic, ranging from sporting cultures to video games, from the ways we narrate gun violence to sports media discourse, from post–Katrina hip-hop to Shawn Green’s religious/baseball identities, Leonard’s work is linked by its commitment to examining the ways in which racial meaning is constructed, transformed, and challenged across time and space. He focuses on the manner that representations and dominant discourses teach race within the popular imagination. His work also explores narratives and ideologies within a myriad of popular cultural spaces, examining the ways in which media culture becomes a space of contestation, rearticulation, reification, and even resistance. David Leonard investigates popular culture as both a space of violence/white supremacist affirmation and opposition. Focusing on sports, he underscores the importance of the historic moment of production and consumption, thinking through what we can learn about race, gender, nation, and class through examining popular cultural representations and audience reception.</td>
</tr>
<tr>
<td>Affiliate Faculty</td>
<td>Research Area</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Carmen Lugo Lugo, Ph.D.       | Research focus is on:  
• Puerto Rican and Latina/o/x studies  
• Race and gender in popular culture  
• Latina/o literature and constructions of ethnicity and gender  
• Colonialism/imperialism and empire  
• Post–9/11 cultural and rhetorical productions  
• Race relations in the US  
Carmen uses literature, history, sociology, ethnic studies, popular culture, and a little bit of luck to teach about issues of race and structural inequalities. On a broad level, she teaches about the relationship between social markers and identities (such as gender, race, class, sexuality, etc.), privilege, power, and the resulting unequal distribution of resources. |
| Pamela Thoma, Ph.D.           | Research focus is on:  
• Asian American Studies (literature, film, popular culture)  
• Citizenship Studies (neoliberal political economy, biopolitics, labor)  
• Feminist Cultural and Media Studies (work, women’s health, consumer culture, postfeminist/postracial discourse)  
• Feminist Theory (affect, gender, intersectionality, labor, reproductive justice, human rights)  
• Literary Studies (contemporary women’s literature, genre, popular literary and visual culture)  
• Medical Humanities (literature and visual culture of health, disability, care, philanthropy, illness)  
• Transnational Studies (activism, labor, global public health, globalization, media) |
Appendix B: CSSTE Program Coursework and Requirements

General Overview
The Doctor of Philosophy in Education, with a specialization in Cultural Studies and Social Thought in Education is a research degree program that consists of a minimum of 72 credits. The program consists of a minimum of 45 graded credits and a minimum of 20 credits of CSSTE 800. The remaining credits may include graded and non-graded course work relevant to the doctoral program. In collaboration with the advisor/committee chair and other committee members, each student designs his/her doctoral program of study. The committee must approve the plan, which is formalized by submitting the Program of Study to the department chair and Graduate School.

Required Foundational Core Courses (15 credit minimum)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
<th>Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSTE 531</td>
<td>Cultural Studies in Education</td>
<td>(3)</td>
<td>Every other fall semester</td>
</tr>
<tr>
<td>CSSTE 534</td>
<td>Social Theory in Education</td>
<td>(3)</td>
<td>Every other fall semester</td>
</tr>
<tr>
<td>CSSTE 532</td>
<td>Gender, Power, and Education</td>
<td>(3)</td>
<td>Every other spring semester</td>
</tr>
<tr>
<td>CSSTE 533</td>
<td>Race, Identity, and Representation</td>
<td>(3)</td>
<td>Every other spring semester</td>
</tr>
<tr>
<td>CSSTE 530</td>
<td>Readings in CSST in Education</td>
<td>(1 credit x 3 semesters)</td>
<td>Every semester</td>
</tr>
</tbody>
</table>

Educational Research Core Graded Coursework (15 credits)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdRes 562</td>
<td>Epistemology and Inquiry in Educational Research</td>
<td>(3)</td>
</tr>
<tr>
<td>EdRes 563</td>
<td>Principles of Doctoral Research</td>
<td>(3)</td>
</tr>
<tr>
<td>EdRes 564</td>
<td>Qualitative Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EdRes 565</td>
<td>Advanced Statistical Analyses and Quantitative Research</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Where needed, the prerequisites must be taken in addition to the 15 credits of advanced research.

Prerequisite for EdRes 562: EdPsy 505 or concurrent enrollment
Prerequisite for EdRes 563: EdRes 562
Prerequisite for EdRes 564: EdRes 563
Prerequisite for EdRes 565: EdPsy 508; EdRes 563

Advanced Research Courses: Students must take one elective research course that can be taken from the College of Education as those below or a research course offered outside of the College of Education that is approved by the program coordinator and department chair.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSTE 544</td>
<td>Discourse Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 545</td>
<td>Critical Ethnography</td>
<td>(3)</td>
</tr>
<tr>
<td>Ed_RES 569</td>
<td>Arts-Based Research</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Required Cognate Area Courses and Additional Courses (9 credit minimum)
Students may select from the College of Education Cognate/Elective list and/or Plan of Study approved and relevant courses from the following disciplines/fields of study including American Studies, Comparative Ethnic Studies, Higher Education, Sociology, Communication, History, Anthropology, Political Science, to name a few.
### College of Education Cognate/Electives

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED_AD 501</td>
<td>Philosophy of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>ED_AD 507</td>
<td>Social Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 536</td>
<td>Environment, Culture, and Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 537</td>
<td>Place Based Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 538</td>
<td>Youth Cultures in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 539</td>
<td>Curriculum Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 540</td>
<td>Globalization and Identity in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CSSTE 535</td>
<td>Multicultural Education in a Global Society</td>
<td>(3)</td>
</tr>
<tr>
<td>TCH_LRN 522*</td>
<td>BlackCrit and the After life of Slavery</td>
<td>(3)</td>
</tr>
<tr>
<td>TCH_LRN 522*</td>
<td>John Dewey’s Philosophy of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>TCH_LRN 523*</td>
<td>History of Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*522 and 523 are temporary course numbers. New numbers will be assigned once these courses are approved as regular courses.
## Required Forms for Program

**Tch Lrn Independent Study form** – A form to be used every time you enroll in 521, 522, 523, 524, 590, 600, 700 or 800. For majors: CSSTE, Ed_MthSc, LLT, MIT, Spec_Ed, Tch Lrn.  

All current/updated Graduate School Forms may be found on their website  
https://gradschool.wsu.edu/facultystaff-resources/18-2/

**Deadlines and Procedures** – These are the deadlines and procedures for graduation set by the Graduate School and updated yearly.

**Program of Study** – Your advisory committee assists you in the development of your proposed program of study.

**Preliminary Exam** – Must have approved program of study on file, and permission from committee.  
Check deadlines.

**Proposal Defense (D1)** – To schedule your dissertation or thesis proposal meeting, please have your committee sign the D-1/T-1 scheduling form. A D-1 form must be completed at a dissertation proposal meeting.  Found at  
https://education.wsu.edu/graduate/dissertationforms/

**Final Scheduling form** – Must have approved form on file at the Graduate School before scheduling final defense or exam.

**Application for Degree** –  
The Application for Graduate Degree and Graduation should be submitted early in the semester prior to graduation and by posted deadlines.  Apply online through your myWSU account, see instructions at  
https://gradschool.wsu.edu/graduation-application/.  The Graduate School will generate an official “To Do” list that specifies any deficiencies that students have in their program.  Please note: *The Apply for Graduations link will not be active if the Graduate School does not have an approved Program of Study on file.*

**Guidelines for Theses and Dissertation Formatting and Submission** – Instructions for finalizing and submitting your dissertation.

**Final Dissertation/Thesis Acceptance Checklist** – A list of tasks to be completed in the semester in which you are planning to graduate.

**Graduation Checklist** – A list of tasks to be completed in the semester in which you are planning to graduate.

**Survey of Earned Doctorates** – Submit along with your final dissertation.  To be completed online and submitted to  
gradschool@wsu.edu.
Additional Forms:

**Committee Change** – to add or remove a committee member.

**Change of Program** – if a change is made to a program of study after the program has been approved by the Graduate School.

**Graduate Leave Form** – For graduate students who wish to go on official graduate leave.

**Petition Form** – Petition changes in enrollment and/or academic calendar deadlines.

**Re-enrollment** – If you are unable to attend courses for a semester, you will be required to submit a re-enrollment form. This has a $25 nonrefundable processing fee.

A **Note on official Graduate School Forms**: Forms must have complete information and any/all required signatures before submission through the Office of Graduate Education before they will be routed to the Graduate School for final approval. Any forms received that are missing required information will be returned; this may result in delayed processing time and effect deadlines.
Appendix C: Annual Review

According to policies established by the Graduate School and Cultural Studies and Social Thought in Education Ph.D. Program Faculty, faculty will review all graduate students annually in order to monitor their progress. All students will be informed in writing of the results of this review.

Student progress through the program will be considered using the following framework but this consideration will not be limited to this framework. Students should submit an updated vita and statement of progress each year documenting their yearly and cumulative progress, including any steps taken to address comments from past annual reviews.
### Graduate Program Outcomes and Assessment System

<table>
<thead>
<tr>
<th>Graduate Program Outcomes (All graduate students)</th>
<th>Data/Measurement(s) and Source</th>
<th>Data Collected (When/Who)</th>
<th>Analysis (When/Who)</th>
<th>Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program graduates locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice.</td>
<td>Preliminary Exams; Research Core; Dissertation; Papers in various courses</td>
<td>Year 3 of program; Faculty in research courses; Program Committee</td>
<td>Program Committee; faculty in courses</td>
<td>We use research and scholarly inquiry in our courses to help us mentor students</td>
</tr>
<tr>
<td>2. Program graduates effectively communicate scholarly work through written, oral, and/or alternate formats.</td>
<td>Course assignments; Preliminary Exam and oral defense; Dissertation</td>
<td>Faculty in courses; Program Committee</td>
<td>Faculty in courses; Program Committee</td>
<td>We use research and scholarly inquiry in our courses to help us mentor students</td>
</tr>
<tr>
<td>3. Program graduates skillfully inquire into areas of program-related interest.</td>
<td>Course Assignments, Dissertation</td>
<td>Faculty in courses; Dissertation Committee</td>
<td>Faculty in courses; Dissertation Committee</td>
<td>We use research and scholarly inquiry in our courses to help our students present and publish articles</td>
</tr>
<tr>
<td>4. Program graduates develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision making.</td>
<td>Course assignments; Dissertation</td>
<td>Faculty in courses; Dissertation Committee</td>
<td>Faculty in courses; Program Committee</td>
<td>We use research and scholarly inquiry in our courses to help our students present and publish articles</td>
</tr>
<tr>
<td>5. Program candidates value diversity and social justice and these principles are integrated into their scholarly work.</td>
<td>Course Assignments; research papers; dissertation</td>
<td>Faculty in Courses; dissertation committee</td>
<td>Faculty in courses; The entire program is centered on issues of equity and diversity in research and practice</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Doctoral Level Learning Outcomes

<table>
<thead>
<tr>
<th>Data/Measurement(s) and Source</th>
<th>Data Collected (When/Who)</th>
<th>Analysis (When/Who)</th>
<th>Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Program graduates conduct and disseminate original scholarship that demonstrates acquisition and application of new knowledge and theory.</td>
<td>Dissertation written and oral defense</td>
<td>End of Program by Committee</td>
<td>Dissertation Committee</td>
</tr>
<tr>
<td>7. Program graduates become emerging experts in their area of study.</td>
<td>Dissertation; Conference presentations and publications</td>
<td>End of program by Committee</td>
<td>Dissertation Committee; Peer reviews in the field</td>
</tr>
</tbody>
</table>
Appendix E: CSSTE Course Rotation*

FALL 2020
CSSTE 530 Readings in Cultural Studies and Social Thought in Education [Lupinacci]
CSSTE 532 Gender, Power, and Education [RunningHawk Johnson]
CSSTE 534 Social Theory in Education [Rud]
CSSTE 535 Multicultural Education in a Global Society [Gilmore]
ED_AD 501 Philosophy of Education [Finley]
ED_AD 507 Social Foundations of Education [Lupinacci]
ED_AD 510 Improvement of Instruction [Lupinacci]
ED RES 562 Epistemology and Inquiry in Educational Research [Rud]
ED RES 564 Qualitative Methods [RunningHawk Johnson]
ED RES 571 Dissertation Prep [Finley]

SPRING 2021
CSSTE 530 Readings in Cultural Studies and Social Thought in Education [Lupinacci]
CSSTE 537 Place Based Education [RunningHawk Johnson]
TCH LRN 522 Topics in Education: BlackCrit and the After life of Slavery [Gilmore]
CSSTE 540 Globalization and Identity in Education [Lupinacci]
CSSTE 539 Curriculum Theory [Sawyer]
ED RES 562 Epistemology and Inquiry in Educational Research [Rud]
ED RES 564 Qualitative Methods [RunningHawk Johnson]

FALL 2021
CSSTE 530 Readings in Cultural Studies and Social Thought in Education [Lupinacci]
CSSTE 533 Race, Identity, and Education [Gilmore]
CSSTE 531 Cultural Studies in Education [Lupinacci or RunningHawk Johnson]
CSSTE 535 Multicultural Education in a Global Society [Gilmore]
CSSTE 544 Discourse Analysis [Lupinacci]
ED AD 501 Philosophy of Education
ED RES 562 Epistemology and Inquiry in Educational Research
ED RES 564 Qualitative Methods [RunningHawk Johnson]
ED RES 571 Dissertation Prep

SPRING 2022
CSSTE 530 Readings in Cultural Studies and Social Thought in Education [Lupinacci]
CSSTE 536 Environment, Culture, and Education [Lupinacci or RunningHawk Johnson]
CSSTE 538 Youth Cultures in Education [Gilmore]
CSSTE 539 Curriculum Theory
ED RES 562 Epistemology and Inquiry in Educational Research
ED RES 564 Qualitative Methods [RunningHawk Johnson]
ED_RES 569 Arts-Based Research [Finley]

CSSTE 800 Offered arranged through faculty every semester

* All courses are subject to change based on Department needs, enrollment, and/or faculty availability.
Appendix F: CSSTE Successfully Graduated Students

<table>
<thead>
<tr>
<th>Student Name, Year of Successful Defense, Dissertation Title, Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Maria Moscatelli (2008) <em>The Socialization Process of the Student Teacher During the Student-Teaching Experience: Continuous Negotiation Between Student Teacher and Mentor Teacher.</em> Mike Hayes</td>
</tr>
<tr>
<td>5. Tami Moore (2008). <em>Placing Engagement: Critical Reading of Interaction between Regional Communities and Comprehensive Universities.</em> Dawn Shinew</td>
</tr>
<tr>
<td>14. Xyanthe Neider (2010) “When you come here, it is still like it is their space”: Exploring the Experiences of Students of Middle Eastern Heritages in Post 9/11 U.S. Higher Education. Pam Bettis (Higher Ed Degree)</td>
</tr>
</tbody>
</table>


28. Patricia Maarhuis (2016). *Replies to wounds: Meaning across multiple ekphrasic interpretations of interpersonal violence and the clothesline project.* AG Rud


41. Bruce Hazelwood (2019) *“Get That Son of a Bitch Off the Field!”: Sport in University Classrooms*. Pam Bettis.


47. Courtney Benjamin (2020) *“You Don’t Have to Become a Man to Succeed in STEM”: A Critical Discourse Analysis of STEM Faculty Women’s Participation in an External Mentor Program*. Paula Groves Price.

49. Emmanuel Jaiyeola (2020) Interrogating Women’s Grassroots Empowerment Program in Nigeria: A Case Study of Ogotun Mat Weaving Center in Ogotun-Ekiti, Nigeria Pam Bettis
