

# **Special Education** **Master's Degree Student Handbook**

**EdM and MA Degree Programs**  
**Pullman/Spokane and Online**

DEPARTMENT OF TEACHING AND LEARNING



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## Welcome from the Department Chair

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I welcome you to the Department of Teaching and Learning graduate program. The faculty supports a strong program of mentorship and encourages doctoral students to work closely with faculty of their choosing in investigating the world of research, knowledge generation and dissemination, pedagogical action, and advocacy.

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

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

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

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

## Introduction

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Congratulations on your admission to the Special Education Master's Degree Programs in the Department of Teaching and Learning at Washington State University (WSU). The guidelines in this handbook are to assist you in planning and completing your program. Please read and discuss them with your advisor. If you have questions that are not addressed in this handbook, please contact your advisor or the staff in the Office of Graduate Education (Cleveland Hall 70) in the College of Education (COE). You can also visit our website <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 and the Graduate School website: <https://gradschool.wsu.edu/facultystaff-resources/18-2/>. Some of the forms contained in the appendices of this document have been reformatted to fit this handbook and, therefore, should not be copied for official use.

# Special Education Program Overview

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## **Program Vision**

The Special Education graduate program is valued by potential students, graduates, and institutions as rigorous, relevant, and innovative, offering superior quality professional preparation that produces exceptional and creative researchers and teachers with a focus on improving the lives of students with disabilities and their families. The Special Education graduate program's emphasizes the generation, application, and translation of research that will enhance the field and improve the lives of those with disabilities.

## **Mission**

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

## **Student-Focused Program Goals**

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

1. Widen their scope and increase their depth of understanding about the field of special education, special education research, and disabilities.
2. Enhance their critical thinking capabilities to evaluate, understand, and communicate (orally and through written documents) special education ideas, policy, scholarship, and research.
3. Expand their understanding of and ability to synthesize and apply special education research to problems of practice.
4. Develop scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.
5. Enrich their understanding and valuing of diversity.
6. Develop a professional identity appropriate for future career plans.

## **Student Learning Outcomes**

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

1. Demonstrate an appropriate depth and breadth of understanding about the field of special education and disabilities.
2. Demonstrate critical thinking and ability to evaluate, understand, and communicate (oral and written) special education ideas and research.
3. Demonstrate an understanding of and ability to synthesize and apply special education research to problems of practice through skillful inquiry.
4. Demonstrate and apply scholarly habits of curiosity, inquiry, skepticism, and data-based decision-making.
5. Demonstrate understanding and valuing of diversity through pedagogical and inquiry endeavors.
6. Demonstrate a professional identity appropriate for future career plans.

## **Master's Degree Programs in Special Education**

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

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

### **Master of Education (EdM) On Campus/Online**

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

### **Master of Arts in Education (MA)**

The Master of Arts (MA) degree is designed for students who desire to study and explore educational research. The MA degree is well suited for those students wishing to eventually pursue a doctoral degree or a research/leadership role in schools or organizations/agencies. The MA degree program consists of a minimum of 30 semester credit hours, 21 of which must be graded course work. Three research courses, three credits each, and one foundation course (3 credits) are included in the 21 graded credits. A

minimum of nine additional credits of TCH\_LRN 700 (independent research work) are required and usually involve research/scholarship activities associated with the thesis and final oral examination. The performance criteria in TCH\_LRN 700 are based on a satisfactory/fail scale, as opposed to a letter grade. (See additional requirements in the Special Education Program Curricula section.)

### **Students' Background Knowledge and Experience**

During the admissions process, faculty evaluate applicants for their teaching and work experience with students with disabilities. The faculty also consider the level of knowledge the master's degree applicants have regarding Special Education and students with disabilities. These teaching experiences, work experiences, and knowledge foundations factor into the admissions decisions. All students admitted to the master's degree program must have:

***Teaching/working experience.*** One or more of the following is required:

- Teaching experience at the P-12 level, one or more years
- Significant public school teacher substitute experience; paraprofessional experience
- Student teaching at the K-12 level
- Significant experience working with adults with disabilities in agency services/employment services

***Knowledge foundation.*** Coursework on special education/students with disabilities (one or more courses)

Faculty assume that admitted graduate students will have the teaching background/work experience and a foundational knowledge about Special Education/students with disabilities when they enter the master's degree program.

## Special Education 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 Request form](#) may be found on the Graduate School's website.

*Note on course offerings: The term the course is offered is denoted with F=fall, S=Spring, and Su=Summer. Check with your advisor regarding summer offerings as the course offerings may change occasionally.*

### **Master of Education (EdM)**

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

#### **I. Research Core (3 credits)**

EdPsych 505 Research Methods I (3)

- *Online students take the online version of this course.*
- *On campus EdM students may take the online version of this course or the on campus version of this course.*

#### **II. Foundations Core (3 credits)**

EdAd 507 Social Foundations of Education (3)

- *Online students take the online version of this course.*
- *On campus EdM students may take the online version of this course or the on campus version of this course.*

#### **III. Required Special Project (2 credits)**

TchLrn 702 Master's Special Problems, Directed Study, and/or Examination

#### **IV. Specialization Cores**

##### **A. Endorsement Specialization Core (27 credits)**

For those students seeking to complete the Washington Special Education Add-On Endorsement the following graded courses are required:

- Spec Ed 301 Education of Exceptional Children (3) F, S, Su
- Spec Ed 501 Teaching Students with Disabilities (3) F
- Spec Ed 502 Assessment and Curriculum for Students with Disabilities (3) S
- Spec Ed 503 Secondary Education for Students with Disabilities (3)
- Spec Ed 504 Professional Skills in Special Education (3) F, Su
- Spec Ed 509 Early Childhood in Special Education (3) F, Su
- Spec Ed 521 Inclusion Strategies for Special Education Teachers (3) F, Su
- Spec Ed 540 Methods in Intensive Educational Supports (3) S, Su
- Spec Ed 571 Prevention and Remediation of Reading Disabilities (3) S, Su

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

**Add On-Endorsement (chose one of the following) <sup>2</sup>**

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

- Spec Ed 590 Practicum (4 credits total) Fall, Spring Terms

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

- Spec Ed 499 Portfolio (2 credits minimum) Fall, Spring, and Summer Terms

**B. Non-Endorsement Specialization Core (18 credits)**

For EdM students who are not seeking a Special Education Endorsement the following courses are required:

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

**Electives (9 credits minimum <sup>1, 2</sup>):**

EdM students who are not seeking a Special Education Endorsement, can choose from the following options for elective courses:

- Spec Ed 503 Secondary Education for Students with Disabilities (3) (online)
- Spec Ed 509 Early Childhood in Special Education (3) (online)
- Spec Ed 540 Methods in Intensive Educational Supports (3) (online)
- Spec Ed 522 Topics in Special Education (3)
- Tch Lrn 588 Action Research (3)
- TchLrn 5xx Survey Research Methods (3)
- EdPsych 502 Theoretical Foundations of Learning and Instruction (3)
- XXX Approved option (Consent of advisor/committee required) <sup>1</sup>

➤ <sup>2</sup> *If students have not had Special Education practicum experience in the US public school system, 590 may be required.*

**Master of Arts (MA)**

**I. Research Core (9 credits)**

- EdPsych 505 Research Methods (3) required

Six additional research course credits (2 research courses, 3 credits each) must be completed. Choose two of the following:

- Spec Ed 592 Single Subject Research Methods (3)
- EdPsych 508 Educational Statistics (3)
- Tch Lrn 588 Action Research (3)
- EdAd 536 Introduction to Qualitative Research in Education (3) (*EdAd 536 prerequisite is EdPsych 505*)

- XXX Approved option (Consent of advisor/committee required) <sup>1</sup>

## II. Foundations Core (3 credits <sup>1</sup>)

- EdPsych 507 Social Foundations of Education (3)
- EdAd 501 Philosophy of Education (3)
- TchLrn 580 Multicultural Education in a Global Society (3)
- EdPsych 502 Theoretical Foundations of Learning and Instruction (3)
- Spec Ed 504 Professional Skills in Special Education (3)
- Spec Ed 589 Seminar in Disability Studies (3)
- Spec Ed 593 Diversity Issues in Special Education (3)

## III. Required Thesis (9 credits minimum)

TchLrn 700 Master's Research, Thesis, and/or Examination

## IV. Specialization Core (9 credits <sup>1</sup>)

- Spec Ed 501 Teaching Students with Disabilities (3)
- Spec Ed 502 Assessment and Curriculum for Students with Disabilities (3)
- Spec Ed 504 Professional Skills in Special Education (3)
- Spec Ed 521 Inclusion Strategies for Special Education Teachers (3)
- Spec Ed 571 571 Prevention and Remediation of Reading Disabilities (3)
- Spec Ed 589 Seminar in Disability Studies (3)
- Spec Ed 593 Diversity Issues in Special Education (3)

*Notes for MA coursework:*

- *Many of the courses listed above are delivered online.*
- *Spec Ed 301 (or an equivalent course) is a prerequisite for all of the Special Education courses above.*
- *If students have not had Special Education practicum experience in the US public school system, 590 may be required. <sup>2</sup>*

<sup>1</sup> *There are many course options in both the Department of Teaching and Learning and the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology. Work closely with your advisor to identify options to include those in your Program of Study.*

## Academic Requirements, Policies, and Procedures

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### American Psychological Association Manual

All graduate students in the Special Education Program are required to obtain/purchase and use the American Psychological Association (APA) Manual for writing style and formatting.

### Academic Standing and Annual Review

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

Each year the Graduate School requires progress reviews of all graduate students. The Office of Graduate Education coordinates this review by sending progress review ([Appendix F](#)) forms to your permanent advisor. At the same time you will be asked to complete a self-evaluation/progress review form. Complete your self-evaluation/progress review form within 10 days of receiving it, and return the completed form to your permanent advisor. After your permanent advisor completes and signs the faculty annual review form, it is sent to you for a signature. The Office of Graduate Education submits a copy of the signed report to you. The review includes an assessment of progress towards the degree and your GPA. You will need to make an appointment with your advisor to schedule a meeting to discuss your annual review and progress in the program.

## **Degree Options & Requirements**

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

1. Make formal application for the degree by completing the [Application for Graduate Degree](#), available from the Graduate School's website. This application must be completed and submitted through myWSU 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 draft thesis to the Graduate School ([gradschool@wsu.edu](mailto:gradschool@wsu.edu)) digitally (PDF) within ten (10) working days prior to the oral examination. Submit your final corrected thesis to the WSU Libraries at <http://www.dissertations.wsu.edu/> within five (5) working days after your oral defense.
4. Provide a final bound copy of your thesis to the chair of your committee.

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

## **Mandatory Research Training**

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

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is a departmental faculty member, usually in an area of specialization of interest to the student. The temporary advisor will assist you with your initial selection of course work. It is your responsibility

to contact your temporary advisor as soon as possible after admission to the Department. The temporary advisor serves only until you are ready to select a master's degree program committee and permanent advisor. The chair of that committee becomes your permanent advisor (see below). If you wish to change temporary advisors, please fill out the [Change of Temporary Advisor](#) form.

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

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

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

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

- meets College of Education criteria for serving on committees
- is accessible for meetings with you and other committee members
- provides prompt and constructive feedback
- is compatible with other committee members
- has the time to devote to your committee

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

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

- The MA degree program consists of a minimum of 30 semester credit hours, 21 of which must be graded course work.
- The EdM degree program consists of a minimum of 35 credits, 33 of which must be graded course work.

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

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

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

### **Deadlines**

You should check the Graduate School's [Deadlines and Procedures for the Master's Degree](#) for submission of the Program of Study so that you get current information about due dates that affect you. September 1<sup>st</sup> 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 or fall terms.

### **Grade Point Average**

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

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

Graduate Students are responsible for completing appropriate enrollment procedures each semester. Full-time graduate students must register for a minimum of 10 credit hours to maintain full-time enrollment status in the fall and spring semesters. All full-time graduate students must register for at least one (1) 700 (masters), 702 (non-thesis masters) research credit each semester to track faculty advisor effort. Part-time graduate students must register for a minimum of 2 credit hours and no more than 9 credit hours to maintain part-time enrollment status in the fall and spring semesters. For further information regarding the Registration and Credit Load policy see the Graduate School Policy and Procedures [website](#).

### **Continuous Enrollment Policy**

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

### **Leave Guidelines**

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

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

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

### **Endorsement Information**

Students wishing to add a Special Education Endorsement (or any other endorsement) to their teacher certificate must apply to the WSU endorsement program. After all course work and testing requirements are met, students submit a separate application to have the endorsement added to their teaching certificate. More information and both applications can be found on the Student Services' website: <http://education.wsu.edu/student-services/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](#) and the Dissertation/Thesis template found on the Graduate School [Forms page](#). 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 through the WSU Libraries. This must occur within five (5) working days of your defense. 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](#).

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

Students have ten (10) working days after their final defense to submit the bound copies of their thesis to their committee chair. Upon submission of the thesis, students must complete an exit survey provided by the Office of Graduate Education.

### **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.

### **Graduate Student Exit Survey**

After you complete the final examination, complete the Graduate Student Exit Survey online. The COE Office of Assessment will send you an email to your WSU email.

### **Continuation for Another Degree**

To continue for another degree you should contact the COE Office of Graduate Education to get information on how you can proceed. You will need to complete a full application for any additional

degree programs you wish to enter. Discuss your ideas about another degree with the chair/advisor for your master's degree committee. She/he will help you review the available options.

# Degree Requirements for Thesis/Special Project/Final Examination

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## Masters of Education (EdM) Non-Thesis

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

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

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

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

You will work closely with your advisor/committee chair and members of your committee in drafting the inquiry project document. The final written document will be submitted to your committee. When you get approval from your chair/advisor that you have a polished, close-to-final draft, you will schedule the final examination on the project. The final examination may be an oral presentation of project and results, discussion/evaluation with your committee, and then balloting by the committee. The final examination

might involve a discussion/evaluation of the Special Project by the committee and other relevant faculty and balloting by the committee/faculty (with no oral presentation). Discuss the options for the final examination process with your advisor/committee chair and committee members. After the oral presentation and/or discussion/evaluation (depending on the option chosen) during the final examination, committee members 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 Personal Inquiry Special Project**

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

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

3. The semester prior to which you plan to graduate; you should [Apply to Graduate in myWSU](#). Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU Student Center. 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 on 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 draft of the Special Project.

5. Following the final examination, your committee members will complete ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the ballot outcome. In addition, you will receive a letter from the College of Education (COE) Office of Graduate Education regarding the outcome of your final examination. In most cases, even a student who passes will be expected to complete some revisions in the written document.
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 or thumb drive. The departmental copy must be submitted to the COE Office of Graduate Education by this time. Upon submission of the Special Project, students must complete an exit survey provided by the Office of Graduate Education.
7. After you complete the final examination, complete the Graduate Student Exit Survey online. The COE Office of Assessment will send you an email to your WSU email.

### **Masters of Arts in Education (MA) Thesis**

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

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

<b>Format for the Thesis Proposal</b>	<b>Format for the Thesis</b>
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**

8. 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 your thesis research.
9. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal (T-1) meeting by using the [Proposal Scheduling Form](#) (see [Appendix C](#)). You must

submit a written proposal to the committee two weeks prior to the T-1 meeting. The proposal includes a detailed outline of the thesis (see previously described format). Work with your advisor/committee chair to draft and revise the thesis proposal before submitting it to the entire committee.

The committee will evaluate the proposal and either approve it, approve it subject to modifications, or deny the thesis proposal (see [Appendix E](#)). You will need to file the [Proposal Approval form](#) with the Office of Graduate Education at [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu). 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/>).

10. 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.
11. Your advisor/committee chair and 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.
12. The semester prior to which you plan to graduate; you should [Apply to Graduate in myWSU](#). Your Program of Study MUST be approved by the Graduate School before this link will open in your myWSU Student Center. 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.
13. After the committee approves the final written thesis, you may schedule the final oral examination by completing the [Dissertation/Thesis Acceptance/Final Examination Scheduling Form](#). It is your responsibility to obtain your committee members' signatures on the scheduling form. The signatures are your advisor's and committee members' indication that a typed copy of the thesis, suitable in format and content for submission to the Library, has been given preliminary approval. The members also indicate their acceptance of the date, time, and place of the final oral examination. The examination is typically a minimum of one hour in duration. Responsibility for changes in format after the Thesis Acceptance/Final Examination scheduling form is signed rests with the Department of Teaching and Learning. Content changes are your responsibility.

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.

14. 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.

15. The Graduate School schedules your final examination upon receipt of the completed [Dissertation/Thesis Acceptance/Final Examination Scheduling Form](#) and a properly formatted, typed copy of the thesis. This copy of the thesis will be returned to you. At least ten (10) working days must elapse between the time the scheduling form is presented to the Graduate School and the final oral examination (see [Dissertation Theses Submission Guidelines](#) and a [Dissertation/Thesis template](#)). A PDF copy of your thesis and abstract must be available for public inspection in the Office of Graduate Education and the Graduate School at least ten (10) working days prior to the final examination.
16. 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.
17. 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.
18. 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 [WSU Libraries](#). 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.
19. After you complete the final examination, complete the Graduate Student Exit Survey online. The COE Office of Assessment will send you an email to your WSU 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 Graduate Education.

### **Human Subjects Form**

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

The IRB form for approval of human subjects research is available at the Office 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 10-15 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.

## Financial Support

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### Teaching and Research Assistantship Appointments

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

#### **TA Appointments (TA):**

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

#### **Research Assistantships (RA):**

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

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

### College of Education Scholarships

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

### Other Financial Aid

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

## Business Policies

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### **Checkout/Exit**

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

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

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

### **Grievances**

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

### **Thesis/Dissertation Library**

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

### **Travel**

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

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

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

## General Information

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### Department Offices

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

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)  
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*Nick Sewell*  
*Academic Coordinator*  
Cleveland Hall 70B  
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Phone: 509-335-7016

Washington State University-**Spokane**  
College of Education  
*Kelly LaGrutta*  
*Academic Coordinator*  
PO Box 1495  
Spokane, WA 99210-1495  
Phone: (509) 358-7942  
Fax (509) 358-7933  
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Washington State University-**Tri-Cities**  
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*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

<http://connect.wsu.edu>

## Central Services and Facilities

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

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

Spokane: <http://spokane.wsu.edu/students/current/studentaffairs/>

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

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

### *Libraries*

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

Spokane: <http://spokane.wsu.edu/academics/library/>

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

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

### *Parking*

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

Spokane: <http://spokane.wsu.edu/aboutWSUSpokane/Visiting/Parking/>

Tri-Cities: <https://tricitie.wsu.edu/campusmaps>

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

## Maps

Pullman campus: <http://map.wsu.edu/>

Spokane campus: <http://spokane.wsu.edu/aboutWSUSpokane/Visiting/campusMap.html>

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

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

## I-9 Forms

WSU employs only U.S. citizens and aliens who are authorized to work in the U.S. in compliance with the Immigration Reform and Control Act of 1986.

<http://www.wsu.edu/forms2/ALTPDF/BPPM/60-04.pdf>

## W-4 Forms

U.S. Citizens: <http://www.wsu.edu/payroll/taxes/completeW4.htm>

Non U.S. Citizens: <http://www.wsu.edu/payroll/nonUS/newInstIRSFormW4.htm>

## Tax Information

U.S. Citizens: [Student Tax and Fiscal Seminar](#)

Non U.S. Citizens: <https://ip.wsu.edu/on-campus/travel-transfer-regulations-taxes/>

## Automatic payroll deposit

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

## **Social Security Numbers**

Significance and correction of an SSN: <http://www.wsu.edu/forms2/ALTPDF/BPPM/55-05.pdf>

Use of an SSN on forms:

[http://public.wsu.edu/~forms/HTML/BPPM/90\\_Records/90.78\\_Use\\_of\\_Social\\_Security\\_Number\\_on\\_Forms.htm](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

### Master's Degree Program Description and Comparison Department of Teaching and Learning

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

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

#### Comparison of MIT, EdM, and MA Degree Programs<sup>1</sup>

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

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
Research Methods	Course work focused on developing a broad understanding of educational	Course work focused on developing a broad understanding of educational	Course work focused on developing a broad/deep understanding of educational

<sup>1</sup> Portions adapted from Young, M. (Summer, 2006). "From the director: The M.Ed., Ed.D. and Ph.D. in educational leadership." UCEA Review.

\* Written exam not available on the Pullman Campus

	research, with skills in implementing action research/inquiry in the classroom.	research, with skills in one area of implementation (e.g., quantitative, qualitative, action research methods, etc.).	research, including development of skills in implementing qualitative, quantitative, and mixed methods/alternative methods.
Internship	Pre-student teaching and student teaching internships focused on developing entry level teaching skills and educational knowledge.	Will likely not involve an internship.	May include experience in college teaching and research. May intern with one or more professors related to research interests.
Comprehensive Knowledge Assessment	Written master's project and oral presentation. May also include portfolio assessment.	Written master's project and oral presentation; or, written exam.	Written thesis and oral presentation.
Culminating Event	Applied project using action research, descriptive research, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice.	Applied project using action research, descriptive research, quantitative, or qualitative research methods and/or a review of the literature demonstrating relevance to some educational problem of practice; or written exam.	Original research study with goal of building theory and/or research literature base.
Options	Endorsed for public school teaching at one of two levels: <ul style="list-style-type: none"> <li>• Elementary (P-8) Certification</li> <li>• Secondary (5-12) Certification</li> </ul>	State endorsements and/or concentrations of T&L course work available in <ul style="list-style-type: none"> <li>• Reading</li> <li>• ELL/Bilingual Education</li> <li>• Special Education</li> <li>• Curriculum &amp; Instruction</li> </ul>	State endorsements and/or concentrations of T&L coursework available in <ul style="list-style-type: none"> <li>• Reading</li> <li>• ELL/Bilingual Education</li> <li>• Special Education</li> <li>• Curriculum &amp; Instruction</li> </ul>

### Comparison of MIT, EdM, and MA Program Requirements

	Master in Teaching (MIT)	Education Master (EdM)	Master of Arts (MA)
<b>Graded Credits</b>	34 credits minimum See program descriptions for detailed list of required coursework. MIT includes course work in <ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Learning Theory</li> <li>• Foundations/Social Context of Education</li> <li>• Educational Technology</li> <li>• Assessment of Learning</li> <li>• Classroom Management</li> </ul>	33 credits minimum (Special Education Endorsement EdM Online Program requires more credits) <ul style="list-style-type: none"> <li>• 3 credits research methods</li> <li>• 3 credits foundations</li> <li>• 15-21 credits from the Department of Teaching and Learning (May include endorsement course work)</li> <li>• 3-9 credits in supporting area (May include Professional</li> </ul>	21 credits minimum <ul style="list-style-type: none"> <li>• 9 credits research methods</li> <li>• 3 credits foundations</li> <li>• 9 credits from the Department of Teaching and Learning in area of concentration</li> </ul>

	<ul style="list-style-type: none"> <li>• Diversity (i.e., ESL, Special Education, culture)</li> </ul> <p>MIT includes specialized core coursework specific to each option:</p> <ul style="list-style-type: none"> <li>• Elementary Education</li> <li>• Secondary Education</li> </ul>	<p>Certification course work; endorsement course work; or course work from other departments.)</p>	
<b>Non-Graded Credits</b>	2 credits of TCH_LRN 600 Research Preparation and 2-3 credits of TCH_LRN 702 for Project and/or Oral Exam	2-3 credits of TCH_LRN 702 for Project and Oral Exam; or written exam.	9 credits of TCH_LRN 700 for scholarship leading to and including thesis development and oral defense
<b>Internship Credits</b>	3 credits of Pre-internship with Seminar and 10 credits of Internship with Seminar	Optional (May be required for some students with minimal US teaching/school experience.)	Optional (May be required for some students with minimal US teaching/school experience.)
<b>Total Minimum Credits</b>	51-52	35-37	30

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

## Appendix B

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### Special Project/Thesis Timeline Considerations

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

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

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

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

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

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

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

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

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

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

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form (See directions in the Handbook). Each committee member, and the advisor/chair must sign the form. You obtain their signatures for the form and simultaneously give the members a copy of your quality draft.

Submit the signed scheduling form to the COE Office of Graduate Education 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 COE Office of Graduate Education in Cleveland Hall with plenty of days to spare – you can submit the form before the 13 day limit.

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

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

November 1: First draft to advisor/chair\*

November 15: Draft 1 returned to you

December 2: Draft 2 returned to you

December 16: Draft 3 to advisor/chair

January 3: Draft 3 returned to you

January 17: Draft 4 to committee members

January 31: Draft 4 returned to you

Consult with advisor/chair

February 7: Draft 5 to committee members

February 21: Draft 5 returned to you

Consult with advisor/chair

March 7: Draft 6 to advisor/chair

March 21: Draft 6 to you

Consult with your advisor/chair.

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

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

April 1st: Completed Scheduling Form to the COE Office of Graduate Education in Cleveland Hall

April 6: Scheduling Form received in the Graduate School

April 20: 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 C

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

Please return this form to the Office of Graduate Education 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 Education (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 Education 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, TriCities and Vancouver).

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

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

(Building and Room Number)

\_\_\_\_\_

(Date and Time)

# Appendix D

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

Washington State University College of Education

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

Working Title of Special Project: \_\_\_\_\_  
\_\_\_\_\_

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

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

Signatures

Master's Degree Committee Chair: \_\_\_\_\_

Committee Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nature of Inquiry Proposed

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

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

No

Information for EdM Students

### Collection of Data for Special Project Study



# Appendix E

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

Washington State University College of Education

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

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

\_\_\_\_\_

Decision of Thesis Advisory Committee Regarding Proposal (check one)

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

Signatures

Thesis Committee Chair: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nature of Research Proposed

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

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

No

Information for MA Students

**Collection of Data for Thesis Study**

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

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Signature of Student \_\_\_\_\_ Date \_\_\_\_\_  
*(Signature indicates acknowledgement of IRB policy  
noted above)*

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For COLLEGE OF EDUCATION Office of Graduate Education use only

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

Approved Form filed by \_\_\_\_\_  
Signature of Graduate Education Officer \_\_\_\_\_ Date \_\_\_\_\_

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):

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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

Evidence used to evaluate (underline all that apply):

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

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

No Evidence    Emerging    Proficient    Mastery  
1                    2                    3                    4

Evidence used to evaluate (underline all that apply):

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

12. Development of professional identity appropriate for future career plans

No Evidence    Emerging    Proficient    Mastery  
1                    2                    3                    4

Evidence used to evaluate (underline all that apply):

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

**Student's Progress in Program**

1. Has the student completed his/her preliminary examination (if applicable) successfully?  
\_\_\_\_\_ Yes                    \_\_\_\_\_ No                    \_\_\_\_\_ NA

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

If unsuccessful, is the student being advised to re-take the preliminary examination?  
\_\_\_\_\_ Yes                    \_\_\_\_\_ No                    \_\_\_\_\_ Unsure at this point

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

\_\_\_\_\_ Yes                    \_\_\_\_\_ No                    \_\_\_\_\_ Emerging                    \_\_\_\_\_ NA

Conference and date:

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

\_\_\_\_\_ Yes                    \_\_\_\_\_ No                    \_\_\_\_\_ Emerging                    \_\_\_\_\_ NA

Was the D-1 or T-1 approved?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Revisions Required:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

Was the 702 plan approved?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Revisions Required:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

7. Has the student successfully completed the 702 project?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Making Satisfactory/  
Unsatisfactory Progress                      \_\_\_\_\_ NA

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

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Making Satisfactory/  
Unsatisfactory Progress                      \_\_\_\_\_ NA

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

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





**Student's Progress on Learning Outcomes**

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

***Do you as a student in the program:***

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

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

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

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

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

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

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

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

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

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

6. Development of professional identity appropriate for future career plans

No Opportunity	Emerging	Proficient	Mastery
1	2	3	4

Comments:

**Student's Progress in Program**

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ NA

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

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Unsure at this point

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

Conference and date:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

Was the D-1 or T-1 approved?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Revisions Required:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

Was the 702 plan approved?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Revisions Required:

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

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

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      \_\_\_\_\_ Emerging                      \_\_\_\_\_ NA

13. Have you successfully completed the 702 project?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Making Satisfactory/  
Unsatisfactory Progress                      \_\_\_\_\_ NA

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

14. Have you successfully completed the dissertation or thesis?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      Making Satisfactory/  
Unsatisfactory Progress                      \_\_\_\_\_ NA

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

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

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

\_\_\_ Yes    \_\_\_\_\_ No    Some improvement needed/No improvement needed

Have you maintained a 3.0 or above GPA?                      Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

### **Summary**

Provide a brief statement about your progress in the program:

What are your goals for future progress in the program?

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