

# Language, Literacy & Technology Program

## English Language Learners & Literacy Education

### Student Handbook

#### Masters Degrees

## DEPARTMENT OF TEACHING AND LEARNING



College of Education

Pullman



Tri-Cities



Vancouver



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## Welcome from the Chair

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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 Language, Literacy, and Technology (LLT) 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

## Introduction

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Congratulations on your admission to the Language, Literacy, and Technology (LLT) Program in the Department of Teaching and Learning at Washington State University (WSU). The LLT Master's Program combines two areas of focus, English Language Learners (ELL) and Literacy Education, and integrates education technology. The guidelines in this Student 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 the Handbook, please contact your advisor or the staff in the Office of Graduate Education (Cleveland Hall 70) in the College of Education (COE). You can also visit our website <https://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 website: <https://education.wsu.edu/graduate/formsanddeadlines/> 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.

# Language, Literacy, and Technology Program Overview

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## **Program Vision**

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The Language, Literacy, and Technology (LLT) graduate program is valued by potential students, graduates, and institutions as rigorous, relevant, and innovative, offering superior quality professional preparation that produces exceptional and creative researchers and teachers with a focus on improving the lives of students, teachers, and schools. The Language, Literacy, and Technology graduate program emphasizes the generation, application, and translation of research that will enhance the field of education broadly defined.

## **Mission**

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The Language, Literacy, and Technology graduate program prepares graduates for academic and leadership positions in teaching, research, and service with a focus on equity and social justice. The graduate program in Language, Literacy, and Technology includes a broad curriculum of study, including foundational courses in: literacy within the disciplines, the study of computer-assisted language and literacy development, and communicating in a multilingual and multiliterate society. A rigorous set of research methods is also provided for students. The faculty support a strong program of mentorship that encourages students to work closely with faculty of their choosing in investigating the world of teaching and research.

## **Student-Focused Program Goals**

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

1. Engage in meaningful research focused on language, literacy, and/or technology learning across the disciplines;
2. Design and implement effective research-based language, literacy, and technology instruction in formal and informal settings;
3. Articulate how human development, language and literacy acquisition, culture, community, technology, and policy shape their teaching practices; and
4. Advocate for learners and families by collaborating with schools, communities, and educational agencies.

## **Student Learning Outcomes**

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After completing the Language, Literacy, and Technology Master Degree Program students will:

1. Demonstrate the ability to locate, analyze, and synthesize the current research literature and apply this to problems of practice.
2. Demonstrate the ability to skillfully communicate Language, Literacy, and Technology scholarly work through written, oral, and/or alternate forms.
3. Demonstrate the ability to effectively apply their Language, Literacy, and Technology knowledge and skills to professional contexts.
4. Demonstrate scholarly habits of mind: curiosity, inquiry, skepticism, and data-based decision making.

The Language, Literacy, and Technology Master Degree Handbook is designed for current and prospective students on the Pullman, Tri-Cities and Vancouver campuses. Current master 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 Academic Coordinators within the College of Education's (COE) Office of Graduate Education.

The Department of Teaching and Learning offers two Language, Literacy, and Technology master degrees: Master of Education (Ed.M.) and Master of Arts in Education (M.A.). Your Program of Study is developed in collaboration with your faculty advisor and master degree committee.

### **Master of Education (Ed.M.)**

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The Master of Education (Ed.M.) degree in LLT 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 Ed.M. degree program consists of a minimum of 30 graded credits plus a minimum 2 credits for final project (702). The 702 usually involves research/scholarship activities associated with a Special Project. The performance criteria in TCH\_LRN 702 are based on a satisfactory/fail scale, as opposed to a letter grade. Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

### **Master of Arts in Education (M.A.)**

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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 graded credits with an additional 4 credits of thesis work (700). The performance criteria in TCH\_LRN 700 are based on a satisfactory/fail scale, as opposed to a letter grade. Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

## Program Content

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

The course of study for the Master of Education (Ed.M.) in LLT includes a minimum of 32 graded credits plus a minimum of 2 credits for the final project (TCH\_LRN 702). The Master of Arts (M.A.) in LLT also requires 34 graded credits with an additional minimum of 4 credits of thesis work (TCH\_LRN 700). Work with your advisor/program of study chair to plan a course of study that is intellectually coherent and relevant to your needs and interests.

The following is a breakdown of required foundational core, research, and elective requirements for both the Ed.M. and M.A. degrees. For specific courses and semester offerings, please see [Appendix B](#). It is anticipated that completion of the degree will average two-to-three years.

### LLT Masters Credit Overview

	EdM	MA
LLT Core Courses	9	9
Research Courses	3	9
Elective Courses	18	12
<b>Total Graded Credits</b>	<b>30</b>	<b>30</b>
Final Examination	2	4
<b>Total Credits</b>	<b>32</b>	<b>34</b>

## Program Faculty by Campus

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### Pullman

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**Ai-Chia “Sara” Chang**, Ph.D., Washington State University, [aichai.chang@wsu.edu](mailto:aichai.chang@wsu.edu)

- Computer-assisted language learning, Bilingual/ESL education in teacher preparation program

**Joy Egbert**, Ph.D., University of Arizona, [jegbert@wsu.edu](mailto:jegbert@wsu.edu)

- Engagement and differentiation, Computer Assisted Language Learning (CALL), Teacher Education

**Anne Marie Guerrettaz**, Ph.D., Indiana University, [a.m.guerrettaz@wsu.edu](mailto:a.m.guerrettaz@wsu.edu)

- Language teaching methods and materials, Bilingual and indigenous language education, Applied linguistics

**Jane Kelley**, Ed.D., University of Massachusetts, [jekelley@wsu.edu](mailto:jekelley@wsu.edu)

- Children’s literature, Critical multicultural analysis, Literacy education

**Kelly Puzio**, Ph.D., Vanderbilt University, [kelly.puzio@wsu.edu](mailto:kelly.puzio@wsu.edu)

- Literacy instruction, Differentiated instruction, Culturally relevant instruction

**Tom Salsbury**, Ph.D., Indiana University, [tsalsbury@wsu.edu](mailto:tsalsbury@wsu.edu)

- Second language acquisition (SLA) Applied linguistics, English language learners

**Barbara Ward**, Ph.D., University of New Orleans, [barbara\\_ward@wsu.edu](mailto:barbara_ward@wsu.edu)

- Children’s literature, young adult literature, literacy education, classroom discussion

### Tri-Cities

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**Yuliya Ardasheva**, Ph.D., University of Louisville, [yuliya.ardasheva@tricity.wsu.edu](mailto:yuliya.ardasheva@tricity.wsu.edu)

- Interplay between second language and academic development (particularly in science), Contributions of individual differences (e.g., language learning strategies, motivation) to second language development

**Eric Johnson**, Ph.D., Arizona State University, [ejj@tricity.wsu.edu](mailto:ejj@tricity.wsu.edu)

- Language policy, Bilingual education, Immigrant education

**Sarah Newcomer**, Ph.D., Arizona State University [sarah.newcomer@tricity.wsu.edu](mailto:sarah.newcomer@tricity.wsu.edu)

- Culturally responsive literacy instruction, Biliteracy/Bilingual education, School-community partnerships

### Vancouver

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**Deanna Day**, Ph.D., University of Arizona, [dday-wiff@wsu.edu](mailto:dday-wiff@wsu.edu)

- Children’s literature, Literature circles, Digital literacy

**Gisela Ernst-Slavit**, Ph.D., University of Florida, [gernst@wsu.edu](mailto:gernst@wsu.edu)

- ELL and bilingual education, Multicultural and multilingual education, Sociolinguistics

**Stephen Kucer**, Ph.D., Indiana University, [skucer@wsu.edu](mailto:skucer@wsu.edu)

- Text/discourse processing, Text/discourse comprehension, Text/discourse analysis/text complexities

# Academic Requirements, Policies, and Procedures

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## Academic Standing and Annual Review

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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 LLT 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.

## Degree Options & Requirements

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

1. Make formal application for the degree by completing the [Application for Graduate Degree](#), available from the Graduate School's website. This form must be completed and submitted online before the deadline date listed on the Graduate School website.
2. Provide a final electronic copy of the thesis/special project for public inspection, to be available in the Office of Graduate Education (at [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)) at least ten (10) working days prior to the final oral examination. Copies must also be submitted to your advisor/committee chair and your committee members at least ten (10) working days before the final examination.
3. Submit the final thesis to the Graduate School digitally within five (5) working days following the oral examination.
4. Provide a final bound copy of your thesis to the Department of Teaching and Learning AND to the chair of your committee.

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

## Mandatory Research Training

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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](mailto: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 the IRB at 509-335-3668 or [irb@wsu.edu](mailto:irb@wsu.edu).

### **Temporary/Permanent Advisor and Committee**

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

You should select a permanent advisor during your first semester of study. This typically occurs after one becomes acquainted with the various scholarly and research interests of the faculty members. To be a permanent advisor, a faculty member must meet specific College and University requirements. The permanent advisor for an Ed.M. student must be 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 Ed.M. student's master's degree program committee must be either tenured professors/faculty members, tenure-track professors/faculty members, or clinical professors/faculty members. For students in the MA degree program, committee members must be tenured professors/faculty members or tenure-track professors/faculty members.

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

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

- meets College of Education criteria for serving on committees
- is accessible for meetings with you and other committee members

- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

### **Developing and Submitting the Program of Study**

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

- The Ed.M. degree program consists of a minimum of 30 graded credit hours plus a minimum of 2 credits for the final project (702).
- The M.A. degree program consists of a minimum of 30 graded credits plus an additional 4 credits of thesis work.

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

After the Program of Study has been approved by the Graduate School, it can be changed by submitting a [Change of Program](#) or a [Change of Committee](#) forms. Changes must be approved by your permanent advisor and chair of your Program of Study committee, as well as the Chair of the Department of Teaching and Learning. The Change of Program and the Change of Committee forms is then forwarded to the COE Office of Graduate Education to submit to the WSU Graduate School.

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

### **Deadlines**

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You should check the Graduate School's [Deadlines and Procedures for the Master's Degree](#) for submission of the Program of Study so that you get current information about due dates that affect you. September 1<sup>st</sup> is the deadline for submission of your Program of Study if you want to graduate during the following spring semester. February 1<sup>st</sup> is the deadline for submission of your Program of Study, should you want to complete your thesis project in the following summer session or fall semester.

### **Grade Point Average**

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You are required to have a 3.0 cumulative and a 3.0 program GPA in order to be awarded a graduate degree. No course may be repeated for a higher grade if the final grade is C or higher. Any course listed in the Program of Study for a 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 your 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**

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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 (thesis) level research credit or 702 (non-thesis) project 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/>.

### **Continuous Enrollment Policy**

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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://gradschool.wsu.edu/policies-procedures/>.

### **Transfer Credit and Credit Restrictions**

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Up to nine (9) semester of graduate credits for the Ed.M. degree program and six (6) semester graduate credits for the M.A. 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**

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Students wishing to add an ELL or Reading Endorsements (or any other endorsement) to their teacher certificate must apply to the WSU endorsement program. After all coursework and testing requirements are met, students submit a separate application to have the endorsement added to their teaching certificate. More information and applications can be found on the COE Teacher Education website: <https://education.wsu.edu/undergradprograms/teachered/endorsements/>

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

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

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

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

### **Thesis Submission and Binding**

For students completing a MA/Thesis, after you pass the final oral examination (your thesis completion and presentation), you have five (5) working days to submit a digital copy of the thesis to the Graduate School. This must occur prior to the scheduled end of the semester. For information about the format of the thesis, please refer to the [Dissertation/Thesis Submission Guidelines and Formatting Requirements](#).

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

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

### **Awarding of the Degree**

After you have completed the Application for Degree and all requirements for the master's degree as well as clearing your student account, you will be able to participate in the next commencement and you will receive your diploma within six (6) to eight (8) weeks after the end of the term.

## Degree Requirements for Thesis/Special Project/Final Examination

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### **Masters of Education (Ed.M.) Non-Thesis**

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The Ed.M. degree program requires a project as a culminating product and/or an oral/written final examination in addition to course work (referred to in procedures and policies as the “Special Project”). See [Appendix F](#) for the various possible Special Projects. You register for a minimum of two credits of TCH\_LRN 702 when completing the Ed.M. Special Project in your final semester. However, the planning for the 702 project should begin two semesters earlier. 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.

As indicated in [Appendix F](#), 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 which must be approved by your advisor/chair and committee members.

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. When you get approval from your chair/advisor that you have a polished, close-to-final draft, you will schedule the oral final examination on the project (presentation of project and results) (see instructions below).

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

### **Steps for Completing a Special Project**

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1. Meet with your advisor/committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about the Special Project.
2. In consultation with your advisor/committee chair, schedule a Special Project proposal meeting by using the [Proposal Scheduling Form](#) (an M-1[Master’s project proposal]; see [Appendix G](#)). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the Special Project (see format described previously). Work with your advisor/committee chair to draft and revise the project proposal before submitting it to the entire committee.

The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal by the Special Project Proposal Approval Form (see [Appendix H](#)). If the committee approves the Special Project proposal, you can proceed to conduct the Special Project. However, if your inquiry project involves human subjects, you must obtain Institutional Review Board (IRB) approval for the project before you begin any data collection. In keeping with WSU Graduate School policy, failure

to comply strictly with IRB requirements regarding the use of human subjects will result in your project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to your advisor and the Office of Graduate Education. The human subjects approval form is available on the IRB website (<http://www.irb.wsu.edu/>).

3. The semester prior to during which you plan to graduate; you should file an [Application for Graduate Degree](#). The fee associated with the Application for Degree must be paid prior to the final examination. If you do not graduate in the semester for which you applied, you must reapply for the degree. However, the fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
4. During the semester in which you are completing the Special Project, you should:
  - a. Share drafts of the final project report with your advisor.
  - b. Meet regularly with your advisor/committee chair to review your progress.
  - c. When the final written version of the completed Special Project has been approved by your advisor/committee chair and committee members, schedule a final oral examination (a presentation of your project to your committee). The [Non-Thesis Scheduling](#) form is available of the Graduate School website. Please check the Graduate School's [Deadlines and Procedures](#) bulletin to determine the last possible date to conduct a final oral examination (your presentation) in any semester. This can be found on their website. Your scheduling form must be submitted to the Graduate School at least 10 working days prior to your final exam (presentation). All committee members must be present at the examination.
  - d. At least two weeks before the oral examination (your presentation), provide your committee with a final written copy of the Special Project.
5. Following the final oral examination (the project presentation), your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the ballot outcome. In addition, you will receive a letter from the College of Education (COE) Office of Graduate Education regarding the outcome of your final examination. In most cases, even a student who passes will be expected to complete some revisions in the written document.
6. Students have ten working days after their final defense to submit a digital copy of their Special Project to the department on a CD. The departmental copy must be submitted to the COE Office of Graduate Education by this time. Upon submission of the Special Project, students must complete an exit survey provided by the Office of Assessment.
7. After you complete the final examination, complete the Graduate Student Exit Survey online (Office of Assessment will send you an email).

### **Masters of Arts in Education (M.A.) Thesis**

The purpose of the thesis is to demonstrate your understanding of educational research and theory. The thesis also demonstrates your ability to design and implement a research study, as well as analyze and synthesize the results of the study. The outcome of the thesis research should add to the body of research in Education. The final examination of the thesis is intended

to explore your ability to integrate and interpret material in the major and supporting fields with emphasis on the work presented in the thesis. The thesis may utilize quantitative and/or qualitative research methods. With committee approval, the thesis may follow an alternate format (See [Appendix E](#) for timeline considerations).

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

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

### Steps for Completing the Thesis

1. Meet with your committee chair at the end of the first semester of graduate study, or after you have completed 10 credits of graduate course work, to discuss your ideas about your thesis research.
2. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal (T-1) meeting by using the [Proposal Scheduling Form](#) (see [Appendix G](#)). You must submit a written proposal to the committee two weeks prior to the T-1 meeting. The proposal includes a detailed outline of the thesis (see previously described format). Work with your advisor/committee chair to draft and revise the thesis proposal before submitting it to the entire committee.

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

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

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

6. If copyrighted material is included in the thesis or project, you must obtain written permission from the copyright owner to reproduce the material in the thesis/project. Such written permission must be submitted to the Graduate School at final acceptance.
7. The Graduate School schedules your final examination upon receipt of the completed [Final Examination Scheduling Form](#) and a properly formatted, typed copy of the thesis. This copy of the thesis will be returned to you. At least ten (10) working days must elapse between the time the scheduling form is presented to the Graduate School and the final oral examination (see [Dissertation Theses Submission Guidelines](#)). A copy of your thesis must be available for public inspection in the Office of Graduate Education at least ten (10) working days prior to the final examination. Also, the thesis abstract must be available in the Office of Graduate Education for the same period of time.
8. Final oral examinations for the thesis are public. The examining committee shall include your advisor, members of your committee, and may include any other faculty members. Although any member of the public at large may attend a final examination, only Graduate Faculty members may ask questions and ballot. All members of the student's committee must attend and ballot.
9. Following the final oral examination, your committee members will ballot to indicate a

pass/fail status. Your advisor/committee chair will notify you of the outcome. In addition, you will receive a letter from the COE Office of Graduate Education.

10. After you pass the final oral examination, you have five (5) 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.
11. After you complete the final examination, complete the Graduate Student Exit Survey online (Office of Assessment will send you an email).

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

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

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

### **Human Subjects Form**

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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 of Research Assurances website (<http://www.irb.wsu.edu/resources.asp>). The IRB form must be signed by the chair of your committee and the Department Chair before it is sent to ORA. Review of the request generally takes 5-10 days, at which time ORA will inform you by letter as to whether your research is approved or not, or if you need to submit additional forms.

### **Continuation for Another Degree**

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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.

### **Graduate Student Exit Survey**

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

## Financial Support

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### **Graduate Assistantship Appointments (GA)**

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The Department of Teaching and Learning has approximately 8-10 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 (20 hours/week) that come with a tuition waiver, monthly stipend, and health benefits. The department discourages additional employment while holding a TA appointment.

***Teaching assistantships*** (TA) 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 and during the first semester of the assistantship must enroll in TCH\_LRN 527 Seminar in Teacher Education Instruction for one-credit. The course covers teaching and learning, inquiry, and professional issues.

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

To be considered for a GA position, complete a graduate assistant application, available from the department and the COE Office of Graduate Studies <http://education.wsu.edu/employment/assistants/> or the Graduate School's website <https://gradschool.wsu.edu/student-finance-page/>. At the time of appointment, you will receive a letter that delineates the specific responsibilities of the appointment.

### **College of Education Scholarships**

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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. Awards range in dollar amounts with the average about \$2000. For more information, contact the College of Education Scholarship Coordinator (509-335-7843) or visit the website: <https://education.wsu.edu/students/scholarships/>.

### **Other Financial Aid**

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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**

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During the term of their appointments, all graduate assistants are expected to be at work each workday, including periods when the University is not in session (no classes being held) 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

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### **Checkout/Exit:**

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

### **College of Education Computer Lab:**

The College of Education computer lab located in Cleveland Hall, room 63, 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) that can be used during weekdays.

### **Grievances:**

If grievances arise, the student should discuss the problem with their chair and the LLT Program Coordinator. 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.

### **Keys:**

To obtain keys for assistantships, teaching, etc., check first with your department staff, then see Marie Reynolds in Cleveland Hall 168. There is no initial charge for the keys; however, in the event that they are lost or the student leaves the University without returning them, the student will be billed a \$3.00 replacement fee per key. If the keys are not returned, transcripts may be held by the Registrar's Office. Security is the responsibility of everyone, so please assume responsibility for locking your office and lab doors after regular hours.

### **Mail:**

Graduate student mailboxes for students on assistantships are located on the third floor of Cleveland Hall on the Department of Teaching and Learning side. Please check your mailbox regularly.

Mail sent and received at the University should be official correspondence only. Personal mail should be sent to and from your private residence. Business correspondence can be left in the department office for mailing. Letters and packages should not be stamped, and must have the correct departmental return address.

### **Photocopying:**

The copy machine in Cleveland Hall 321 is to be used only for copying materials that are clearly related to a faculty research project or to copy course materials for the course in which the student is a TA. Multiple copies are discouraged. Scan large documents and provide those to students electronically. Graduate students may not use the departmental/COE copy machines to copy any personal material such as classroom notes, term papers, dissertations, books, theses, etc. When in doubt, consult your chair. Copy machines available for personal use on campus are located at Cougar Copies in the CUB.

### **Staff Assistance:**

Graduate students may request secretarial assistance only in limited situations. Administrative Assistants will not type personal letters, class reports or similar materials for students. Typing of your dissertation is considered personal work. Students may request assistance with mailing or sending FedEx packages if

they are clearly related to faculty-led research work. All requests for staff assistance should be coordinated with your committee chair.

**Telephone:**

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WSU telephones are available for local calls. Most graduate student offices have telephones or one can be found nearby. Students should consult their chair or department office staff regarding authorization codes for long distance calls. In most cases, phones are restricted and an authorization code is required.

**Thesis/Dissertation Library:**

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The department maintains a thesis/dissertation library for graduates in Cleveland Hall 315.

**Travel:**

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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, signed by the department chair, and initialed by your 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. 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.

Students are strongly urged to attend professional meetings; at times, the department may have funds to pay some travel expenses of students. Advisors may also use grant or project monies to pay partial travel expenses for graduate students attending meetings. The Graduate School disburses some grant-in-aid travel funds, which can be used for travel to professional meetings. Application forms for student travel grants may be obtained from the Graduate School. It is advisable to apply for a travel grant if you are presenting a quality paper at a professional meeting. In addition, space may be available in university vehicles or some faculty members may share travel expenses.

## General Information

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### Department Offices

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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](mailto:education@wsu.edu)

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

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

### Academic Coordinators

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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](mailto:gradstudies@wsu.edu)

*Kelly McGovern,*  
*Director*  
Cleveland Hall 70C  
Email: [mcgoverk@wsu.edu](mailto:mcgoverk@wsu.edu)  
Phone: 509-335-9195

*Nick Sewell,*  
*Academic Coordinator Senior*  
Cleveland Hall 70B  
Email:  
[nsewell@wsu.edu](mailto:nsewell@wsu.edu)  
Phone: 509-335-7016

Washington State University **Spokane**  
College of Education  
*Kelly LaGrutta,*  
*Academic Coordinator Senior*  
PO Box 1495  
Spokane, WA 99210-1495  
Phone: (509) 358-7942  
Fax (509) 358-7933  
Email: [lagrutta@wsu.edu](mailto:lagrutta@wsu.edu)

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](mailto:hberry@tricity.wsu.edu)

Washington State University **Vancouver**  
College of Education  
*Jennifer Gallagher,*  
*Academic Coordinator*  
Undergraduate (VUB) 308  
Phone: (360) 546-9075  
Fax: (360) 546-9040  
Email: [j.gallagher@wsu.edu](mailto:j.gallagher@wsu.edu)

## Email

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<http://connect.wsu.edu>

## Central Services and Facilities

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### ***Student Services, including Health and Counseling Services***

Pullman: <http://osae.wsu.edu/>

Spokane: <https://spokane.wsu.edu/studentaffairs/>

Tri-Cities: <http://www.tricity.wsu.edu/student-affairs/index.html>

Vancouver: <http://studentaffairs.vancouver.wsu.edu/>

### ***Libraries***

Pullman: <http://www.wsulibs.wsu.edu/>

Spokane: <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://tricitities.wsu.edu/admission/visit>

Vancouver: <https://www.vancouver.wsu.edu/campus-map-directions-and-parking-information>

## Maps

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Pullman: [www.parking.wsu.edu](http://www.parking.wsu.edu) <http://map.wsu.edu/>

Spokane: <https://spokane.wsu.edu/facilities/parking/>

Tri-Cities: <http://tricitities.wsu.edu/campusmaps/#top>

Vancouver: <http://admin.vancouver.wsu.edu/parking/parking-services>

## I-9 Forms

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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

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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**

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U.S. Citizens: <http://payroll.wsu.edu/ppt/StudentTaxPresentation12.ppt>

Non U.S. Citizens: <http://ip.wsu.edu/global-services/tax-info.html>

## **Automatic payroll deposit**

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<http://payroll.wsu.edu/stntpay/directdep/directdep.htm>

## **Social Security Numbers**

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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](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/sscardappoint.htm>

## Appendix A: LLT Master’s Program Overview

Coursework Phase	Thesis/Special Project Proposal Phase	Work on Thesis/Special Project Phase	Defense Phase
<ul style="list-style-type: none"> <li>• Review Master’s Program Coursework (Appendix B)</li> <li>• Choose Chair and Committee and develop a <b>Program of Study (POS)</b></li> <li>• Submit <b>POS</b> to Graduate School (1<sup>st</sup> or 2<sup>nd</sup> semester of program)</li> <li>• Complete required graded credits</li> </ul> <p><b>Total Credits:</b> EdM – 32 MA – 34</p> <p><u>Required Graded Credits:</u> EdM – 30 MA – 30</p> <p><u>Required Non-Graded:</u> EdM – 2 MA – 4</p>	<ul style="list-style-type: none"> <li>• Select research topic</li> <li>• Meet with Chair and Committee to discuss the research study and format</li> <li>• Thesis (MA) - or -</li> <li>• Special Project (EdM) Options               <ol style="list-style-type: none"> <li>1. <i>Research Project.</i></li> <li>2. <i>Examination</i></li> <li>3. <i>Literature Review</i></li> <li>4. <i>Policy Analysis</i></li> <li>5. <i>Portfolio</i></li> <li>6. <i>Curriculum and Instruction Project</i></li> </ol> </li> <li>• Proposals can be discussed and accepted before all coursework is complete. The sooner you have a proposal; the sooner you can begin working on drafts.</li> <li>• Submit <b>M-1/T-1 Scheduling Form</b> to COE Graduate Studies Office (10 working days prior to meeting with committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Chair and Committee and develop schedule of completion</li> <li>• Share chapters or sections of your thesis/project with your Chair</li> <li>• Expect to complete several drafts of your work</li> <li>• Allow your Chair at least 2 weeks to review sections/chapters</li> <li>• Anticipate at least one semester working on drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolled in Final Examination credits EdM Degree (2 credits) TCH_LRN 702: Special Project MA Degree (4 credits) TCH_LRN 700: Thesis (4)</li> <li>• Meet with Chair and Committee and select final examination date</li> <li>• Submit final draft to Chair and Committee at least 1 month before examination date</li> <li>• Complete <b>Scheduling Exam Form</b> and submit to Graduate School (10 working days prior to examination date)</li> </ul> <p><b>Defend Thesis/Project</b></p> <ul style="list-style-type: none"> <li>• Final oral examination is primarily a defense of the thesis/project, but may also cover the general fields of knowledge pertinent to the degree.</li> <li>• The examination lasts approximately one hour. The examining committee shall include your master’s committee and any other members of the faculty.</li> <li>• Your committee chair will be responsible for conducting the final examination. The examination is open to the public. All members of your master’s committee must attend and vote.</li> <li>• 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.</li> </ul>

## Appendix B: Master's Program Coursework

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### English Language Learners (ELL) & Literacy Education

#### Master's Program of Study Total Credits:

(Minimum requirements: EdM - 32 credits; MA - 34 credits)

<b>Required Graded Coursework:</b> (Minimum requirements: EdM - 30 credits; MA – 30 credits)
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#### LLT Specialization Core (Minimum requirements: 9 credits)

TCH_LRN 518	Integrating Technology in Curriculum <sup>3</sup> (3)	Spring <i>even years</i>
TCH_LRN 544	Advanced Children's and Young Adult Literature <sup>2</sup> (3)	Fall <i>odd years</i>
TCH_LRN 549	Communicating in a Multilingual Society <sup>1, 2</sup> (3)	Spring <i>odd years</i>

#### Research Courses (Minimum requirements: EdM - 3 credits; MA - 9 credits)

ED_PSYCH 505	Research Methods I (3)	Fall, Spring, Summer
ED_PSYCH 508	Educational Statistics (3)	Fall, Summer
TCH_LRN 588	Action Research (3)	Spring <i>even years</i>

#### Electives (Minimum requirements: EdM - 18 credits; MA 12 credits)

##### *English Language Learners (ELL) Electives:*

TCH_LRN 501	Bilingual / ESL Education <sup>1</sup>	Spring <i>odd years</i>
TCH_LRN 504	Advanced Study in Linguistics for Educators (3)	Summer <i>even years</i>
TCH_LRN 509	Research in Curriculum and Assessment for Bilingual/ESL Education <sup>1</sup> (3)	Fall <i>odd years</i>
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education <sup>1</sup> (3)	Fall <i>even years</i>
TCH_LRN 514	Methods and Materials for Bilingual/ESL Education <sup>1</sup> (3)	Spring <i>even years</i>

##### *Literacy Electives:*

TCH_LRN 528	Literacy within the Disciplines <sup>2</sup> (3)	Fall <i>odd years</i>
TCH_LRN 546	Teaching Writing <sup>2</sup> (3)	Spring <i>odd years</i>
TCH_LRN 551	Psychology of Reading <sup>2</sup> (3)	Fall <i>even years</i>
TCH_LRN 553	Assessment and Instruction for Reading K-12 <sup>2</sup> (4)	Spring <i>odd years</i>
TCH_LRN 558	Improving Reading Comprehension <sup>2</sup> (3)	Spring <i>even years</i>

##### *Technology Electives:*

TCH_LRN 516	Advanced Study in CALL <sup>3</sup> (3)	Spring
TCH_LRN 519	Instructional Media Production I <sup>3</sup> (3)	Fall
TCH_LRN 570	Theory and Research in Electronic Literacies (3)	TBD
TCH_LRN 573	Theory and Research in CALL <sup>3</sup> (3)	Fall <i>even years</i>
ED_AD 518	Media Literacy and Educational Technology <sup>3</sup> (3)	TBD
SPEC_ED 595	Universal Design <sup>3</sup> (3)	Fall <i>odd years</i>

##### *Other Electives:*

TCH_LRN 582	Academic Writing (3) <i>highly recommended</i> Other courses approved by program committee	Spring XXX_XXX
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##### *Pathway to Endorsement or Certificate:*

<sup>1</sup> ELL Endorsement and ELL Certificate

<sup>2</sup> Reading Endorsement

<sup>3</sup> Certificate in Education Technology Across the Curriculum

Bilingual Endorsement – Please see the endorsement checklist for the list of required coursework.

**Required Non-Graded Coursework:** (Minimum requirements: EdM - 2 credits; MA - 4 credits)

**MA Degree Final Examination**

TCH\_LRN 700 Master’s Research, Thesis and/or Examination (4) Fall, Spring, Summer

**EdM Degree Final Examination**

TCH\_LRN 702 Master’s Special Problems, Directed Study and/or Examination (2) Fall, Spring, Summer

**LLT Masters Credit Overview**

	EdM	MA
LLT Core Courses	9	9
Research Courses	3	9
Elective Courses	18	12
<b>Total Graded Credits</b>	<b>30</b>	<b>30</b>
Final Examination	2	4
<b>Total Credits</b>	<b>32</b>	<b>34</b>

Approved by the faculty on April 13, 2016.

## Appendix C: Student Self-Evaluation Form for Annual Review

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According to procedures established by the Graduate School and the Language, Literacy, and Technology (LLT) Master's Program faculty, the faculty will review all graduate students once a year. Student progress will be monitored and satisfactory, needs improvement, or unsatisfactory indicators will be noted. Following the review, all students will be informed in writing of the results of this review.

Recommendations will be provided, if needed. Students' progress in the LLT Master's Program will be considered but not limited to the following criteria. Students are required to submit a statement of progress each year documenting their accomplishments and cumulative progress.

Date: \_\_\_\_\_ WSU ID: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Email Address: \_\_\_\_\_

Primary Advisor: \_\_\_\_\_

Degree Program:        MA        EdM

Campus Location:        Pullman        Tri-Cities        Vancouver

Admission Year: \_\_\_\_\_

Semester Began Program:        Spring        Summer

Fall Attending full/part-time:

Full-time        Part-Time

Professional Endorsements/Certificates: ELL    Reading    Technology    Other: \_\_\_\_\_

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### Academic Milestones

Responsible Conduct of Research Training:        No        Yes        Date: \_\_\_\_\_

Program of Study Approved (by second semester)        No        Yes        Date: \_\_\_\_\_

EdM Special Project (M-1) or  
MA Thesis (T-1) Approved        No        Yes        Date: \_\_\_\_\_

Schedule Final Examination (702, 700)        No        Yes        Date: \_\_\_\_\_

Final Examination Completed        No        Yes        Date: \_\_\_\_\_

Submit Application for Degree        No        Yes        Date: \_\_\_\_\_

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**Committee**

Chair: \_\_\_\_\_

Committee Member 1: \_\_\_\_\_

Committee Member 2: \_\_\_\_\_

Committee Member 3 (optional): \_\_\_\_\_

Required Foundational Coursework (Minimum requirements: 9 credits)

Prefix	Title	In-progress	Complete
TCH_LRN 518	Integrating Technology in Curriculum		
TCH_LRN 544	Advanced Children’s and Young Adult Literature		
TCH_LRN 549	Communicating in Multilingual Society		

Required Research Coursework (Minimum requirements: EdM – 3 credits; MA – 9 credits)

Prefix	Title	Do not plan to take	Plan to take	In-progress	Complete
ED_PSY 505	Research Methods I				
ED_PSY 508	Educational Statistics				
TCH_LRN 588	Action Research				

Electives (Minimum requirements: EdM 18 credits; MA 12 credits)

Prefix	Title	Do not plan to take	Plan to take	In-progress	Complete
TCH_LRN 501	Bilingual / ESL Education				
TCH_LRN 504	Advanced Study in Linguistics for Teachers				
TCH_LRN 509	Curriculum and Assessment for English Language Learners				
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education				

Prefix	Title	Do not plan to take	Plan to take	In-progress	Complete
TCH_LRN 514	Methods and Materials for Bilingual / ESL Education				
TCH_LRN 516	Advanced Study in CALL				
TCH_LRN 519	Instructional Media Production				
TCH_LRN 528	Literacy within the Disciplines				
TCH_LRN 546	Teaching Writing				
TCH_LRN 551	Psychology of Reading				
TCH_LRN 553	Assessment and Instruction for Reading: K-12				
TCH_LRN 558	Improving Reading Comprehension				
TCH_LRN 570	Theory and Research in Electronic Literacies				
TCH_LRN 573	Theory and Research in CALL				
ED_AD 518	Media Literacy and Educational Technology				
SPEC_ED 595	Universal Design				

#### Required Non-Graded Academic Coursework

		Credits completed to Date	Credits Currently in Progress
TCH_LRN 700	Master's Research, Thesis, and / or Examination (MA – 4 credits)		
TCH_LRN 702	Master's Special Problems, Directed Study, and / or Examination (EdM – 3 credits)		

#### **GPA**

What is your most recent cumulative GPA?

List any courses with grades of “B” or below (N/A if not applicable). List any courses with an incomplete (N/A if not applicable).

If you have an incomplete course, provide your timeline and plan to complete the course requirements.

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## Student Learning Outcomes (SLOs) Reporting

The following three questions focus on ways that you have shared your knowledge and time with your community. This might include presentations, publications, or service/leadership activities.

1. Using APA format (most recent first), list all conference presentations and workshops since admission. If the presentation was for your school or district, include the title, location, and audience:
  2. Using APA format (most recent first), list all publications since admission:
  3. List any service and leadership activities in your school, WSU, or community:
- 

## Progress & Goals

Provide a summary of your progress in the program this year (50-100 words):

List your goals for future progress in the program (50-100 words):

## Appendix D: Faculty Assessment of Student's Progress

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Student: \_\_\_\_\_ ID #: \_\_\_\_\_

Advisor: \_\_\_\_\_

Semester and Year in Program/Admissions Date: \_\_\_\_\_

Enrollment Status:    Full-time        Part-time

Endorsement Plan:    Literacy        ELL    None    Other: \_\_\_\_\_

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Date of Evaluation: \_\_\_\_\_

Student's Summary of Progress:

Student's Goals:

Advisor's Recommendations:

Progress in the Program:    Satisfactory    Needs Improvement    Unsatisfactory

Date of Meeting: \_\_\_\_\_ Place of Meeting: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Special Project/Thesis Timeline Considerations

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

As you progress through the Project/Thesis, you should be meeting with your advisor/chair to inform him/her of your accomplishments, and also to problem-solve any challenges encountered along the way. The advisor/chair and committee members are there to provide expertise, support, and advice throughout the Project/Thesis.

When you have developed written drafts of chapters/sections of the Project/Thesis, those should be shared first with your advisor/chair. When the drafts of those chapters/sections are in a quality form, you may share those drafts with committee members to obtain their feedback. You should discuss the committee members' feedback with your advisor/chair before revising the chapters/sections.

As you share chapters/sections of the Project/Thesis with your advisor/chair, typically the timeline looks like this:

1. Draft 1 of chapters/sections to advisor/chair.
2. Draft 1 returned to you 2 weeks after advisor/chair receives it.
3. Draft 2 to advisor/chair: You edit/revise.
4. Draft 2 returned to you 2 weeks after advisor/chair receives it.
5. Draft 3 to advisor/chair: You edit/revise.
6. Draft 3 returned to you 2 weeks after advisor chair receives it  
(This drafting/revising may continue through several additional cycles.)

Your advisor/chair will let you know when your draft is at a quality level and can be shared with your committee members. A similar timeline for working with your committee members would then follow:

1. Draft 1 of chapters/sections to your program committee members
2. Draft 1 returned to you 2 weeks after the members receive it

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

3. Draft 2 to program committee members
4. Draft 2 returned to you 2 weeks after members receive it  
(This drafting/revising may continue through several additional cycles.)

After the last draft/revise cycle, you will want to share the revised chapters/sections with your advisor/chair. The advisor/chair will review the draft within two weeks of you submitting it to him/her. More edits and revisions may be needed per the advisor's/chair's suggestions. The resulting draft would again be shared with the committee members, who may also suggest edits/revisions. This cyclical process will continue until you have a quality draft of your Project/Thesis. Some students need 5-10 draft cycles to reach a quality draft of the Project/Thesis. (If you need 5 draft cycles that is a minimum of 10 weeks of reading/revising time and does not include your revision/editing time, so planning accordingly is important for staying within the timeline.)

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your

defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form. Each committee member, and the advisor/chair must sign the form. You obtain their signatures for the form and simultaneously give the members a copy of your quality draft.

Submit the signed scheduling form to the Graduate Studies office in Cleveland Hall at least 13 working days before your presentation/final defense. The Coordinators will copy it for your file and submit the form to the Graduate School (at least 10 working days before the presentation/defense). We recommend that you plan to submit the signed scheduling form to the Graduate Studies office in Cleveland Hall with plenty of days to spare – you can submit the form before the 13-day limit.

You must be enrolled in Final Examination credits during the semester in which you present your Project/Thesis.

EdM Degree: TCH\_LRN 702 (minimum 2 credits)

MA Degree: TCH\_LRN 700 (minimum 4 credits)

### **Sample Timeline for a Spring Defense/Presentation**

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November 1: First draft to advisor/chair\*

November 15: Draft 1 returned to you

December 2: Draft 2 returned to you

December 16: Draft 3 to advisor/chair

January 3: Draft 3 returned to you

January 17: Draft 4 to committee members

January 31: Draft 4 returned to you

Consult with advisor/chair

February 7: Draft 5 to committee members

February 21: Draft 5 returned to you

Consult with advisor/chair

March 7: Draft 6 to advisor/chair

March 21: Draft 6 to you

Consult with your advisor/chair.

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

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

April 14: Completed Scheduling Form to Graduate Studies Office in Cleveland Hall

April 17: Scheduling Form received in the Graduate School

April 25: Presentation of Special Project

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

advisor/chair may feel that you cannot accomplish a quality draft quickly enough to defend/present during summer term.

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

## Appendix F: Special Project Options

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Students may select from a variety of options for completing their requirements for TCH\_LRN 702. 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 Ed.M. Program.

1. The student and the chair of the 702 Committee generate 3-4 questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the 3-4 questions and the questions are revised.
3. Once the 702 Committee and the student agree to 3-4 questions, the 702 Chair and the student determine a start and ending date for the examination. Students may have approximately 15-30 days to answer 3-4 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 3-4 questions to each of the 702

Committee members.

5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the answers.
6. At the 702 Examination Presentation (if applicable), the student gives an overview of the answers. 702 Committee members have the opportunity to discuss and question the student about the 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 Ed.M. 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 Ed.M. 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, but rather 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 cannot 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 Ed.M. 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.

# Appendix G: D-1/M-1/T-1 Scheduling Form

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

**Procedures for processing dissertations/special project/thesis proposals:**

- Student must be enrolled and registered for the required number (2) of 700/702/800 credits.
- At least five working days prior to the oral defense of the proposal, doctoral and thesis master's candidates must deliver a complete copy of the dissertation/thesis proposal to the Office of Graduate Studies (Cleveland Hall 70). This copy will serve as the public copy and be displayed at a public place designated by the department.
- An electronic copy of the abstract must be sent to the Office of Graduate Studies at ([gradstudies@wsu.edu](mailto: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, Tri-Cities and Vancouver).

Student's Name \_\_\_\_\_ ID# \_\_\_\_\_

Degree \_\_\_\_\_ Program \_\_\_\_\_

Working title of dissertation/special project/thesis: \_\_\_\_\_

\_\_\_\_\_

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

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

(Building and Room Number) \_\_\_\_\_

(Date and Time) \_\_\_\_\_

# Appendix H: Ed.M. Special Project Proposal Approval Form

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(M-1 Form)\*

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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.)

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\_\_\_\_\_ No



# Appendix I: MA Thesis Proposal Approval Form

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(T-1 Form)\*

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Washington State University College of Education

Student's Name: \_\_\_\_\_

Working Title of Thesis: \_\_\_\_\_

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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.)

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\_\_\_\_\_ No

