STUDENT HANDBOOK
LITERACY MASTERS DEGREE

DEPARTMENT OF TEACHING AND LEARNING

WASHINGTON STATE UNIVERSITY

College of Education

Pullman   TriCities

Vancouver

Office of Graduate Education
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http://education.wsu.edu/tl/index.html
Edited by the Office of Graduate Education

Academic Year
2014-2015

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Welcome from the Department Chair

I would like to take this opportunity to welcome you to the Department of Teaching and Learning graduate program. We conduct rigorous admissions processes, so your admission to the Department graduate program means that you are one of the best of the best! Congratulations!

We have extremely talented and knowledgeable faculty in the Department. The faculty are both excellent teachers and superb researchers. They are deeply connected to the K-12 public school system, and also active contributors to the 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., professional development for teachers, science and math education teacher workshops, programming for students with disabilities) and some that is community-based (e.g., sustainability, leadership camps for Native American youth, support for parents with children who have Autism). You have access to these faculty and their projects through course work and advising structures. Seek out faculty with whom you want to work with and learn from. We encourage you to take advantage of this invaluable resource.

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

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 Department of Teaching and Learning welcome you to the graduate program and offer their assistance throughout your program.

Darcy Miller, PhD
Chair of the Department of Teaching and Learning

Introduction

Literacy is defined by the International Reading Association as "the ability to read, write, speak, listen, view, visually represent, and think in order to communicate and contribute to society" (Standards for Reading Professionals, 2010).

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

The forms described in this handbook are available from the College of Education (COE) Office of Graduate Education and the Graduate School website: http://gradschool.wsu.edu/Forms/. Some of the forms contained in the appendices of this document have been reformatted to fit this handbook and, therefore, should not be copied for official use.

Overview

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

The Department of Teaching and Learning offers two literacy master's degrees: Master of Education (EdM) and Master of Arts in Education (MA). If you are completing the Professional Certificate Program as part of a master's degree, then the EdM is the degree you must pursue. Although course options have been identified for a specialization in Literacy, there is also considerable flexibility to tailor the program of study to your individual educational and professional goals. Your unique program of study is developed in collaboration with your faculty advisor and master's degree committee. For a comparison between the MA and EdM programs see Appendix A.

Master of Arts in Education (MA)

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

Master of Education (EdM)

The Master of Education (EdM) degree is designed for students wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles in schools and organizations/agencies. The EdM degree program consists of a minimum of 35 credits, 33 of which must be graded course work. A minimum of one, three credit research course and one, three credit foundations course must be included in the 33 graded credits. A minimum of 2 credits of TCH_LRN 702 are required and usually involve research/scholarship activities associated with the special project and final oral examination. The performance criteria in TCH_LRN 702 are based on a satisfactory/fail scale, as opposed to a letter grade.

Students may also pursue the Washington State Professional Certification within the EdM degree program. The Professional Certification pre-assessment course (TCH_LRN 541, 3 credits) and culminating assessment course (TCH_LRN 543, 3 credits) are required in the Professional Certification program. These two courses can be part of the minimum of 33 graded course credits in the EdM program. Additional courses may also fulfill both Professional Certification and EdM requirements. Your advisor and master's degree committee must approve your program, and will work with you to identify appropriate course work. For more information, please contact the COE Office of Graduate Education, or visit our website (http://education.wsu.edu/graduate/) or the website of the COE School and Community Collaboration Center (http://education.wsu.edu/collaboration/).

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-**Tri-Cities** College of Education 2710 Crimson Way Richland, WA 99354-1671 Phone: (509) 372-7396 hberry@tricity.wsu.edu
Washington State University-**Vancouver** College of Education Undergraduate (VUB) 300 Phone: (360) 546-9660 Fax: (360) 546-9040 debarnett@vancouver.wsu.edu	

Academic Coordinators

Washington State University-**Pullman** **Office of Graduate Education** College of Education Cleveland Hall 70 Pullman, WA 99164 Fax: (509) 335-9172 Email: gradstudies@wsu.edu *Dr. Jason Sievers,* *Academic Coordinator Senior* Cleveland Hall 70C Email: jasievers@wsu.edu Phone: 509-335-9195 *Nick Sewell,* *Academic Coordinator* Cleveland Hall 70B Email: nsewell@wsu.edu Phone: 509-335-7016	Washington State University-**Tri-Cities** College of Education *Helen Berry,* *Academic Coordinator* 2710 Crimson Way Richland, WA 99354-1671 Phone: (509) 372-7394 Email: hberry@tricity.wsu.edu Washington State University-**Vancouver** College of Education *Molly Burns,* *Academic Coordinator* Undergraduate (VUB) 308 Phone: (360) 546-9075 Fax: (360) 546-9040 Email: molly.burns@vancouver.wsu.edu

Email
http://email.wsu.edu/outlooklive.html

Central Services and Facilities
Student Services, including Health and Counseling Services
      Pullman: http://osae.wsu.edu/
      Tri-Cities: http://www.tricity.wsu.edu/student-affairs/index.html
      Vancouver: http://studentaffairs.vancouver.wsu.edu/

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

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

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

I-9 Forms
WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986. http://www.wsu.edu/forms2/ALTPDF/BPPM/60-04.pdf

W-4 Forms
U.S. Citizens: http://www.wsu.edu/payroll/taxes/completeW4.htm
Non U.S. Citizens: http://www.wsu.edu/payroll/nonUS/newInstIRSFormW4.htm

Tax Information
U.S. Citizens: www.wsu.edu/payroll/ppt/Student**Tax**Presentation12.ppt
Non U.S. Citizens: http://ip.wsu.edu/global-services/tax-info.html

Automatic payroll deposit
http://www.wsu.edu/studacct/directdeposit.htm

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

Academic Requirements, Policies, and Procedures

Degree Options & Requirements

For the MA degree program you must do the following in order to confirm your degree:

1. Make formal application for the degree by completing the Application for Degree form, available from the Graduate School and its website (http://gradschool.wsu.edu/Forms/). This form must be completed and submitted before the deadline date listed on the Graduate School website.

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

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

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

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

For the EdM degree program you must do the following in order to confirm your degree:

1. Make formal application for the degree by completing the Application for Degree form, available from the Graduate School and its website (http://gradschool.wsu.edu/Forms/). This form must be completed and submitted before the deadline date listed on the Graduate School website.

2. Provide a final copy of the special project or written exam to your advisor/committee chair and your committee members at least ten (10) working days before the final oral examination.

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

Mandatory Research Training

All graduate students are required to complete the Responsible Conduct of Research online training module. This is a web based training located at https://myresearch.wsu.edu/MandatoryTraining.aspx. Students are encouraged to take this training as soon as possible. Students will not be eligible for an assistantship until after the training is completed. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education (COE) Office of Graduate

Education (gradstudies@wsu.edu) as well as the department through which you have received an assistantship if applicable. We must report the date of completion. Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five-year period.

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

Temporary/Permanent Advisor and Committee

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

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

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

Your permanent advisor/program committee chair and other committee members are identified on the Program of Study form, when it is completed (see below). The advisor/chair of the program committee, as well as the members of the committee, and the Chair of the Department of Teaching and Learning must sign this form before it is sent to the Graduate School for final approval. You are responsible for obtaining the appropriate signatures on your Program of Study. After the Chair of the Department of Teaching and Learning signs the Program of Study, it is forwarded to the COE Office of Graduate Education for documentation, and then sent to the WSU Graduate School for review and approval/denial. After the Program of Study and the committee membership is approved by the Graduate School, they will send you email notification of the approval. You may

change the membership of your Program of Study committee by filing a Committee Change form. This form, which can be found on the Graduate School website (http://www.gradschool.wsu.edu/Forms/), must be signed by the new committee members and the Chair of the Department of Teaching and Learning before it is sent to the Graduate School for final approval.

When selecting committee members, take into account whether each committee member
- meets College of Education criteria for serving on committees
- is accessible for meetings with you and other committee members
- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

Developing and Submitting the Program of Study

You will work with your permanent advisor/committee chair, as well as all the faculty members of your committee to design your Program of Study. Your Program of Study is your official curriculum of study that will be used to guide you through your master's degree program. The Program of Study form can be found on the Graduate School website (http://www.gradschool.wsu.edu/Forms/). You should refer to the master's degree program descriptions in this Student Handbook when designing your Program of Study (see Appendix B). For a list of courses by specialization see Appendix C.

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

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

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

The Program of Study must be typed and circulated to the faculty members you asked to serve on your masters committee. Staff in the COE Office of Graduate Education can assist you with obtaining signatures; however, it is your responsibility to ensure that all members of the committee sign the Program of Study. After the committee members sign the form, the COE Office of Graduate Education will submit it to the chair of the major degree-granting unit, the chair of the minor department/program, if applicable, and to the Graduate School.

After the Program of Study has been approved by the Graduate School, it can be changed by submitting a Change of Program or a Change of Committee form (available on the Graduate School website at http://www.gradschool.wsu.edu/Forms/). Changes must be approved by your permanent advisor and chair of your Program of Study committee, as well as the Chair of the Department of Teaching and Learning. The Change of Program form is then forwarded to the COE Office of Graduate Education and the WSU Graduate School.

Academic Standing and Annual Review

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

Each year the Graduate School requires progress reviews of all graduate students. The Office of Graduate Education coordinates this review by sending progress review (Appendix D) forms to your permanent advisor. After your permanent advisor completes and signs the review form, it is sent to you for a signature. The Office of Graduate Education submits a copy of the signed report to you. The review includes an assessment of progress towards the degree and your GPA. Your advisor may request a meeting with you to discuss your progress.

Continuous Enrollment Policy

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

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

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

The semester prior to scheduling the final examination, you should review the Graduate School Deadlines and Procedures Summary (available at http://www.gradschool.wsu.edu/Forms/). Reviewing the Summary at that time will allow you time to complete any deficiencies.

If you are completing a thesis, you should obtain a copy of the Digital Dissertation and Thesis Guidelines (found at http://www.gradschool.wsu.edu/Forms/). This document includes important information about the format of the thesis title page, signature page, and abstract; copyright releases; submission of digital dissertations.

Thesis Submission and Binding

After you pass the final oral examination, you have five working days to submit a digital copy of the thesis to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the Digital Thesis and Thesis Guidelines (found at: http://www.gradschool.wsu.edu/Forms/. As of fall 2008, the thesis must be submitted digitally to the Graduate School.

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

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

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

For more information: http://www.gradschool.wsu.edu/Documents/PDF/DissertationAndThesisGuidelines.pdf

Awarding of the Degree

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

Milestones for successful completion of graduate degree

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

Procedure	Under the Direction of	Date	
Obtaining an Advisor	Check with chair of major department/program	As soon as possible after admission to Graduate School	
Submission/Approval of program of study	Advisor & chair of major department/program/Associate Dean of the Graduate School An email confirming approval is sent to the major department & student	02-01-201x 02-01-201x 9-01-201x 2-01-201x	Summer 201x Fall 201x Spring 201x Summer 201x
Scheduling of preliminary examination[a]	Chair of the major and minor departments and Associate Dean of the Graduate School	After approval of program of study and completion of a substantial portion of the program	
Preliminary examination	Graduate Faculty of major and minor departments and Representative of the Graduate Studies Committee	At least four months prior to final oral examination	
Application for degree	Associate Dean of the Graduate School	03-aa-201x	Summer 201x

b		06-aa-201x	Fall 201x
		10-aa-201x	Spring 201x
		03-aa-201x	Summer 201x
Payment of Graduation fee ($50.00)	Controller (Cashier's Office, French Administration Building) Keep Receipt	Before date of final examination	
Scheduling of final examination and ballot meeting[c]	Associate Dean of the Graduate School	04-aa-201x	Spring 201x
		07-aa-201x	Summer 201x
		11-aa-201x	Fall 201x
		04-aa-201x	Spring 201x
Final Oral Examination	Doctoral Committee, Graduate Faculty, Representative of the Graduate Studies Committee, Chair of Major Department, Associate Dean of the Graduate School	04-aa-201x	Spring 201x
		08-aa-201x	Summer 201x
		11-aa-201x	Fall 201x
		04-aa-201x	Spring 201x
Final Acceptance of archival manuscript and one copy of approved thesis[d]	Graduate School	05-aa-201x	Spring 201x
		08-aa-201x	Summer 201x
		12-aa-201x	Fall 201x
		05-aa-201x	Spring 201x

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

Grade Point Average

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

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

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

recommendation of the department chair. Upon reinstatement, you will have one semester to raise your cumulative GPA to at least a 3.0.

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

Registration and Credit Load

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 700 (masters), 702 (non-thesis masters) or 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 see the Graduate School Policy and Procedures at: http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/ .

Transfer Credit and Credit Restrictions

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

Endorsement Information

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

Continuation for Another Degree

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

Degree Requirements for
Thesis/Special Project/Final Examination

Masters of Education (EdM) Non-Thesis

The EdM degree program requires a project as a culminating product (referred to in procedures and policies as the "special project") and an oral examination, or a written final examination in addition to course work. The MA requires a thesis as the culminating product and an oral final examination.

EdM Special Project

You register for a minimum of two credits of TCH_LRN 702 when completing the EdM Special Project in your final semester. The Special Project is a research/inquiry project that you design in collaboration with your advisor/committee chair and the members of your committee. The purpose of the project is to demonstrate your understanding of educational research and its applicability to practice in your field of study. In addition, it is a demonstration of your ability to understand, evaluate, and critique educational research. The project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of a project. Your advisor/chair and committee members must approve your alternative project. (See Appendix I for 702 options.)

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

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

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

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. At that point you will schedule the oral final examination on the project (see

instructions below). Following the final examination, committee members will complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for TCH_LRN 702 (TCH_LRN 702 is graded S/U—satisfactory/unsatisfactory).

Steps for Completing a Special Project

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

2. In consultation with your advisor/committee chair, schedule a Special Project proposal meeting (an M-1). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the Special Project (see format described previously). Work with your advisor/committee chair to draft and revise the project proposal before submitting it to the entire committee.

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

3. During the semester in which you are completing the Special Project, you should:
    a. Share drafts of the final project report with your advisor.
    b. Meet regularly with your advisor/committee chair to review your progress.
    c. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members, schedule a final oral examination. The scheduling form is available on the Graduate School website http://www.gradschool.wsu.edu/Forms/. Please check the Graduate School's Deadlines and Procedures bulletin to determine the last possible date to conduct a final oral examination in any semester. This can be found on their website provided here. Your scheduling form must be submitted at least 10 working days prior to your final exam. All committee members must be present at the examination.
    d. At least two weeks before the oral examination, provide your committee with a final written copy of the Special Project.

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

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

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

Masters of Arts in Education (MA) Thesis (available on Pullman campus)

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

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

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

Steps for Completing the Thesis

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

2. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal meeting (T-1) (found at http://education.wsu.edu/students/graduate/index.html). You must submit a written proposal to the committee two weeks prior to the T-1 meeting. The proposal includes a detailed outline of the thesis (see previously described format). Work with your advisor/committee chair to draft and revise the thesis proposal before submitting it to the entire committee.

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

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

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

5. After the committee approves the final written thesis, you may schedule the final oral examination by completing the Thesis Acceptance/Final Examination scheduling form that is available from the Graduate School and on its website (http://www.gradschool.wsu.edu/Forms/). It is your responsibility to obtain your committee members' signatures on the scheduling form. The signatures are your advisor's and committee members' indication that a typed copy of the thesis, suitable in format and content for submission to the Library, has been given preliminary approval. The members also indicate their acceptance of the date, time, and place of the final oral examination. The examination is typically a minimum of one hour in duration. Responsibility for changes in format after the Thesis Acceptance/Final Examination scheduling form is signed rests with the Department of Teaching and Learning. Content changes are your responsibility.

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

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

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

members may ask questions and ballot. All members of the student's committee must attend and ballot.

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

10. After you pass the final oral examination, you have five working days to submit a digital copy of the thesis in PDF format to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the Digital Thesis and Thesis Guidelines that can be found on the Graduate School website. As of fall 2008, all copies must be submitted digitally to the Graduate School.

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

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

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

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

Human Subjects Form

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

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

Graduate Student Exit Survey

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

Financial Support

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

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

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

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

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

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

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

Business Policies

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

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

Grievances: If grievances arise, students should discuss any issues or problems with their thesis advisor and the Graduate Coordinator(s). If additional consultation is needed, please consult the Department Chair or Unit Director, or as a final resort, the WSU Ombudsman. The WSU Ombudsman Office is in Wilson Hall, Room 2, phone (509) 335-1195.

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

Travel: For liability and reimbursement purposes, all students must complete a Travel Authority form for any work-related trip they take that is outside of Pullman (or any other station for off-campus students). This and other forms are available in the Cleveland Hall 321. This form must be submitted to the department, signed by the department chair, and initialed by your advisor at least 21 days before a trip. In some circumstances, work-related travel advances may be obtained by submitting a request at least four weeks before the trip. Reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Request for reimbursements must be approved by the department chair four weeks before travel ensues.

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

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

Appendix A

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

The Literacy Program, Department of Teaching and Learning in the College of Education, Washington State University, offers two Master's Degrees: the Education Master (EdM) and the Master of Arts in Education (MA). The EdM is available on all WSU campuses (Pullman/Spokane, Tri-Cities, Vancouver); the MA is available on the Pullman campus only. Availability of specific courses/specializations will vary by campus.

Each of the two Master's Degrees serves a unique purpose and entails requirements specific to that degree. The chart below compares the three degrees. Endorsement/course work specializations are available in the EdM and the MA programs.

Comparison of EdM, and MA Degree Programs[1]

	Education Master (EdM)	**Master of Arts (MA)**
Primary Career Intention	Positions emphasizing expertise and leadership in teaching, within school districts, including reading specialists and reading coaches.	Positions emphasizing research and scholarship in higher education, community colleges; preparation for doctoral study.
Degree Objective	Preparation of teacher leaders capable of locating, analyzing, synthesizing, and critically evaluating research to apply knowledge to problems of practice.	Preparation of entry-level educational scholars, focused on inquiry to acquire new knowledge and examine or build theory.
Knowledge Base	Develops new knowledge and applies knowledge and theory to practice.	Develops theoretical and conceptual knowledge. Inquiry focus with an emphasis on understanding relationship of theory and practice.
Research Methods	Course work focused on developing a broad understanding of educational research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	Course work focused on developing a broad/deep understanding of educational research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.
Internship	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.
Comprehensive Knowledge Assessment	Written master's project and oral presentation; or, written exam.	Written thesis and oral presentation.

---

[1] Portions adapted from Young, M. (Summer, 2006). "From the director: The M.Ed., EdD., and Ph.D. in educational leadership." UCEA Review.

* Written exam not available on the Pullman Campus

	Education Master (EdM)	Master of Arts (MA)
Culminating Event	Applied project using action research, descriptive research, quantitative, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	State endorsements and/or concentrations of T&L course work available in • Reading	State endorsements and/or concentrations of T&L coursework available in • Reading

Comparison of EdM and MA Program Requirements

	Education Master (EdM)	Master of Arts (MA)
Graded Credits	33 credits minimum • 3 credits research methods • 3 credits foundations • 15-21 credits from the Department of Teaching and Learning (May include endorsement course work) • 3-9 credits in supporting area (May include Professional Certification course work; endorsement course work; or course work from other departments.)	21 credits minimum • 9 credits research methods • 3 credits foundations • 9 credits from the Department of Teaching and Learning in area of concentration
Non-Graded Credits	2-3 credits of TCH_LRN 702 for Project and Oral Exam; or written exam.	9 credits of TCH_LRN 700 for scholarship leading to and including thesis development and oral defense
Internship Credits	Optional	Optional
Total Minimum Credits	35-36	30

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

Appendix B

Program of Study Guidelines

You may use the following examples of Programs of Study as a guide in designing your Program of Study. Your Program of Study may vary based on your professional goals and scholarly interests. Discuss course work options with your advisor/committee chair and committee members. Your advisor/committee chair and your committee members must approve your final Program of Study. Some courses are offered on a limited schedule and may be not be available every semester or summer session.

I.   Core Requirements
Research: Minimum requirements: EdM - 3 credits; MA - 9 credits

Course Number	Course Name	Credits
EdPsy 505	Research Methods I (Prerequisite to Ed Ad 536)	(3)
TCH_LRN 588	Action Research	(3)
Ed Ad 536	Introduction to Qualitative Research in Education (Prerequisite: EdPsy 505)	(3)
EdPsy 508	Educational Statistics	(3)
XXX	Approved option (Consent of advisor and committee required.)	

Foundations: Minimum requirements: EdM - 3 credits, MA - 3 credits

Course Number	Course Name	Credits
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education	(3)
TCH_LRN 537	Seminar in Language, Literacy and Culture	(2-3)
TCH_LRN 549	Communicating in a Multilingual Society	(3)
TCH_LRN 580	Multicultural Education in a Global Society	(3)
Ed Ad 501	Philosophy of Education	(3)
Ed Ad 507	Social Foundations of Education	(3)
EdPsy 502	Theoretical Foundations of Learning and Instruction	(3)
Spec Ed 504	Professional and Legal Aspects Related to Special Education	(3)
XXX	Approved option (Consent of advisor and committee required.)	

Specialization: Minimum requirements: EdM – 15-21 credits; MA – 9 credits (see sample course work for specializations, below). If an endorsement in Reading, Special Education, or ELL/Bilingual Education is desired, consult with advisor.

II.   Supporting Area
Minimum requirements: EdM – 3-9 credits; MA (Optional). Professional Certification coursework may be used as a supporting area. Students should discuss possible specializations with their advisor/chair and committee members.

III.   Examination, Thesis, Project
Minimum requirements: EdM – 2-3 credits TCH_LRN 702; MA - 4 credits TCH_LRN 700

Appendix C

Sample Coursework for Specializations
(Applicable to EdM and MA degree programs except where noted)

Specialization: Literacy

Sub-Areas for Specialization in Literacy:
Reading:

Course Number	Course Name	Credits	Semester Offer
TCH_LRN 522	Topics in Education (Literacy Focus)	(v)	Summer
TCH_LRN 528	Literacy within the Disciplines	(3)	Fall
TCH_LRN 537	Seminar in Language, Literacy, and Culture	(3)	Spring
TCH_LRN 544	Teaching Children's and Young Adult Literature*	(3)	Fall
TCH_LRN 546	Teaching Writing *	(3)	Spring
TCH_LRN 551	Psychology of Reading	(3)	Fall
TCH_LRN 553	Assessment and Instruction for Reading*	(6)**	Summer
TCH_LRN 558	Improving Reading Comprehension*	(3)	Spring

*Revised course titles are pending approval.
**Revised course credit is pending approval.

Examples of TCH_LRN 522 Topics in Education (Literacy Focus)
- Differentiated Literacy Instruction
- Multicultural Literature
- The Common Core Literacy State Standards: Making Thinking, Teaching, and Learning Visible

Please Note: If you are working full-time, it is strongly recommended that you take only 1-2 course(s) per semester.

Appendix D

MASTER'S STUDENT ANNUAL REVIEW REPORT

College of Education
Washington State University

INSTRUCTIONS: As advisor for the student identified below, please give your assessment of this person's progress toward degree completion. Also give a recommendation regarding the student's continued enrollment in his/her present degree program.

Academic Year Assessed 2011-2012   Date of Assessment: November, 2012

Advisor: **Temporary Advisor**

Student Status: Admitted:

Program Filed:

Last Term Enrolled:

1.   Has the student performed adequately in courses taken during the present academic year?

    Yes   No   Not Applicable

2.   Has the student made adequate progress on his/her research project for someone at his/her stage of degree completion?

    Yes   No   Not Applicable

3.   Expectations for the next review period:

4.   Should student be advised to make an appointment with you? _____ Yes   _____ No

Comments: _____
_____
_____
_____
_____

_____   _____

Appendix E

WASHINGTON STATE UNIVERSITY

College of Education
D-1/M-1/T-1 Scheduling Form

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

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

Student's Name _____ ID# _____

Degree _____ Program _____

Working title of dissertation/special project/thesis: _____
_____

*Educational Leadership EdD students only: ☐ Action Research   ☐ Traditional Research

ADVISORY COMMITTEE   SIGNATURES   Date

_____, Chair_____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____
(Chair, Major Dept.)

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

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

*This proposal defense is ☐ OPEN/☐ CLOSED to the public!

Updated 7/2013

Appendix F

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

Washington State University College of Education

Student's Name: _____

Working Title of Special Project: _____

_____

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

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

Signatures

Master's Degree Committee Chair:_____

Committee Members: _____

_____

_____

_____

Nature of Inquiry Proposed

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

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

____ No

Information for EdM Students
Collection of Data for Special Project Study

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

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

---

For COLLEGE OF EDUCATION Office of Graduate Education use only

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

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

Appendix G

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

Washington State University College of Education

Student's Name: _____

Working Title of Thesis: _____

_____

Decision of Thesis Advisory Committee Regarding Proposal (check one)

_____ Approved as presented

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

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

_____ Approval denied.

Signatures

Thesis Committee Chair: _____

Committee Members: _____

_____

_____

_____

Nature of Research Proposed

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

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

____ No

Information for MA Students
Collection of Data for Thesis Study

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

<div style="text-align: right;">

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

</div>

For COLLEGE OF EDUCATION Office of Graduate Education use only

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

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

Appendix H

Graduate Programs Exit Survey
College of Education

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

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

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

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

Please circle your response to each question below:

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

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

2. Which program specialization did you complete?

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

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

   <2   3   4   5   6   >6

4. **Were you primarily:**

   Part Time Student   Full Time Student

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

   Pullman/Spokane   Tri-Cities   Vancouver

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

Open-Ended Questions

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

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

3. What is your career goal?

Appendix I

<div align="center">

EDM PROGRAM 702 GUIDELINES
Expectations for Chairs, Committee Members, and Students
(Approved September 7, 2010; amended September 11, 2012; amended January 8, 2013)

</div>

Description and Purpose of 702 as Stated in the EdM Handbook

The 702 is the EdM course in which a student selects, designs, and completes a "unit of work" under the supervision of the chair of his/her 702 committee. The 702 should address an educational issue of interest to the student and have the potential to impact the student's future educational and professional goals.

Student Expectations

- Work with the academic advisor(s) to ensure that all 702 and Graduate School paperwork is filed correctly and in a timely manner, including selecting the 702 Chair and Committee Members.
- Create and share with the 702 Chair a proposed project including the work to be completed, participants, and timeline, usually beginning one year in advance of proposed completion (as contained in the required COE student/class project summary form).
- Edit and peer-edit drafts of the 702 before submitting to the Chair for feedback.
- Provide the Chair with periodic updates and drafts of the 702 en route to completion.
- Deliver the final draft of the 702 to the Chair at least 4 weeks prior to the planned 702 presentation date. Requirements of earlier or multiple submissions of drafts is at the discretion of the Chair. At this point, the Chair determines if the 702 is ready for presentation by signing the "702 Scheduling Form."
- Make any suggested changes to the final draft and deliver the final 702 to committee members at least 2 weeks prior to the presentation date. At this point, the committee members determine if a 702 presentation is required.
- Conduct a 702 presentation, if applicable.

- Complete any required revisions suggested by the committee at the presentation in order for votes to be submitted to The Graduate School.

702 Chair Expectations

- Serve as 702 advisor for student, working with the academic advisor(s) to assist with all issues related to successful completion of the program.
- Provide guidance, feedback, and/or resources for the student in developing both the overall structure and specific content of the 702.
- Be available by email or other arranged means to provide periodic feedback on drafts of the 702 in an ongoing way.
- The Chair is responsible to discuss with the committee if a presentation is required or not.
- Work with the student to ensure that the final draft of the 702 is acceptable to present to the committee.
- Provide suggestions for the student in preparing for the one-hour presentation (if applicable).
- 702 committee members, in consultation and agreement with the student, can either follow the guidelines for presentation of a 702 (if applicable; as listed in the EDM PROGRAM 702 GUIDELINES document) or alter the presentation format to an alternative (e.g., a student's presenting their 702 at a school), which would best meet the needs of the student and the committee.

702 Committee Member Expectations

- Provide guidance, feedback, and/or resources for the student as requested related to particular aspects of the 702 for which the committee member has expertise.
- Carefully read the final draft of the 702, sharing any concerns with the Chair one week in advance, and provide feedback, questions, and constructive criticism at the 702 presentation (if applicable).

Although the 702 requirement may be fulfilled in a variety of ways, each alternative incorporates the following characteristics:

- Use of evidence or aesthetic exploration (information that enlightens students about an aspect of their work) to uncover new knowledge about their students—who they are as people, as learners, and as members of communities.
- Use of evidence or aesthetic exploration to uncover new knowledge about themselves, classroom, school, community, or the broader educational environment.
- Use of evidence or aesthetic exploration to make decisions about their classroom practice or other professional work, either as part of their project or as an implication of their project.
- Use of principles of inquiry to guide the project:

  - makes use of evidence or aesthetic exploration
  - critiques and makes use of past work and diverse perspectives
  - takes place in a local context
  - fosters understandings and promotes dialogue
  - uncovers new paths to further inquiry
  - is initiated by evidence and/or burning questions, desires, or needs which should be made increasingly explicit
  - process is thoughtfully planned yet also flexible

- Use of the style guide, *Publication Manual of the American Psychological Association* (6th ed., 2010), in writing the project.

For further discussion and definition of *evidence*, please refer to American Educational Research Association, (August/September 2006). Standards for reporting on empirical social science research in AERA publications: *Educational Researcher*, *35*, 6, 33–40.

For further discussion and definition of *exploration*, pleaser refer to American Educational Research Association, (August/September 2006). Standards for reporting on humanities-oriented research in AERA publications: *Educational Researcher*, *38*, 6, 481-486.

<u>702 Options</u>

Students may select from a variety of options for completing their 702 requirements. Each of the options is described in detail below.

Research Project

The student designs and completes a research project. The research question should address an educational problem or need. This is an applied project that may use a variety of research methods including action research, quantitative research, descriptive research, policy analysis and other research methods appropriate to the study. The research project is intended for students to demonstrate their ability to conduct a systematic inquiry of a research question using established research methodology. Research can provide data needed for sound educational decision-making and for explaining and justifying instructional decisions.

1. Develop a clearly worded research question with both local and larger educational implications and importance.

2. Examine and report in a thematic way previous research that has been conducted dealing with similar issues and/or approaches to teaching and learning.

3. Utilize research methods appropriate to the question, using triangulation (e.g., by source, time, observer, theory), and explaining the rationale for these methods with references to methodological sources.

4. Present the findings, as framed by the literature review, with clear references to the data that show how findings were reached, including tables, charts, or graphics where they add clarity.

5. Link conclusions to the larger educational landscape as well as areas for future inquiry, practice, and research.

6. Use correct grammar, organizational techniques, and APA style.

7. At the presentation (if applicable), talk about your work in a thoughtful, coherent, and professional manner, with the option of including alternative and creative methods of presenting as approved by the Chair.

Examination

The content of the examination questions will reflect both the interests of the student as well as the courses taken within the EdM Program.

1. The student and the chair of the 702 Committee generate three questions for the examination.

2. The other two 702 Committee members approve or suggest revisions to the three questions and the questions are revised.

3. Once the 702 Committee and the student agree to the three questions, the 702 Chair and the student determine a start and ending date for the examination. Students have thirty days to answer the three questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.

4. The student gives the answers to the three questions to each of the 702 Committee members.

5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the three answers.

6. At the 702 Examination Presentation (if applicable), the student gives an overview of the three answers. 702 Committee members have the opportunity to discuss and question the student about the three answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.

7. 702 Committee members either sign–off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated.

Literature Review

The goal of the literature review option is for the student to provide a critical, integrative review of a selected topic of relevant literature bearing on educational practice or policy. "Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field relevant to education and education research. The review should go beyond description to include analysis and critiques of theories, methods, and conclusions represented in the literature." (From *Review of Educational Research* submission criteria, p. 1,

2010.) This review will culminate in the submission of a paper and the presentation (if applicable) at a professional colloquium.

The topic of the literature review will reflect both the interests of the student as well as the courses taken within the EdM Program. Reviews might take one of the following forms (From *Review of Educational Research* submission criteria, p. 1, 2010.):

> *Integrative reviews* pull together the existing work on an educational topic and work to understand trends in that body of scholarship. In such a review, the author describes how the issue is conceptualized within the literature, how research methods and theories have shaped the outcomes of scholarship, and the strengths and weaknesses of the literature.
>
> *Theoretical reviews* explore how theory shapes research. To the extent that research is cited and interpreted, it is in the service of the specification, explication, and illumination of a theory. Theoretical reviews and integrative reviews have many similarities, but the former are primarily about how a theory is employed to frame research and our understandings, and refer to the research as it relates to the theory.
>
> *Methodological reviews* are descriptions of research design, methods, and procedures that can be employed in literature reviews or research in general. The articles should highlight the strengths and weaknesses of methodological tools and explore how methods constrain or open up opportunities for learning about educational problems. They should be written in a style that is accessible to researchers in education rather than methodologists.
>
> *Historical reviews* provide analyses that situate literature in historical contexts. Within these reviews, explanations for educational phenomena are framed within the historical forces that shape language and understanding.

1. Each student opting for the literature review alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the topic of the literature review, briefly discuss controversy about the topic, and describe the disciplinary nature of the educational research to be reviewed (e.g., psychology, sociology, history, philosophy, political science,

economics, computer science, statistics, anthropology, biology, or multidisciplinary).

2.   The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the literature review topic. The review is not expected to be exhaustive of a topic but to provide a map of the topic. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.

3.   The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by the 702 Chair and the student.

4.   The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the *Review of Research in Education* and/or *The Review of Educational Research*. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.

5.   The student submits the completed literature review to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.

6.   At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign–off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

Policy Analysis

The goal of the policy analysis option is for the student to provide an overview and descriptive analysis and evaluation of a selected policy bearing on the educational enterprise in some manner. This alternative will culminate in the submission of a paper and the presentation at a professional colloquium. The topic of the policy analysis will reflect both the interests of the student as well as the courses taken within the EdM Program.

1. Each student opting for the policy analysis alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the policy of the analysis, briefly discuss the policy, and describe the disciplinary nature of the policy to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary).

2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the policy topic. The analysis is not expected to be exhaustive, bust rather to but to provide a map of the policy. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.

3. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are set by the 702 Chair and the student.

4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the *Review of Research in Education* and/or *The Review of Educational Research*. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.

5.   The student submits the completed policy analysis to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.

6.   At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign–off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

Portfolio

The goal of the portfolio option is to provide practicing teachers with the opportunity to apply the knowledge and skills acquired through their graduate studies in a portfolio that will directly benefit students and reflect enhanced teaching practices. This alternative will culminate in the submission of exhibits, a narrative document supporting selected exhibits, and the presentation (if applicable) of a professional colloquium.

1.   Each student opting for the portfolio alternative will present a 2-3 page proposal to the 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for Procert or National Board certification can not be used for this alternative.

2.   Once the 702 Committee and the student agree to the nature and goal of the portfolio, the 702 Chair and the student determine a start and ending date for the portfolio. Students keep track of their progress, exhibits, and rough drafts.

3.   The portfolio will be comprised of exhibits that demonstrate the student's application of knowledge and skills acquired during their graduate studies. Exhibits in a professional portfolio may include: representative student work (final papers or projects), videotaped lessons, instructional modules that have been developed around a

theme or issue of concern (e.g., science unit), or multi-media presentations addressing required content or illustrating teaching practices.

4.   For each exhibit, the student will write a narrative analysis or reflection that cites research and concentration areas within the graduate program. This narrative analysis should include: 1) the development of the exhibit, 2) what you gained/learned, and 3) how the exhibit helped students learn. These narratives must include specific references to the knowledge and competencies addressed in the courses.

5.   As a culminating activity, the student will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During this 702 presentation (if applicable), the student will give an overview of the portfolio. 702 Committee members have the opportunity to discuss and question the student about the review. 702 Committee members either sign-off on the examination or identify areas that need to be revised, resubmitted, and reevaluated by the Chair and committee members.

Curriculum and Instruction Project

The goal of the 702 project is to reflect both the interests of the student as well as the courses taken within the EdM Program.

1.   The student and the chair of the 702 Committee determine a project that the student would like to accomplish. Possible projects could include:

   • Write a scholarly article for a journal and submit
   • Present at a state, regional, or national conference or the WSU Vancouver Showcase
   • Give a parent workshop
   • Create bilingual backpacks
   • Determine if a curriculum program (e.g., ELL assistance) is effective
   • Pilot and evaluate a curriculum program (e.g., reading) in a classroom
   • Organize a social action event

2.	The other two 702 Committee members will approve or suggest revisions to the proposed project.

3.	Once the 702 Committee and the student agree to a project, the 702 Chair and the student determine a start and ending date for the project. Students have one semester to complete the project. Students keep track of their progress, observation notes, rough drafts, etc.

4.	The student will write a report about his/her project and give to each 702 Committee member.

5.	The 702 Committee members have two weeks to read and evaluate (pass/fail) the report on the project.

6.	At the 702 Project Presentation (if applicable), the student shares the results of his/her project. 702 Committee members have the opportunity to discuss and question the student about the project. It is anticipated that the 702 Project Presentation will last no longer than sixty minutes.

7.	702 Committee members either sign–off on the project or identify areas of weakness in the project that need to be revised, resubmitted, and re-evaluated.