



College of Education

DEPARTMENT OF TEACHING AND LEARNING

# **Special Education Program Master's Degree Student Handbook Pullman and Online**



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**Academic Year  
2022-2023**

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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 faculty 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**

### **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 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 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 (<https://education.wsu.edu/college/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 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 ([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 35 credits (or more; see the table on the next page), 33 of which must be graded (A-F grading rubric) 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 Spec Ed 702 (S/U grading rubric) are required and usually involve research/scholarship activities associated with the special project and final examination. The performance criteria in Spec Ed 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 (A-F grading rubric) 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 Spec Ed 700 (independent research work - S/U grading rubric) are required and usually involve research/scholarship activities associated with the thesis and final oral examination. The performance criteria in Spec Ed 700 are based on a satisfactory/fail scale, as opposed to a letter grade. The MA degree consists of a minimum of 3 semesters, with additional semesters for completion of the thesis. Students should work with their advisor/committee chair to plan a Program of Study (See additional requirements in the Special Education Program Curricula section.)

### **Special Education Masters Credit Overview**

	<b>EdM (Endorsement)</b>	<b>EdM (Non-Endorsement)</b>	<b>MA Thesis</b>
Foundation Core Courses	3	3	3
Research Courses	3	3	9
Specialization Core	24	18	9
Elective Courses	3	9	As needed
<b>Subtotal of Graded Credits</b>	<b>33</b>	<b>33</b>	<b>21</b>
Practicum/Evidence Portfolio	2-4	n/a	n/a
Final Examination	2	2	9
<b>Total Credits</b>	<b>37-39</b>	<b>35</b>	<b>30</b>

### **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.

## Frequently Asked Questions

1. **How long does the program take to complete?** Typically, two years for most full-time students. A longer timeline is an option by taking fewer courses in a semester.
2. **Are all of the courses offered each semester and summer session?** No. Check the online schedule of classes (<http://schedules.wsu.edu/>) to see when courses are listed. Email with your faculty advisor when you see a course you need not being listed.
3. **If a class appears to be full in the online schedule, is there a waitlist?** Yes. Be sure to add yourself to the waitlist for each class you want in an upcoming semester as the department aims to provide a space for each student who is listed.
4. **How many hours per week should I expect to work for a class?** The suggested timeframe is 3-5 hours per week with the reading(s), writing reply posts in Canvas discussions, short assignments, a semester paper, watching videos for a given week's topic, etc.
5. **Are any class sessions offered in person or via Zoom?** The special education classes are all asynchronous/online via Canvas. An instructor may offer a Zoom information session for students to learn more about an upcoming assignment, for example, but weekly class activities do not include Zoom or face-to-face classes. Students in this program are located across Washington State, in other states, and sometimes in other countries (e.g., military service personnel stationed abroad); also, the special education endorsement entails a number of classes that when paired with the research (e.g., Ed Psych 505) and foundations (e.g., EdAd 507) classes, there are not enough Monday-Thursday night time slots to prevent course conflicts and students accessing all of the courses they need. If you live near a WSU campus, EdPsych 505 or EdAd 507 may be offered face to face; you can contact the campus' education department and ask; but know that their plans can change—a plan to offer xx xxx class next fall may not happen. It is better to take 505 and 507 when you first see them offered, whether online at Global Campus or your local WSU campus.
6. **If I have a question about graduation requirements, who do I ask?** The Office of Graduate Education personnel: [gradstudies@wsu.edu](mailto:gradstudies@wsu.edu).
7. **If I have a question about special education program/course content?** It is best to contact your faculty advisor about these topics.

## Special Education Ed.M Endorsement Option Program Content

In collaboration with the advisor/committee chair and other committee members, each student must file a master's Program of Study. The committee must approve the program, which is formalized by uploading the completed Program of Study form through a student's myWSU portal. Please see ***Developing and Submitting the Program of Study*** for additional information on submitting your Program of Study.

*Note on course offerings: Please verify current course offerings in the current time schedule or with your Advisor as those marked with an \* may vary from the typical term offering.*

### **Option 1 with Add-On-Endorsement**

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

### **EdM in Special Education with Endorsement 37-39 credits**

<i>Typically Offered</i>			
<b><u>Required coursework – Endorsement (8 credits)</u></b>			
Ed Psych	505*	Research Methods I	3 Fall, Spring, Summer
Ed Ad	507*	Social Foundations of Education	3 Fall, Spring, Summer
Spec Ed	702	Final Master's Examination Project credits	2 Fall, Spring; Summer by exception

### **Endorsement Required Practicum/Portfolio (choose one of the following 2-4 credits)**

Spec Ed	499	Portfolio	2 Fall, Spring, Summer
Spec Ed	590*	Practicum	4 Fall, Spring, Summer

### **Endorsement Required Core - 24 credits**

Spec Ed	301	Educ of Exceptional Children	3 Fall, Spring, Summer
Spec Ed	501	Teaching Students with Disabilities	3 Fall, Summer
Spec Ed	502*	Assessment of Curriculum for Students with Disabilities	3 Fall
Spec Ed	503*	Secondary Education for Students with Disabilities	3 Spring, Summer
Spec Ed	504	Professional Skills in Special Education	3 Fall, Summer
Spec Ed	509*	Early Childhood in Special Education	3 Spring
Spec Ed	521*	Inclusion Strategies for Special Education teachers	3 Fall, Summer
Spec Ed	571	Effective Assessment and Inst. in Reading for Diverse Learners	3 Spring, Summer

### **Endorsement Electives - 3 credits (from this section)**

Spec Ed	522*	Topics in Special Education	3 Fall, Spring, Summer
Tch_Lrn	588*	Action Research	3 Fall, Spring, Summer

Other electives may be available as options; check with your advisor.

#### **A. Note on the Required Practicum/Evidence Portfolio**

For EdM online students the following non-graded course is required:

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

For those students on the Pullman campus and not currently working in the classroom (Teacher or Paraprofessional) the following non-graded course is required:

- Spec Ed 590 Practicum (4 credits total - taken as two practicum experiences of 2 credits each)  
Fall, Spring Terms

These Guidelines are for students who completing the Master's in Special Education (EdM) degree. Standard practice is that EdM Online students complete two credits of online/asynchronous Spec Ed 499. Students who are located at one of the four main campuses, if they are interested (e.g., want more practical experience and have the flexibility to be at a public school for six hours per week or more), have the option to contact their campus Special Education faculty for that campus' Practicum Handbook and follow their Spec Ed 490/590 requirements, not the Spec Ed 499 requirements. Each credit of 490/590 represents three hours in a classroom per week with a mentor teacher; the practice is that students do two credits of 490/590 in a semester.

## **B. Final Project. Spec Ed 702 Master's Special Problems, Directed Study, and/or Examination**

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

A description of Final Project options can be found later in this handbook. In the semester before you start your 702 project, please meet with your program chair to discuss your ideas or explore some options based on your areas of interest.

## **Special Education Ed.M Without Endorsement Program Content**

In collaboration with the advisor/committee chair and other committee members, each student must upload to myWSU a master's Program of Study. The committee must approve the program, which is formalized by uploading the completed Program of Study form through a student's myWSU portal. Please see ***Developing and Submitting the Program of Study*** for additional information on submitting your Program of Study.

*Note on course offerings: Please verify current course offerings in the current time schedule or with your Advisor as those marked with an \* may vary from the typical term offering.*

### **Option 2 without Endorsement**

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

### **EdM in Special Education – Non-Endorsement 35 credits**

<b><u>Required coursework – Non-Endorsement (8 credits)</u></b>			<i>Typically Offered</i>
Ed Psych	505*	Research Methods I	3 Fall, Spring, Summer
Ed Ad	507*	Social Foundations of Education	3 Fall
Spec Ed	702	Final Master's Examination Project credits	2 Fall, Spring, Summer by exception

### **Non-Endorsement Required Core - 18 credits**

Spec Ed	301	Educ of Exceptional Children	3 Fall, Spring, Summer
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Spec Ed	501	Teaching Students with Disabilities	3	<i>Fall, Summer</i>
Spec Ed	502*	Assessment of Curriculum for Students with Disabilities	3	<i>Spring, Summer</i>
Spec Ed	504	Professional Skills in Special Education	3	<i>Fall, Summer</i>
Spec Ed	521*	Inclusion Strategies for Special Education teachers	3	<i>Fall, Summer</i>
Spec Ed	571	Effective Assessment and Inst. in Reading for Diverse Learners	3	<i>Spring, Summer</i>

**Non-Endorsement Electives - 9 credits minimum (Choose 3 classes from this section)**

Spec Ed	503*	Secondary Edu for Students with Disabilities	3	<i>Spring, Summer</i>
Spec Ed	509*	Early Childhood in Special Education	3	<i>Fall, Summer</i>
Spec Ed	522*	Topics in Special Education	3	<i>Fall, Spring, Summer</i>
Tch_Lrn	588*	Action Research	3	<i>Fall, Spring, Summer</i>
Ed Psych	502*	Theoretical Foundations of Learning Instruction	3	<i>Fall</i>

Other electives? Check with your advisor

**A. Final Project. Spec Ed 702 Master's Special Problems, Directed Study, and/or Examination (2 hours)**

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

A description of Final Project options can be found later in this handbook. In the semester before you start your 702 project please, meet with your program chair to discuss your ideas or explore some options based on your areas of interest.

**Ed.M Suggested Timeline with Endorsement**

Suggested Timeline			
Fall 1 <sup>st</sup> year	Spring 1 <sup>st</sup> year	Summer 1 <sup>st</sup> year	Fall 2 <sup>nd</sup> year
▪ Spec Ed 301	EdPsych 505	▪ Spec Ed 521	▪ Tch Lrn 588
▪ Spec Ed 501	Spec Ed 502	▪ Spec Ed 571	▪ Spec Ed 499
▪ EdAd 507	Spec Ed 504	▪ Spec Ed 503	▪ Spec Ed 509
			<b>Spring 2<sup>nd</sup> year</b>
			▪ Spec Ed 702

## **Special Education Master of Arts (Thesis)**

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The Masters of Arts in Special Education is a synchronous program. Courses are taught using distance learning video conferencing tools such as Zoom. If you live near a WSU campus (e.g., Pullman, Vancouver, or TriCities), there may be some courses that you could complete in person. This degree is advanced studying in the field of special education looking at issues, trends, and research affecting the lives of people with disabilities. This thesis degree is generally designed for people who already have an endorsement in special education and who want to advance their skills in research, scholarship, and evidence based practices in the field. It has greater emphasis in research in the coursework as well as the requirement of a thesis. Unlike the EdM Final project completed during the 702 coursework, a thesis is larger project of original research which must be presented and defended by the student. Please see ***Developing and Submitting the Program of Study*** for additional information on submitting your Program of Study.

*Due to the emphasis on research in the MA program, a minimum of 3 semesters is required to complete the MA, with possible additional terms needed to complete the thesis.*

### **Master of Arts in Special Education (Thesis) 30 credits**

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<b>Required Research Core – 9 credits</b> (Choose Ed Psych 505 plus 6 more credits/2 classes)				<i>Typically Offered</i>
Ed Psych	505*	Research Methods I	3	<i>Fall, Spring, Summer</i>
Spec Ed	592	Single Subject Research Design Methods	3	<i>Spring – Even years</i>
Ed Psych	508	Educational Statistics	3	<i>Fall, Spring, Summer</i>
Tch_Lrn	588*	Action Research	3	<i>Fall, Spring, Summer</i>
Ed_Psych	507	Introduction to Qualitative Research <i>Approved Option? (Consent of advisor/committee required)</i>	3	<i>Fall, Spring, Summer</i>

### **Foundation Required Core – 3 credits** (Choose one classes from this section)

Ed_Ad	507*	Social Foundations of Education	3	<i>Fall, Spring</i>
Ed_Ad	501*	Philosophy of Education	3	<i>Fall, Summer</i>
Tch_Lrn	580#	Multicultural Education in a Global Society	3	<i>Fall – Even years</i>
Ed_Psych	502*	Theoretical Foundations of Learning and Instruction	3	<i>Fall</i>
Spec Ed	504*	Professional Skills in Special Education	3	<i>Fall, Summer</i>
Spec Ed	589	Special Education Personnel Preparation and Professional Development		<i>Fall – Odd years</i>
Spec Ed	593	Diversity, Equity, and Inclusion in Special Education	3	<i>Fall – Odd years</i>

### **Specialization Core – 9 credits minimum** (Choose from one of the themes, or work with your advisor to identify courses that align with your specialization – see note on themes)

#### ***Leadership and School Special Services:***

Spec Ed	504*	Professional Skills in Special Education	3	<i>Fall, Summer</i>
Spec Ed	521*	Inclusion Strategies for Special Education teachers	3	<i>Fall, Spring, Summer</i>
Spec Ed	571*	Effective Assessment and Instruction in Reading for Diverse Learners	3	<i>Spring, Summer</i>

#### ***Measurement and Assessment:***

Spec Ed	502*	Assessment of Curriculum for Students with Disabilities	3	<i>Fall</i>
Ed_Psych	509	Educational Measurement – Test Development and Assessment	3	<i>Spring</i>

***Adolescents, Early Childhood, and Students with Intensive Needs:***

Spec Ed	589	Special Education Personnel Preparation and Professional Development	3	<i>Fall – Odd years</i>
Spec Ed	595	Universal Design	3	<i>variable</i>
Spec Ed	593	Diversity, Equity, and Inclusion in Special Education	3	<i>Fall – Odd years</i>

**Required Thesis - 9 credits (minimum)**

Spec Ed	700	Master's Thesis and/or Examination credits	9	<i>Fall, Spring; Summer by exception</i>
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#Cross listed with CSSTE 535 and MIT 552

**A. Specialization Core Themes Notes:**

Special Education MA students have flexibility in choosing a theme for their 9-credit specialization. Students work with their advisor/chair and committee to develop a 9-credit (minimum) specialization. Possible themes include but are not limited to Educational Psychology, Educational Technology, Educational Assessment/Measurement, Psychology, and Educational Research. Courses in the College of Education and other programs can be incorporated into the student's thematic specialization with approval of the student's advisor/chair and committee members. Consult the WSU Catalog for potential courses. Please note that Spec Ed 600 (or similar) independent study credits are not graded and cannot count towards a your specialization core.

**B. General Notes for MA coursework:**

- Many of the Spec Ed courses in the endorsement program (not the graduate/doctoral program) are delivered online.
- Spec Ed 301 (or an equivalent course) is a prerequisite for all of the Special Education courses.
- If students have not had Special Education practicum experience in the US public school system, Spec Ed 590 may be required.
- 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

### **Mandatory Research Training**

All graduate students are required to complete the CITI Responsible Conduct of Research online training module. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. Students are encouraged to take this training as soon as possible. Students will not be eligible for an assistantship 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).

### **EdM Advisor and Committee**

The admission letter from the Department will indicate who is your assigned Program of Study/702 master's project Chair as well as who your two committee members will be. Your Chair will assist you with your initial selection of course work. It is your responsibility to contact your Chair as soon as possible after admission to the Department.

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

The admission letter from the Department indicates who will serve as your temporary advisor. This advisor is departmental faculty member advises students about courses to take and completing the requirements of the program. The temporary advisor usually focuses in an area of specialization of interest similar to the student and 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 your temporary advisor, 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 approve this form 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 and becomes your official degree contract. 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 (A-F grading rubric) course work.
- The EdM degree program consists of a minimum of 35 credits, 33 of which must be graded (A-F grading rubric) 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 Master 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.

The final [Program of Study](#) is then uploaded as a PDF to a student's myWSU account. The electronic routing for Graduate School forms may be found in a student's myWSU account under Profile > Service Requests. A student's upload and subsequent approvals by committee members and department chair count as ink signatures and become binding for all.

When the program of study is approved by the Graduate School, an email is sent both to the student and the COE Office of Graduate Education. The approved program becomes a part of the requirements for the degree and becomes a "contract" between the Graduate School, the academic program, and the student. *Students are required to plan out their Program of Study with their faculty advisor during the first semester of their program, and are required to submit their Program of Study no later than the beginning of the semester prior to completing their 702 project.* Students are held to the master's program requirements in effect at the date of their admission, provided they upload a Program of Study to myWSU and have it approved by the Graduate School within one year of the admission date. Otherwise, they will be held to the program requirements in effect at the time of approval of their Program of Study.

After the Program of Study has been approved by the Graduate School, it may be changed by completing [Change of Program](#) or [Change of Committee](#) forms. Forms are uploaded by the student through myWSU > Profile > Service Request for electronic approvals.

**Students should save in their (computer) files copies of all submitted documents for their reference.**

## **Transfer Credit and Credit Restrictions**

The program will follow the Graduate School Policies & Procedures for transfer credits. 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. For more information on transfer credit policies please see the Graduate School's [Policy and Procedures, Chapter 6.G.2.](#)

## **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.

## **Required Meetings with Advisor/Committee Chair**

You are required to meet with your advisor/committee chair a minimum of two times per semester. You should schedule the first meeting of the semester early in the term (i.e., first two weeks) and discuss when a follow-up meeting will occur later that semester.

## **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 B](#)) 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 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.

## **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 official Program of Study 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. 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.

### **Endorsement Information**

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

### **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.

### **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**

After passing the final oral examination, the student has five (5) business days to submit the final corrected digital copy of the thesis to [the link provided by the Proquest Administrator after the precheck](#). For information about the format of the thesis, please refer to the [Thesis and Dissertation guidelines and documents](#) found on the Graduate School website.

Additionally, the student must upload to myWSU > Profile > Service Request a PDF copy of the title page, signature page, and abstract page, and a [Hold Harmless Agreement/Copyright Acknowledgement as well though myWSU](#).

Students are required to submit a copy of the thesis to the committee chair in electronic format (e.g., WORD document). Any additional copies submitted to the other committee members are up to the student's advisor.

### **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 completing the final examination, students are strongly encouraged to complete the online Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment for Curricular Effectiveness.

### **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; the other program's criteria for admittance will guide that faculty's review of an applicant's file to determine if acceptance is approved.

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

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## **Master of Special 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”). 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 a review and analysis of the research literature in a specific area, historical or policy analysis, a descriptive research project, data collection and analysis, single subject research, or an action research project using qualitative and/or quantitative research methods. You may also propose an alternative type of project. Your advisor/chair and committee members must approve your Special Project proposal ([Appendix C](#)).

The Special Project typically focuses on an educational question or several questions. Many projects take the form of a review of the professional literature. Another example is 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 procedures and data from the action research, the final document 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 as well as the implications of the findings from your study for your own teaching (e.g., what from your study changed your thinking, offered new ideas, affirmed your current practices, prompted you to explore new sources for evidence-based practices, etc.).

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.

<b>Format for the Personal Inquiry Project Proposal</b>	<b>Format for the Personal Inquiry Project Final Document</b>
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 will require you to do an oral presentation via

Zoom of your project and results and discussion/evaluation with your committee. for the final examination process with your Chair and committee members. After the oral presentation and discussion/evaluation 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 Spec Ed 702 (Spec Ed 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 \(Appendix D\)](#). 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. 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 beginning of 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. If you do not graduate in the semester for which you applied, you must reapply for the degree. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
4. The beginning of the term you will defend your program register for a minimum of two credits of Spec Ed 702 when completing the EdM Special Project.
5. 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 [Final Scheduling form](#) is available of the Graduate School website. Please check the Graduate School's [Deadlines and Procedures](#) bulletin to determine the last possible date to conduct a final oral examination (your presentation) in any semester. This can be found on their website. Your scheduling form must be submitted through your myWSU Portal at least 15 business days before your defense for department approvals to meet the Graduate School's due date prior to your examination. 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.
- 6. At least 15 business days before the examination the student completes the official university [Scheduling Final Examination form](#). Students upload this form to myWSU > Profile > Service Request for electronic approvals within myWSU. Only complete forms will be processed and forwarded for committee, departmental chair and ultimately Graduate School approval.
- 7. 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.
- 8. Students have ten business days after their final defense to submit a digital copy of their Special Project to the advisor and committee.

### **Master of Arts in Special 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.

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**

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 your thesis research.
2. In consultation with your advisor/committee chair and the members of your committee, schedule a thesis proposal (T-1) meeting by using the [Proposal Scheduling Form \(Appendix D\)](#). 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 ([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/>).

3. If the thesis proposal is denied, you should work with your advisor/committee chair to revise the proposal. If the proposal is denied, you must hold another T-1 meeting, during which the committee will review the revised proposal.
4. Your advisor/committee 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.
5. The beginning of 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. If you do not graduate in the semester for which you applied, you must reapply for the degree. The fee is paid only once and carries over from semester to semester until you graduate or for one calendar year.
6. The beginning of the term you will defend your program register for Spec Ed 700, a minimum of two credits or as many as necessary to meet the number of credits listed on the Program of Study.
7. After the committee approves the final written thesis, you may schedule the final oral examination by completing the Final Examination Scheduling Form. To schedule the examination, the student completes the official university [Scheduling Final Examination form](#). Students upload this form to myWSU > Profile > Service Request for electronic approvals within myWSU. Only complete forms will be processed and forwarded for committee, departmental chair and ultimately Graduate School approval.
  - a. The completed form and thesis must be submitted at least 15 business days before the scheduled examination date.
  - b. At the same time, a PDF copy of the thesis draft must be [uploaded through Proquest for the official formatting check](#). Although the Proquest Administrator checks the thesis, this check does not constitute final acceptance as it only scans the document for formatting issues. The content is reviewed and approved by the committee.
  - c. At the same time, a copy of the thesis should be delivered to the COE Office of Graduate Education ([gradstudies@wsu.edu](mailto:gradstudies@wsu.edu)) for distribution and announcements.

The Graduate School schedules the final examination and publicly announces the examination in an appropriate campus-wide publication. The final examination shall be scheduled during regular business hours and only during academic sessions.

8. 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.
9. 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.
10. 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.
11. After passing the final oral examination, the student has five (5) business days to submit the final corrected digital copy of the thesis to [the link provided by the Proquest Administrator after the precheck](#). For information about the format of the thesis, please refer to the [Thesis and Dissertation guidelines and documents](#) found on the Graduate School website.
  - a. Additionally, the student must upload to myWSU > Profile > Service Request a PDF copy of the title page, signature page, and abstract page, and a [Hold Harmless Agreement/Copyright Acknowledgement](#) as well though myWSU.
  - b. Students are required to submit a copy of the thesis to the committee chair either in electronic format or on paper (binding is optional and decided upon by the chair/advisor). Any additional copies submitted to the other committee members are up to the student's advisor.
12. After completing the final examination, students are strongly encouraged to complete the online Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment for Curricular Effectiveness.

### **Timeline Considerations**

For both the EdM Special Project and the MA Thesis students should work with their advisor/committee chair and committee members to plan a schedule for completion. [Appendix F](#) provides guidelines and special timeline considerations to keep in mind as you plan for completion of your Special Project or Thesis.

### **Human Subjects Approval**

After approval of the T-1 and prior to any data collection, students must complete Research Ethics and Compliance training through the CITI Program as noted on their T1 approval form. If the study will involve human subjects (e.g., information will be collected through interviews or a survey), a proposal and selected appendices must be submitted to the WSU Institutional Review Board (IRB) for review.

Approval of the study or certification of exemption by the Office of Research Assurances must be obtained and submitted to the committee chair and the College of Education Office of Graduate Education before any data is collected from human subjects. Failure to gain approval or exemption prior to data collection shall result in rejection of the final thesis and prevent the student from scheduling the final examination.

Human Subject research forms and templates are available at the website of the Institutional Review Board: <http://www.irb.wsu.edu/>. The application must be signed by the chair of the committee who will act as Principal Investigator, with the student acting as co-investigator. The application must also be signed by the department chair before it is submitted. After submission, the review of the application generally takes about two weeks to complete (and sometimes longer), at which time the student is informed by email as to whether the research is approved.

## 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, notify your temporary advisor of your intent as well as check various website postings across the campus. Many of these positions are word of mouth but many are posted on the Graduate School website too. 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-business 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 **TriCities**  
College of Education  
2710 Crimson Way  
Richland, WA 99354-1671  
Phone: (509) 372-7394

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

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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Washington State University **Spokane**  
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Email: [niamh.oleary@wsu.edu](mailto:niamh.oleary@wsu.edu)

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

## Email

[office365.wsu.edu](http://office365.wsu.edu) Log in with your WSU NID and password

## Central Services and Facilities

### Student Services, including Health and Counseling Services

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

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

Tri-Cities: <https://tricity.wsu.edu/current-students/student-affairs/>

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

### Libraries

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

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

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

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

### Parking

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

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

Tri-Cities: <http://tricity.wsu.edu/admission/visit>

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

## Maps

Pullman: <https://transportation.wsu.edu/> <https://transportation.wsu.edu/parking-maps/> or  
<http://map.wsu.edu/>

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

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

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

## 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. A list of acceptable documentation may be found here <http://hrs.wsu.edu/wp-content/uploads/2016/05/I9-Acceptable-Documents-9-27-17.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: <http://payroll.wsu.edu/ppt/StudentTaxPresentation12.ppt>  
Non U.S. Citizens: <https://payroll.wsu.edu/non-u-s-citizens/>

**Automatic payroll deposit for students on half-time GA**

<https://payroll.wsu.edu/graduate-student-payroll-deduction/>

**Social Security Numbers**

Significance and correction of an SSN and application pointers:  
<http://www.wsu.edu/payroll/stntpay/sscardappoint.htm>

## Appendix A

### Annual Review for Special Education Master's Degree Students-Completed by Faculty

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

Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Name and Role of Evaluator: \_\_\_\_\_

#### **Student Information**

(Note: Not all items apply to all master's degree students.)

Degree Program: MA EdM Online

Campus Location: P S TC V

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

Completed CITI Training: \_\_\_ Yes \_\_\_ No Date: \_\_\_\_\_

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

Completed Academic Writing Course Successfully: \_\_\_ Yes \_\_\_ No Date: \_\_\_\_\_

Completed and Submitted Program of Study on File: \_\_\_ Yes \_\_\_ No Date: \_\_\_\_\_

#### **Academic Performance**

Most recent cumulative GPA: \_\_\_\_\_

List any courses with grades below a "B": \_\_\_\_\_

\_\_\_\_\_  
List any courses with an incomplete: \_\_\_\_\_

### **Student's Progress on Learning Outcomes**

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

No Evidence   Emerging   Proficient   Mastery  
1              2              3              4

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

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

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

No Evidence   Emerging   Proficient   Mastery  
1              2              3              4

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

No Evidence   Emerging   Proficient   Mastery  
1              2              3              4

12. Development of professional identity appropriate for future career plans

No Evidence   Emerging   Proficient   Mastery  
1              2              3              4

### **Student's Progress in Program**

1. Has the student prepared 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 T-1 approved?

Yes       No      Revisions Required:

2. 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:

3. During the 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

4. 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

5. 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?

6. Has the student successfully completed the thesis?

Yes       No      Making Satisfactory 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?

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

Yes       No      Some improvement needed/No improvement needed

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

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

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

Information on the student's performance was gathered from:

### **Summary**

Brief statement of student progress in program:

Expectations/recommendations for student:

**Annual Review for**  
**Special Education Master's Degree Students –**  
**Completed by Student**

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

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

**Date:**\_\_\_\_\_

**Name of Student:**\_\_\_\_\_

**Name of Advisor:**\_\_\_\_\_

**Student Information**

(NOTE: Not all items/categories apply to all master's degree programs. Complete the items/categories appropriate for your degree program.)

**Degree Program:** MA EdM Online

**Campus Location:** P S TC V

**Year in Program/Admissions Date:** \_\_\_\_\_ / \_\_\_\_\_

**Completed CITI Training:** \_\_\_ Yes \_\_\_ No Date: \_\_\_

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

**Completed and Submitted Program of Study on File:** \_\_\_ Yes \_\_\_ No Date: \_\_\_

**Academic Performance**

**Most recent cumulative GPA:**\_\_\_\_\_

**List any courses with grades below a "B":**\_\_\_\_\_

**List any courses with an incomplete:**\_\_\_\_\_

### **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 displayed and communicated research/project information appropriately and professionally at conferences (following APA guidelines)?

Yes       No       Emerging       NA

Conference and date:

8. Have you prepared a thesis proposal (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 thesis proposal approved?

Yes       No      Revisions Required:

9. Have you prepared a plan 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:

10. During the 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

11. 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

12. 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?

13. Have you successfully completed the 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?

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

NA

Yes       No      Some improvement needed/No improvement needed

Have you maintained a 3.0 or above GPA?      Yes  No

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

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

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

### **Summary**

Provide a brief statement of your progress in the program:

What are your goals for future progress in the program?

***Submit completed Self-Evaluation Form to your advisor/chair within 10 days of receiving this form.***

## **Appendix B**

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### **EdM Special Project Proposal Approval 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: \_\_\_\_\_

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Nature of Inquiry Proposed

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

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

No

Information for EdM Students

### **Collection of Data for Special Project Study**

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

---

Signature of Student

*(Signature indicates acknowledgement of IRB policy noted above)*

---

---

For COLLEGE OF EDUCATION Office of Graduate Education use only

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

---

Approved Form filed by

---

Signature of Graduate Education Officer

---

Date

---

## **Appendix C**

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### **Thesis and Special Project Proposal Scheduling Form**

**Please return this form to the Office of Graduate Education in Cleveland Hall 70 no later than ten (10) business 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 business 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 business days prior to the proposal.
- Scheduling of rooms needs to be completed using Zoom 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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### **MA Thesis Proposal Approval 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: \_\_\_\_\_

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Nature of Research Proposed

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

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

No

Information for MA Students

**Collection of Data for Thesis Study**

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

---

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

---

For COLLEGE OF EDUCATION Office of Graduate Education use only

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

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

---

## **Appendix E**

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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 complete the scheduling form, which is then uploaded to myWSU for approval by your committee via electronic signatures (See directions in the Handbook). You also will need to email the members a copy of your quality draft, preferably one week before the scheduled meeting to present/discuss your 702 project.

Submit the scheduling form to myWSU at least 13 business days before your presentation/final defense. The Coordinators will review and verify your form as correct for the Graduate School's approval (at least 10 business days before the presentation/defense). We recommend that you plan to upload your scheduling form to myWSU with plenty of days to spare – you can submit the form before the 10-day limit.

You must be enrolled in a minimum of 2 credits of either Spec Ed 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.

## **EDM PROGRAM 702 GUIDELINES**

### **Expectations for Chairs, Committee Members, and Students**

#### Description and Purpose of 702 as Stated in the EdM Handbook

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

#### Student Expectations

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

## 702 Chair Expectations

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

## 702 Committee Member Expectations

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

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

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

- takes place in a local context
- fosters understandings and promotes dialogue
- uncovers new paths to further inquiry
- is initiated by evidence and/or burning questions, desires, or needs which should be made increasingly explicit
- process is thoughtfully planned yet also flexible
- Use of the style guide, *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed., 2020), in writing the project.

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

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

### 702 Options

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

#### Research Project

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

1. Develop a clearly worded research question with both local and larger educational implications and importance.
2. Examine and report in a thematic way previous research that has been conducted dealing with similar issues and/or approaches to teaching and learning.
3. Utilize research methods appropriate to the question, using triangulation (e.g., by source, time, observer, theory), and explaining the rationale for these methods with references to methodological sources.
4. Present the findings, as framed by the literature review, with clear references to the data that show how findings were reached, including tables, charts, or graphics where they add clarity.

5. Link conclusions to the larger educational landscape as well as areas for future inquiry, practice, and research.
6. Use correct grammar, organizational techniques, and APA style.
7. At the presentation (if applicable), talk about your work in a thoughtful, coherent, and professional manner, with the option of including alternative and creative methods of presenting as approved by the Chair.

### Examination

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

1. The student and the chair of the 702 Committee generate three questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the three questions and the questions are revised.
3. Once the 702 Committee and the student agree to the three questions, the 702 Chair and the student determine a start and ending date for the examination. Students have thirty days to answer the three questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.
4. The student gives the answers to the three questions to each of the 702 Committee members.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the three answers.
6. At the 702 Examination Presentation (if applicable), the student gives an overview of the three answers. 702 Committee members have the opportunity to discuss and question the student about the three answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.
7. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated.

### Literature Review

The goal of the literature review option is for the student to provide a critical, integrative review of a selected topic of relevant literature bearing on educational practice or policy. “Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work

in a field relevant to education and education research. The review should go beyond description to include analysis and critiques of theories, methods, and conclusions represented in the literature.” (From *Review of Educational Research* submission criteria, p. 1, 2010.) This review will culminate in the submission of a paper and the presentation (if applicable) at a professional colloquium.

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

*Integrative reviews* pull together the existing work on an educational topic and work to understand trends in that body of scholarship. In such a review, the author describes how the issue is conceptualized within the literature, how research methods and theories have shaped the outcomes of scholarship, and the strengths and weaknesses of the literature.

*Theoretical reviews* explore how theory shapes research. To the extent that research is cited and interpreted, it is in the service of the specification, explication, and illumination of a theory. Theoretical reviews and integrative reviews have many similarities, but the former are primarily about how a theory is employed to frame research and our understandings, and refer to the research as it relates to the theory.

*Methodological reviews* are descriptions of research design, methods, and procedures that can be employed in literature reviews or research in general. The articles should highlight the strengths and weaknesses of methodological tools and explore how methods constrain or open up opportunities for learning about educational problems. They should be written in a style that is accessible to researchers in education rather than methodologists.

*Historical reviews* provide analyses that situate literature in historical contexts. Within these reviews, explanations for educational phenomena are framed within the historical forces that shape language and understanding.

1. Each student opting for the literature review alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the topic of the literature review, briefly discuss controversy about the topic, and describe the disciplinary nature of the educational research to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary).
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the literature review topic. The review is not expected to be exhaustive of a topic but to provide a map of the topic. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what has been left out, and the extent to which the student privileges/represents one author over another, and why.

3. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by the 702 Chair and the student.
4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the *Review of Research in Education* and/or *The Review of Educational Research*. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.
5. The student submits the completed literature review to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.
6. At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

### Policy Analysis

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

1. Each student opting for the policy analysis alternative will present a 2-3 page proposal to 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the policy of the analysis, briefly discuss the policy, and describe the disciplinary nature of the policy to be reviewed (e.g., psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, biology, or multidisciplinary).
2. The proposal will include a personal intellectual reflection that describes the motivations, experiences, and points of personal interest that bring the student to the policy topic. The analysis is not expected to be exhaustive, but rather to but to provide a map of the policy. As such, the student should identify what decisions have been made as to what they consider essential to the analysis, what

has been left out, and the extent to which the student privileges/represents one author over another, and why.

3. The student and the chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and the student agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are set by the 702 Chair and the student.
4. The length of papers will vary somewhat according to topics but will be written in accordance with the style guide for AERA journals, specifically the *Review of Research in Education* and/or *The Review of Educational Research*. Manuscripts should not exceed 50 pages total, including all tables, appendices, notes, but excluding all necessary references and figures.
5. The student submits the completed policy analysis to each of the 702 Committee members. The 702 Committee members have two weeks to read and evaluate (pass/fail) the literature review.
6. At the 702 Examination Presentation (if applicable), the student will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question the student about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 702 Committee members either sign-off on the examination or identify areas of weakness in the answers that need to be revised, resubmitted, and re-evaluated by the Chair.

### Portfolio

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

1. Each student opting for the portfolio alternative will present a 2-3 page proposal to the 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for Procert or National Board certification can not be used for this alternative.
2. Once the 702 Committee and the student agree to the nature and goal of the portfolio, the 702 Chair and the student determine a start and ending date for the portfolio. Students keep track of their progress, exhibits, and rough drafts.
3. The portfolio will be comprised of exhibits that demonstrate the student's application of knowledge and skills acquired during their graduate studies.

Exhibits in a professional portfolio may include: representative student work (final papers or projects), videotaped lessons, instructional modules that have been developed around a theme or issue of concern (e.g., science unit), or multi-media presentations addressing required content or illustrating teaching practices.

4. For each exhibit, the student will write a narrative analysis or reflection that cites research and concentration areas within the graduate program. This narrative analysis should include: 1) the development of the exhibit, 2) what you gained/learned, and 3) how the exhibit helped students learn. These narratives must include specific references to the knowledge and competencies addressed in the courses.
5. As a culminating activity, the student will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During this 702 presentation (if applicable), the student will give an overview of the portfolio. 702 Committee members have the opportunity to discuss and question the student about the review. 702 Committee members either sign-off on the examination or identify areas that need to be revised, resubmitted, and reevaluated by the Chair and committee members.

### Curriculum and Instruction Project

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

1. The student and the chair of the 702 Committee determine a project that the student would like to accomplish. Possible projects could include:
  - Write a scholarly article for a journal and submit
  - Present at a state, regional, or national conference or the WSU Vancouver Showcase
  - Give a parent workshop
  - Create bilingual backpacks
  - Determine if a curriculum program (e.g., ELL assistance) is effective
  - Pilot and evaluate a curriculum program (e.g., reading) in a classroom
  - Organize a social action event
2. The other two 702 Committee members will approve or suggest revisions to the proposed project.
3. Once the 702 Committee and the student agree to a project, the 702 Chair and the student determine a start and ending date for the project. Students have one semester to complete the project. Students keep track of their progress, observation notes, rough drafts, etc.

4. The student will write a report about his/her project and give to each 702 Committee member.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the report on the project.
6. At the 702 Project Presentation (if applicable), the student shares the results of his/her project. 702 Committee members have the opportunity to discuss and question the student about the project. It is anticipated that the 702 Project Presentation will last no longer than sixty minutes.
7. 702 Committee members either sign-off on the project or identify areas of weakness in the project that need to be revised, resubmitted, and re-evaluated.