



College of Education

DEPARTMENT OF TEACHING AND LEARNING

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



Office of Graduate Education
Cleveland Hall 70
Pullman, WA 99164-2114
Telephone: (509) 335-9195/335-7016
Fax: (509) 335-6961
Email: gradstudies@wsu.edu
<http://education.wsu.edu/tl/index.html>

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Welcome from the Department Chair

I would like to take this opportunity to welcome you to the Department of Teaching and Learning graduate program. The faculty supports a strong program of mentorship and encourages master's degree students to work closely with faculty of their choosing in investigating the world of research, knowledge generation and dissemination, pedagogical action, and advocacy.

We have extremely talented and knowledgeable faculty in the Department. The faculty are both excellent teachers and superb researchers. They are closely connected to the K-12 public school system, and also active contributors to research in their respective fields. The faculty conduct a wide range of research, some of which is integrated into the public-school systems (e.g., implementation of the CCSS with informational science texts, professional development for teachers) and some that is aimed at community-based solutions to educational issues. You have access to these faculty and their projects through coursework, advising structures, and, of course, research publications. Seek out this faculty expertise in teaching and research as you progress through the program.

Please read through this Student Handbook prior to beginning your program of study. It is designed to help you navigate all the transitions, procedures, and processes that graduate education involves. Discuss the items in this handbook with your advisor and graduate committee. Be aware of the deadlines described in the handbook.

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

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

Introduction

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 for current COE students (<https://education.wsu.edu/graduate/graduate-programs-current-student-information/>) for additional information.

The forms described in this handbook are either available from the College of Education (COE) Office of Graduate Education or 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. You 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, for current COE students (<https://education.wsu.edu/graduate/graduate-programs-current-student-information/>) for additional information, 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.

Master of Education (EdM) in Special Education

The Master of Education (EdM) degree is designed for those wishing to extend their knowledge and skills in education, expand their content knowledge, and/or pursue leadership roles (e.g., instructional coaches, curriculum development) in schools and organizations/agencies. The EdM degree program consists of a minimum of 37 credits, 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 Special Education (MA)

The Master of Arts (MA) degree is designed for those who desire to study and explore educational research. The MA degree is well suited for those wishing to eventually pursue a doctoral degree or a research/leadership role (e.g., assessment/data management) 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. You should work with your advisor/committee chair to plan a Program of Study (See additional requirements in the Special Education Program Curricula section.)

Special Education Masters Degree Credit Overview

	EdM (Endorsement)	EdM (Non-Endorsement)	MA Thesis
Foundation Core Courses	3	3	3
Research Courses	3	3	9
Specialization Core	24	18	9
Elective Courses	3	9	As needed
Subtotal of Graded Credits¹	33	33	21
Practicum/Evidence Portfolio ²	2-4	n/a	n/a
Final Examination ³	2	2	9
Total Credits	37-39	35	30

¹ A-F grading scale

² S/F grading scale

³ S/U grading scale

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 to see when courses are listed (<https://schedules.wsu.edu/>). Email your faculty advisor when you see a course you need not being listed. Please note that Fall term schedule opens for viewing in March of each year, Spring term schedule opens in October of each year and Summer Session varies, generally opening either in February or March of each year.
3. **When can I register?** If you are a newly admitted student and accepted to attend in the myWSU portal or if you are a continuing student, please check your registration open dates in your myWSU portal under the Manage Classes tile for your pre-set Enrollment Date.
4. **If a class appears to be full in the online schedule, is there a waitlist?** Yes. You must 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 on the waitlist.
5. **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 to posts in Canvas discussions, short assignments, a semester paper, watching videos for a given week's topic, etc.
6. **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, but weekly class activities do not include Zoom or face-to-face classes.
7. **If I am located near a WSU campus that offers a face-to-face class that I need, can I take it?** Yes, if you live near a WSU campus courses such as EdPsych 505 or EdAd 507 may be offered face to face; you can contact the campus' education department and ask how to register for the course; but know that instructor's and department plans may 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.
8. **If I have a question about graduation requirements, who do I ask?** The Office of Graduate Education personnel at gradstudies@wsu.edu. Please be sure to start this discussion at least one entire term before you plan to graduate.
9. **If I have a question about special education program/course content?** It is best to contact your faculty advisor about these topics or the course instructor listed on the Schedule of Classes.

Master of Education in Special Education (Ed.M.) Program Content

In collaboration with the master's advisor/committee chair and other committee members, each of you must file a master's Program of Study (POS), e.g., your degree/graduation requirements. The committee must approve the program, which is formalized by submitting the completed Program of Study form through your myWSU portal. Please see *Developing and Submitting the Program of Study* on page 11 for instructions on submitting your POS.

*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 - Ed.M. with Add-On-Endorsement

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

Ed.M. in Special Education with Endorsement 37-39 credits			<i>Typically Offered</i>	
<u>Coursework (8 credits required)</u>				
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 (S/U grading)	2	Fall, Spring, Summer
<u>Endorsement Practicum/Portfolio (required - choose one of the following courses 2-4 credits)</u>				
Spec Ed	499	Portfolio (S/F grading)	2	Fall, Spring, Summer
Spec Ed	590*	Practicum (S/F grading)	4	Fall, Spring, Summer
<u>Endorsement Core – (24 credits required)</u>				
Spec Ed	301	Educ of Exceptional Children	3	Fall, Spring, Summer
Spec Ed	501	Teaching Students with Disabilities	3	Fall
Spec Ed	502*	Assessment of Curriculum for Students with Disabilities	3	Fall, Spring
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	Fall, Spring, Summer
Spec Ed	521*	Inclusion Strategies for Special Education teachers	3	Fall, Spring, Summer
Spec Ed	571	Effective Assessment and Inst. in Reading for Diverse Learners	3	Spring, Summer
<u>Endorsement Electives – (choose one 3 credit course from this section)</u>				
Spec Ed	522*	Topics in Special Education	3	Fall, Spring, Summer
Tch_Lrn	588*	Action Research	3	Fall, Spring, Summer
Other electives? Check with your advisor				

A. Note on the Required Practicum/Evidence Portfolio

For those of you attending online the following non-graded (S/F grading) course is required:

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

For those of you located 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 (S/F grading)

Spec Ed 499 is intended for fulltime educators working in schools. The content includes a series of topics where the 499 students asks colleagues to offer their experiences and opinions. Spec Ed 590 is for students who have not had teaching experience after certification; these students are placed in a Special Education classroom with a mentor teacher to have an apprenticeship-type experience (e.g., observing the mentor teacher the first few weeks; working with a few students the middle weeks of a semester, observing IEP meetings, helping with IEP reviews and updates; and in the last few weeks, doing more of the mentor teacher's tasks and receive feedback).

Standard practice is those of you who are enrolled online, complete two credits of online/asynchronous Spec Ed 499. Those 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 (2 credits)

The Spec Ed 702 is the course credits in which you select, design, and complete a "unit of work", i.e. special project, under the supervision of your chair/advisor of their 702 committee. The project should address an educational issue of interest to you and have the potential to impact your future educational and professional goals. Spec Ed 702 credits are graded on a Satisfactory/Unsatisfactory (S/U) grading scale.

A description of Final Project options can be found in [Appendix F](#). In the semester before you start your project, please meet with your program chair to discuss your ideas or explore some options based on your areas of interest.

Option 2 - Ed.M. without Endorsement

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

EdM in Special Education – Non-Endorsement 35 credits

Coursework - (8 credits) Required for Non-Endorsement			<i>Typically Offered</i>	
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 (S/U grading)	2	Fall, Spring, Summer
Special Education Core - (18 credits) Required for Non-Endorsement				
Spec Ed	301	Educ of Exceptional Children	3	Fall, Spring, Summer
Spec Ed	501	Teaching Students with Disabilities	3	Fall
Spec Ed	502*	Assessment of Curriculum for Students with Disabilities	3	Fall, Spring
Spec Ed	504	Professional Skills in Special Education	3	Fall, Summer
Spec Ed	521*	Inclusion Strategies for Special Education teachers	3	Fall, Spring, Summer
Spec Ed	571	Effective Assessment and Inst. in Reading for Diverse Learners	3	Spring, Summer

Electives - 9 credits minimum for Non-Endorsement (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, Spring, 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, Spring, Summer</i>
Other electives? Check with your advisor				

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

The Spec Ed 702 is the course credits in which you select, design, and complete a “unit of work”, i.e. special project, under the supervision of your chair/advisor of their 702 committee. The project should address an educational issue of interest to you and have the potential to impact your future educational and professional goals. Spec Ed 702 credits are graded on a Satisfactory/Unsatisfactory (S/U) grading scale.

A description of Final Project options can be found in [Appendix F](#). In the semester before you start your 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

Fall 1st year	Spring 1st year	Summer 1st year	Fall 2nd year
<ul style="list-style-type: none"> ▪ Spec Ed 301 ▪ Spec Ed 501 ▪ EdAd 507 	<ul style="list-style-type: none"> ▪ EdPsych 505 ▪ Spec Ed 502 ▪ Spec Ed 504 	<ul style="list-style-type: none"> ▪ Spec Ed 521 ▪ Spec Ed 571 ▪ Spec Ed 503 	<ul style="list-style-type: none"> ▪ Tch Lrn 588 ▪ Spec Ed 499 ▪ Spec Ed 509
			Spring 2nd year
			<ul style="list-style-type: none"> ▪ Spec Ed 702

Master of Arts in Special Education (Thesis)

The Masters of Arts in Special Education is a synchronous program. The courses are taught in person and using distance learning video conferencing tools such as Zoom. This degree focuses 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 much be presented and defended by the student. Just like the EdM program, you will, in collaboration with your master's advisor/committee chair and other committee members, file a master's Program of Study (POS), e.g., your degree/graduation requirements. The committee must approve the program, which is formalized by submitting the completed Program of Study form through your myWSU portal. Please see *Developing and Submitting the Program of Study* on page 11 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 your research and thesis.

M.A. in Special Education (Thesis) 30 credits

			<i>Typically Offered</i>
<u>Research Core – 9 credits Required</u> (Choose Ed Psych 505 plus 6 additional credits/2 classes)			
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, Summer</i>
Tch_Lrn	588*	Action Research	3 <i>Fall, Spring, Summer</i>
Ed_Psych	507	Introduction to Qualitative Research	3 <i>Spring</i>
<i>Approved Option? (Consent of advisor/committee required)</i>			
<u>Foundation Core – 3 credits Required</u> (Choose one class 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, Summer</i>
Spec Ed	504*	Professional Skills in Special Education	3 <i>Fall, Summer</i>
Spec Ed	589	Special Education Personnel Preparation and Professional Development	3 <i>Fall – Odd years</i>
Spec Ed	593	Diversity, Equity, and Inclusion in Special Education	3 <i>Fall – Odd years</i>
<u>Specialization Core – 9 credits minimum</u> (Choose from one of the themes, or work with your advisor to identify courses that align with your specialization – see note on themes)			
<i>Leadership and School Special Services:</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, 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, Spring</i>
Ed_Psych	509	Educational Measurement – Test Development and Assessment	3	<i>Spring</i>
Ed_Psych	510	Assessment of Learning	3	<i>variable</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>

Thesis Credits – 9 credits Required (minimum)

Spec Ed	700	Master's Thesis and/or Examination credits (S/U grading)	9	<i>Fall, Spring, Summer</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 independent study credits (or similar courses) are not graded in the A-F grading scale and cannot not count towards 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 the college within the departments of Teaching and Learning, Educational Leadership and Sports Management, as well as Kinesiology and Educational 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

As of Spring 2020 term a mandatory training for CITI Responsible Conduct of Research/Conflict of Interest is required of all graduate students. This is a web-based training located at <https://myresearch.wsu.edu/MandatoryTraining.aspx>. All College of Education students are required to take the **Social and Behavioral Responsible Conduct training** as soon as possible. This training will take approximately 2-3 hours depending on how in depth you choose to read.

Once you have completed this training, you will receive email confirmation of completion. Please forward this email to the College of Education Office of Graduate Education (gradstudies@wsu.edu) and, if you have been awarded an assistantship, to that department as well. You will not be eligible for an assistantship until after this training is completed.

We must report the date of completion. Failure to take this training will result in the delay of your progression through the graduate program. Therefore, you must complete this training in order to finish their program. The training will need to be completed every five years.

If you have questions about this training, please read the webpage <https://gradschool.wsu.edu/responsible-research/> and contact the Office of the Graduate School (509-335-1446 or gradschool@wsu.edu).

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.

Temporary Advisor

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

Permanent Advisor and Committee

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 also serves as the chair of your master's degree program committee and will assist you in developing a Program of Study. Please check with your chair/advisor and/or with the Office of Graduate Education for a complete up-to-date list of faculty eligible to serve on your committee.

The permanent advisor for those of you in the Ed.M. degree program may be tenure track or career track faculty serving in the Special Education program.

For those of you in the MA degree program, the permanent advisor must be a tenured professor/faculty member or a tenure-track professor/faculty member.

The members of both an Ed.M. and an MA degree program committee must meet specific College and University requirements as outlined in the program By-Laws. The master's degree committee must consist of a minimum of three current WSU faculty, with a chair/advisor and at least two additional 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

The Program of Study (POS) Request form (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) lists your committee chair as well as other committee members and the courses that comprise your master's program and with its final approval become your degree/graduation requirements. Your permanent advisor/committee chair, in collaboration with other members of your thesis committee, will help you identify the appropriate coursework and research activities for your program of study. The courses are then listed on the Program of Study form. When committee members approve the form, it indicates they agree to be on your committee and approve your Program of Study. 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. If you wish to include the Add-on-Endorsement, which requires 37-39 credits, please add your additional coursework for the endorsement to the Program of Study form.

A Master of Education degree's Program of Study may include up to 9 hours of appropriate 300 or 400 level courses for EdM or for the Master of Arts degree up to 6 hours of appropriate 300 or 400 level coursework. 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. Courses graded S/F may NOT be used in the core program. **Any course included in the Program of Study form in which a grade of "C-" or below is earned must be repeated as a graded course (it cannot be repeated on an S/F basis-satisfactory/fail) nor may it be dropped from your Program of Study.**

The Program of Study must be typed and circulated to the faculty members you asked to serve on your master's committee. It is recommended you receive their email confirmation before seeking the final approval on your POS.

The [Program of Study](#) is submitted through your *myWSU* portal account. The electronic routing for Graduate School forms may be found in *myWSU* account under Profile > Service Requests. Your 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 to both you 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 "you" the student.

The approved program becomes a part of the requirements for the degree and becomes a “contract” between the Graduate School, the academic program, and you. *Although Graduate School policy requires that this form be completed no later than the beginning of the first semester of graduate work, masters’ degree and you are encouraged to submit it no later than when they have obtained 15-18 graded credits.* You are held to the master’s program requirements in effect at the date of their admission, provided you submit a Program of Study and have it approved by the Graduate School within one year of the admission date. Otherwise, you will be held to the program requirements in effect at the time of approval of your 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 you through your myWSU portal > Profile > Service Request for electronic approvals.

Students should keep copies of all submitted paperwork for their reference.

Transfer Credit and Credit Restrictions

The program will follow the Graduate School Policies & Procedures for transfer credits. The number of transfer credits allowed for a master’s program is up to twelve (12) credits and is subject to the departmental recommendation and final approval by the Graduate School.

Credits appropriate to the Program of Study (with a grade of B or higher) earned in other accredited graduate schools after the award of the bachelor's degree may be transferred and applied toward your graduate degree program with approval by your chair and committee members, as well as the department and Graduate School. Graduate credit earned (with a grade of "B" or higher) at Washington State University before formal admission to the Graduate School, other than credit earned while enrolled as a second bachelor’s or personal enrichment student, may be included in the number of prior credits allowed. The total of such credits from the two categories (transfer and prior WSU credits) is subject to the usual time restrictions and approval by the department and the Graduate School. None of these credits may be applied toward another advanced degree.

Extension courses, special problems, research and thesis, workshops, and correspondence courses will not receive graduate transfer credit.

All proposals regarding transfer credits should first be discussed with the chair of your graduate committee. Transfer credit is requested formally by listing the courses on the Program of Study, but preliminary determination will be made earlier upon request to your chair and committee members and the Graduate School. Graduate credit from non-accredited institutions will not be accepted for transfer to graduate degree programs.

Deadlines

You should check the Graduate School’s Deadlines and Procedures for the Master’s Degree (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>) for submission of the Program of Study so that you get current information about due dates that affect you. September 1st is the deadline for submission of your Program of Study if you want to graduate during the following spring semester. February 1st is the deadline for submission of your Program of Study, should you want to complete your thesis project in the following summer session or fall semester.

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 A](#)) 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 to be awarded a graduate degree. No course may be repeated for a higher grade if the final grade is C or higher. Any course listed in the Program of Study for a degree with a grade of C- or below must be repeated, and the course cannot be repeated on a S/F or an S/U (satisfactory/unsatisfactory) basis.

If you are a regularly admitted graduate student who has completed only one semester or one summer session of graduate study with a GPA of 2.75 or above, you are eligible for continued enrollment. Upon completion of two semesters, one semester and one summer session, or two summer sessions of graduate study and thereafter, a 3.0 GPA or above is required for continued enrollment in the Graduate School. If you are admitted on provisional status, you must maintain at least a 3.0 GPA 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 the 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 the 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, ([Chapter 5.A.1](#)).

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, ([Chapter 5.A.2.](#)).

Leave Guidelines

Leave from the Program (not on an assistantship)

If you decide that a leave of absence is necessary, you must petition for such status through your advisor and, ultimately, the Department Chair. Such petitions must state the reasons for requesting a leave of absence and present a plan for completing the remainder of the master's program. The plan must include a timetable specifying when coursework and program requirements will be completed. The Department Chair will not consider any request for leave until you, in conjunction with your advisor, submits such a plan.

You will then file a [Graduate Leave Status form](#) (GLS) through your myWSU portal. GLS is only awarded once in your degree career.

Please note this does not extend your time to degree; you are expected to make a plan with your advisor & committee to keep communication open and progress on your special project or thesis.

Leave Guidelines (appointed on an assistantship – TA, RA or SA)

During the term of your appointment(s), all graduate assistants are expected to be at work each workday, including periods when the University is not in session (no classes being held) with the exception of the legal holidays designated by the Board of Regents. All University holidays are designated by the Board of Regents, published and posted on the HRS website (<http://www.hrs.wsu.edu/>).

Graduate students on appointment do not earn annual leave or sick leave.

Endorsement Information

If you wish to add a Special Education Endorsement (or any other endorsement) to your teacher certificate, you must apply to the WSU endorsement program. After all course work and testing requirements are met, you must submit a separate application to have the endorsement added to your teaching certificate. More information and application information can be found on the Student Services' websites, Special Education Endorsement: <https://education.wsu.edu/undergradprograms/teachered/endorsements/spedaddon/>, and the General Endorsement website: <https://education.wsu.edu/teacherresources/addonendorsements/program/>.

American Psychological Association Manual

It is recommended that you obtain/purchase and use the American Psychological Association (APA) Manual for writing style and formatting. The current edition is the 7th Edition.

As an alternative, you may want to also download the appropriate WORD template from the web and use it to format your papers. An APA style 7th Ed. template can be found here (<https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>) and general guidelines may be found here on the APA website (<https://apastyle.apa.org/style-grammar-guidelines>).

Graduation Checklist: Application for Degree, Deadlines and Procedures Summary, and Information for Those Planning Final Examinations

This section includes information about the application for the master's degree, a summary of deadlines and procedures, and planning final examinations.

- The semester prior to scheduling the final examination, review the [Graduate School Deadlines and Procedures Summary](#). Reviewing the summary at that time allows you time to complete any deficiencies.
- Please verify your coursework on your WSU transcript matches your POS. In addition, your POS must be approved by the Graduate School before your Apply button for Graduation will be active in your myWSU portal.
- [Apply to Graduate](#), ideally at the beginning of the semester before the final oral or written examination is planned so that you may be notified of the graduate requirements (to-do lists) before enrolling for your last semester. This link in your myWSU portal is only active after the Program of Study is approved. There is a graduation fee associated with this application.
- You must be registered for SPEC ED 702 (Master's Non-Thesis Examination) or SPEC ED 700 (Master's Thesis Examination) with a minimum of two credits or an equal number to meet the credits listed on your POS. You must be registered at beginning of the semester in which the final examination is to be taken.
- Thesis Students: The semester before you defend, obtain a copy of the [Thesis and Dissertation Formatting and Submission Requirements](#) and [Thesis Word Template](#). These documents includes important information about the format of the thesis title page, signature page and abstract; copyright releases; and submission of digital dissertations or thesis.
- Thesis Students: Once the advisor approves the thesis, set an appointment with Kelly McGovern in the Office of Graduate Education for a pre-formatting check of the document. Then arrange the T-2 presentation date and time with committee members and reserve a room.
- Both thesis & non-thesis students: Complete the [Scheduling Exam form](#). Submit the form no later than 15 business days before the exam by uploading it through your myWSU portal > Profile > Service Request for electronic approvals within your myWSU portal. Ballots will be sent directly to the committee for voting.
- If you have Human Subjects you will need to submit the IRB approval or exemption email confirmation. Please upload with your Scheduling Exam Form through your myWSU portal.
- Thesis Students: At the same time the Scheduling Exam form is due, upload the thesis (in PDF format) to the [Proquest/UMP/ETD Administrator](#) for the official university format checking. Expect an email acknowledgement detailing any required university corrections to your thesis formatting.
- Thesis & non-thesis Students: Defend your thesis examination or take your comprehensive exam as appropriate to your degree.
- Thesis Students: Additionally within the ten (10) days, you must upload the following to your myWSU portal> Profile > Service Request a PDF copy of the [Thesis/Dissertation Approval form](#), and the [Hold Harmless Agreement/Copyright Acknowledgement](#).

Thesis Submission and Binding

After passing the final oral examination, you have ten (10) 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 thesis format, please refer to the [Thesis and Dissertation guidelines and documents](#) found on the Graduate School website.

Additionally within the ten (10) days, you must upload to your myWSU portal> Profile > Service Request a PDF copy of the [Thesis/Dissertation Approval form](#), and the [Hold Harmless Agreement/Copyright Acknowledgement](#).

You must 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 your advisor.

Awarding of the Degree

After you have completed the degree requirements for your degree and your student account is cleared, your transcript will be posted with your degree at the end of your defense term. You will receive the diploma approximately 6-8 weeks after your degree is posted and be eligible to walk/march in the next commencement. Please note: your diploma will not be mailed unless you have a Diploma Mailing Address on file in your myWSU portal.

Graduate Student Exit Survey

After completing the final examination, you are strongly encouraged to complete the College of Education's online Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment and Accreditation.

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 must complete a full application for any additional degree programs you wish to enter. Discuss your ideas about another degree with the chair/advisor for your master's degree committee. They will help you review the available options.

Degree Requirements for Special Project/Thesis/Final Examination

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 single subject research, data collection and analysis, historical or policy analysis, a review and analysis of the research literature in a specific area, a descriptive research project, or an action research project using qualitative and/or quantitative research methods. You may propose an alternative type of a project.

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

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

Format for the Personal Inquiry

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

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

and balloting by the committee/faculty (with no oral presentation). Discuss the options for the final examination process with your advisor/committee chair and committee members. After the oral presentation and/or discussion/evaluation (depending on the option chosen) during the final examination, committee members complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for 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.

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/>).

2. 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 portal. 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.
3. The beginning of the semester/term you plan to complete/defend your final project, you will need to register for a minimum of two credits of Spec Ed 702.
4. During the semester in which you are completing the Special Project, you should:
 - a. Share drafts of the final project report with your advisor.
 - b. Meet regularly with your advisor/committee chair to review your progress.
 - c. You will need to attain your advisor/committee chair's approval of your written Special Project by least four weeks* before your intended date of your committee's meeting about your Special Project's document(s). *Not including weekends or holidays or the day of the defense.
 - d. At least three weeks before the oral examination (your presentation), provide your committee with a final written draft of the Special Project and arrange a date and time for your committee to hold a ballot meeting about your Special project's document(s) so you may complete the formal Exam Scheduling form.
 - i. As an option, you and your advisor/Chair may discuss and decide to ask your Committee members for you to present to and discuss with them; this could be adjacent to the ballot meeting's day and time.
5. The Final Exam Scheduling form is available of the Graduate School forms page (<https://gradschool.wsu.edu/facultystaff-resources/18-2/>). Please check the Graduate School's Deadlines and Procedures bulletin so you are aware of the last date to conduct a final oral examination in any semester (e.g. your presentation or the faculty ballot meeting), if you are defending before the last day, then you will base your timeline for submission based on your defense date, not the last day to defend as listed on the Deadlines and Procedures form.
6. All committee members must be present at the examination and/or ballot meeting.

7. At least 15 business days before the examination you complete the official university [Scheduling Final Examination form](#). You will upload this form through your myWSU portal > 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.
8. Following the final examination, your committee members will complete the electronic ballots that indicate a pass/fail outcome. Your advisor/committee chair will notify you of the outcome. In most cases, even if you pass you will be expected to complete some revisions in the written document.
9. You 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.

Format for the Thesis Proposal

Thesis Proposal Format	Final Thesis Format
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 \(Appendix B\)](#). 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 C](#)). You will need to file the [Proposal Approval form](#) with the Office of Graduate Education at 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 portal. 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, you must complete the official university [Scheduling Final Examination form](#). You will upload this form through your myWSU portal > 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 upload your thesis (in PDF format) to the [Proquest/UMP/ETD Administrator](#) for the official university format 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) 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 your 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, you have ten (10) business days to submit the final corrected digital copy of the thesis to the link provided by the [Proquest/UMP/ETD Administrator](#) with your precheck formatting confirmation. 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 within the ten (10) days, you must upload the following to your myWSU portal > Profile > Service Request a PDF copy of the [Thesis/Dissertation Approval form](#), and the [Hold Harmless Agreement/Copyright Acknowledgement](#).
 - b. You 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 your advisor.
12. After completing the final examination, you are strongly encouraged to complete the College of Education's online Graduate Student Exit Survey. A link to the survey will be sent by the Office of Assessment and Accreditation.

Timeline Considerations

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

Human Subjects Approval

After approval of the T-1 and before any data collection, you must complete Research Ethics and Compliance training through the CITI Program as noted on your T1 approval form. If the study involves human subjects (e.g., information 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 the rejection of the final thesis and prevent you 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 you “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 you are informed by email as to whether the research is approved.

Financial Support

Teaching and Research Assistantship Appointments

The Department of Teaching and Learning has approximately 8 teaching assistant (TA) positions on the Pullman campus. These positions are highly 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. Awards range in dollar amounts with the average about \$2000. For more information, contact the College of Education Scholarship Coordinator (509-335-7843) or visit the website (<https://education.wsu.edu/students/scholarships/>).

Other Financial Aid

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

Checkout/Exit:

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

College of Education Computer Lab:

The College of Education computer lab located in Cleveland Hall, room 63, is open to all graduate students when it is not being used for instruction. There is also a computer lab in the Graduate Lounge (Cleveland Hall 70E) that can be used during weekdays.

Grievances:

If grievances arise, you should discuss the problem with your chair and the LLT Program Coordinator. If additional consultation is needed, please consult the Department Chair or Unit Director, or as a final resort, the WSU Ombudsman. The WSU Ombudsman Office is in Wilson Hall, Room 2, phone (509) 335-1195.

Keys:

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

Mail:

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

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

Photocopying:

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

Staff Assistance:

You may request secretarial assistance only in limited situations. Administrative Assistants will not type personal letters, class reports or similar materials for you. Typing of your dissertation is considered personal work. You may request assistance with mailing or sending FedEx packages if they are clearly related to faculty-led research work. All requests for staff assistance should be coordinated with your committee chair.

Thesis/Dissertation Library:

Former student thesis and dissertations may be found through the WSU Library system by using the search engine <https://libraries.wsu.edu/>.

Travel:

For liability and reimbursement purposes, you 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 Cleveland Hall 321. This form must be submitted, signed by the department chair, and initialed by your chair at least 21 days before a trip. In some circumstances, work-related travel advances may be obtained by submitting a request at least four weeks before the trip. Reimbursement for travel expenses is made by completing and submitting a Travel Expense Voucher within one week upon return. Only approved travel will be reimbursed.

You are strongly urged to attend professional meetings; sometimes, the department may have funds to pay some student travel expenses. Advisors may use grant or project monies to pay partial travel expenses for you to attend meetings. The GPSA 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 and Professional Student Association. Note: GPSA funding is contingent upon you paying Pullman student fees, if you are not paying these fees, you will not be eligible for payout. 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. Please see the note in the next section regarding obligations in regard to work-related travel.

General Information

Department Offices

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

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

Washington State University-**TriCities**
 College of Education
 2710 Crimson Way
 Richland, WA 99354-1671
 Phone: (509) 372-7394

Washington State University-**Vancouver**
 College of Education
 Undergraduate (VUB) 300
 Phone: (360) 546-9660
 Fax: (360) 546-9040
debarnett@vancouver.wsu.edu

Academic Coordinators

Washington State University-**Pullman**
Office of Graduate Education
 College of Education
 Cleveland Hall 70
 Pullman, WA 99164
 Fax: (509) 335-9172
 Email: gradstudies@wsu.edu

Kelly McGovern
Director
 Cleveland Hall 70C
 Email: mcgoverk@wsu.edu
 Phone: 509-335-9195

Kjelda Berg,
Academic Coordinator
 Cleveland Hall 70B
 Email: bergk@wsu.edu
 Phone: 509.335.7016

Washington State University-**Spokane**
 College of Education
Carmen Beck,
Academic Coordinator
 PO Box 1495
 Spokane, WA 99210-1495
 Phone: (509) 358-7942
 Fax (509) 358-7933
 Email: carmen.beck@wsu.edu

Washington State University-**TriCities**
 College of Education
Niamh O'Leary,
Academic Coordinator
 2710 Crimson Way
 Richland, WA 99354-1671
 Phone: (509) 372-7394
 Email: niamh.oleary@wsu.edu

Washington State University-**Vancouver**
 College of Education
Casper Menson,
Academic Coordinator
 Undergraduate Building (VUB) 308
 Phone: 360.546.9673
 Email: casper.menson@wsu.edu

Email

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

Central Services and Facilities

Residency Requirements	https://gradschool.wsu.edu/establishing-residency/
Email:	https://office365.wsu.edu Log in with your WSU NID and password
Parking and Map	Pullman: https://transportation.wsu.edu/ https://transportation.wsu.edu/parking-maps/ or http://map.wsu.edu/ Spokane: https://spokane.wsu.edu/facilities/parking/ Tri-Cities: http://tricitities.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: https://payroll.wsu.edu/taxes/ Non U.S. Citizens: https://payroll.wsu.edu/non-u-s-citizens/
Tax Information	U.S. Citizens: https://payroll.wsu.edu/taxes/ Non U.S. Citizens: https://payroll.wsu.edu/non-u-s-citizens/
Social Security Numbers	Significance and correction of an SSN and application pointers: http://www.wsu.edu/payroll/stntpay/sscardappoint.htm
Central Services and Facilities	Student Services, including Health and Counseling Services Pullman: http://osae.wsu.edu/ Spokane: https://spokane.wsu.edu/studentaffairs/ Tri-Cities: https://tricitities.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/

Appendix A – Annual Review

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 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.

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

1. 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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

3. 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

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

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

No Evidence	Emerging	Proficient	Mastery
1	2	3	4

6. 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. Your progress will be monitored, and satisfactory or unsatisfactory indicators will be noted. Following the review, you will be informed in writing of the results of this review. Recommendations will be provided, if needed. Your progress in the Special Education Program will be considered but not limited to the following criteria. You are required to submit a statement of progress each year documenting your accomplishments and cumulative progress and also meet with their advisor/chair.

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 – Research Proposal Scheduling form (T1)



WASHINGTON STATE UNIVERSITY

College of Education

D-1, M-1, T-1 Scheduling Form (Proposal Defense Form)

Please return this form and any attachments to the Office of Graduate Studies at gradstudies@wsu.edu no later than 10 full business days prior to the desired meeting date.

Procedures for processing dissertation / special project / thesis proposal defenses:

- Student may need to be enrolled and registered for the required number of 700 / 702 / 800 credits. Please check with your advisor.
- Please confirm with your committee the date / time and room number reservation.
- For a proposal defense that is open to the public:
 - An electronic copy of the Abstract must be sent to the Office of Graduate Studies at gradstudies@wsu.edu at the same time this form is submitted.
 - If the public defense has a zoom component, please include the Zoom meeting information.

Student's Name: WSU ID:

Degree*: Program:

*Educational Leadership EdD students only: Action Research Traditional Research

Date of Meeting:

This proposal defense is an: Open meeting Closed meeting

Building and Room Location:

Zoom Link:

Working Title of Dissertation / Special Project / Thesis:

By signing the below, you agree to the following date, time, and place of the D-1 / M-1 / T-1 meeting.

Advisory Committee	Signatures	Date
<input type="text"/>		
<input type="text"/> , Chair	<hr/>	<input type="text"/>
<input type="text"/>	<hr/>	<input type="text"/>
<input type="text"/>	<hr/>	<input type="text"/>
<input type="text"/>	<hr/>	<input type="text"/>
Department Chair Approval		
<input type="text"/>	<hr/>	<input type="text"/>
Dept. Chair Name	Dept. Chair Signature	Date

Appendix C – Thesis Research Approval Form (T1)



WASHINGTON STATE
UNIVERSITY

College of Education

Thesis Proposal Approval Form (T-1 Form)

Please return this form and any attachments to the Office of Graduate Studies at gradstudies@wsu.edu.

Student's Name:	<input type="text"/>	WSU ID:	<input type="text"/>
Date of Meeting:	<input type="text"/>		
Working Title of Thesis:	<input type="text"/>		
<input type="text"/>			
<input type="text"/>			

Decision of Thesis Advisory Committee Regarding Proposal (check one)

<input type="checkbox"/>	Approved as presented
<input type="checkbox"/>	Approved subject to additions, corrections and/or modifications as per the attached*
<input type="checkbox"/>	Approved subject to additions, corrections and/or modifications as per the attached* , subject to review and approval of the Thesis Advisory Committee
<input type="checkbox"/>	Approval denied

* If your proposal approval is subject to changes, please attach a synopsis of any additions, corrections and/or modifications with this form, and give a copy to the student.

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)

<input type="checkbox"/>	Yes. In this case, the student must obtain WSU Institutional Review Board (IRB) approval or exemption status (e.g. exempt status for a systematic review of publicly accessible secondary literature data) before beginning the data collection process and/or initiating the analysis of archival data. (See 2 nd page for additional details.)
<input type="checkbox"/>	No

Advisory Committee	Signatures	Date
<input type="text"/> , Chair	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Information for Thesis Master Students Who Collect
Original Data for Thesis Study**

Before you begin any data collection, an approved IRB confirmation for approved research or an exemption confirmation must be submitted to the College of Education Office of Graduate Studies. Please either attach a copy of your email confirmation to this document or forward the email confirmation to gradstudies@wsu.edu. In keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in your dissertation 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.

Student Signature

(Signature indicates acknowledgement of IRB policy noted above)

Date

For COE Office of Graduate Studies use only

Date approved IRB Form filed with COE Office of Graduate Studies _____

Approved Form filed by _____

Signature of Graduate Studies Officer

Date

Appendix D – Special Project or 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 appropriate section for either the Special Project or the Thesis details. After the Special Project/Thesis proposal has been approved, you can begin working on the Project/Thesis and the timelines for these vary depending on the type of research or scholarship you undertake.

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

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

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

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

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

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

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

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

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

When the advisor/chair feels you are ready, he/she will tell you that you can now schedule your defense. You and your advisor/chair will propose dates to the committee for the final defense. When a date is chosen, you will work with the Department staff to identify a room for the defense. The date, time, and location are then written on the scheduling form (See directions in the Handbook – pages 19-20 for a 702 project and pages 20-21 for a thesis).

Each committee member, and the advisor/chair must confirm the information for your exam before you are uploading the completed form. At the same time you will simultaneously give the members a copy of your quality draft.

- To schedule the examination, you must complete the official university [Scheduling Final Examination form](#). You will upload this form through your myWSU portal > 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.
- The completed form must be submitted at least 15 business days before the scheduled examination date.

We recommend that you plan to submit the Scheduling Form with plenty of days to spare – you can submit the form before the 15-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 21-28: Begin asking committee members for dates of availability for the presentation of the Special Project/Thesis

March 20: Completed Scheduling Form to the COE Office of Graduate Education in Cleveland Hall

April 1: Scheduling Form is received in the Graduate School (they require 10 full processing days) and if a thesis student, your thesis is already uploaded to www.dissertations.wsu.edu for the official university format check.

April 18: Presentation of Special Project or Thesis defense

You should work with your advisors/chairs to establish a timeline like this for finishing your Projects/Theses. If you hope to present/defend your Projects/Theses in the summer term, you must consult with your advisors/chair(s) as well as all your committee members. 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 when all are available.

*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, you would have discussed Project ideas and had a proposal meeting with your committee by approximately August 15th because the time between August 15th and October 15th would have been spent conducting the Project and writing the several drafts.

In the case of a thesis, the student would have discussed thesis ideas and had a proposal meeting with your committee by the previous April/ May (or earlier depending on the type of research conducted). The time between April/May and October 15th would have been spent conducting the thesis research and writing the several drafts of the thesis/chapters.

Appendix E – Ed.M. Program (702) Guidelines & Expectations

Expectations for Chairs, Committee Members, and Students

Description and Purpose the Spec Ed 702

The Spec Ed 702 course credits is the EdM course in which you select, design, and complete a “unit of work” under the supervision of the advisor/chair and of your committee. This work should address an educational issue of interest to you and have the potential to impact your 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.

Spec Ed 702 Chair Expectations

- Serve as Spec Ed 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 Spec Ed 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).
- Spec Ed 702 committee members, in consultation and agreement with the student, can either follow the guidelines for presentation of the Spec Ed 702 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.

Spec Ed 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 requirements 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* (7th ed.), 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.

Appendix F - Special Project Options

Below are a variety of options for completing their requirements for TCH LRN 702. Each of the options is described in detail below. Please meet with your advisor to find an option that works best for your project.

Research Project

You design and complete 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 you as well as the courses taken within the Ed.M. Program.

1. You and your chair of the TCH LRN 702 Committee generate 3-4 questions for the examination.
2. The other two 702 Committee members approve or suggest revisions to the 3-4 questions and the questions are revised.
3. Once the 702 Committee and you agree to 3-4 questions, the 702 Chair and you determine a start and ending date for the examination. You may have approximately 15-30 days to answer 3-4 questions. Each answer is to be eight-ten pages in length (double space), excluding references, tables, figures, and appendices.
4. You give the answers to the 3-4 questions to each of the 702 Committee members.
5. The 702 Committee members have two weeks to read and evaluate (pass/fail) the answers.

6. At the 702 Examination Presentation (if applicable), you give an overview of the answers. Committee members have the opportunity to discuss and question you about the answers. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes.
7. 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 you 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 you as well as the courses taken within the Ed.M. Program. Reviews might take one of the following forms (From *Review of Educational Research* submission criteria, p. 1, 2010.):

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

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

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

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

Procedure for Literature Review:

1. If you are opting for the literature review alternative will present a 2-3 page proposal to TCH LRN 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 you 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, you should identify what decisions have been made as to what is considered 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. You and the committee chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and you agree to the topic and breadth of the literature review, the date for completion of drafts and final papers are set by both you and the committee Chair.
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. You submit 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), you will give an overview of the literature review. 702 Committee members have the opportunity to discuss and question you about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 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 you 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 you as well as the courses taken within the Ed.M. Program.

1. If you are opting for the policy analysis alternative will present a 2-3 page proposal to TCH LRN 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 you to the policy topic. The analysis is not expected to be exhaustive, but rather to provide a map of the policy. As such, you 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. You and your committee chair will agree to the proposal. The other two committee members approve or suggest revisions to the proposed review. Once the 702 committee and you agree to the topic and breadth of the analysis, the date for completion of drafts and final papers are both you and the committee Chair.

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. You submit 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), you will give an overview of the literature review. Committee members have the opportunity to discuss and question you about the review. It is anticipated that the 702 Examination Presentation will last no longer than sixty minutes. 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. If you are opting for the portfolio alternative will present a 2-3 page proposal to the TCH LRN 702 committee members of the graduate education faculty. This proposal will briefly summarize important background information, identify the area of growth or concern that the portfolio addresses, and describe the nature of the exhibits to be gathered. Note: Portfolios for ProCert or National Board certification cannot be used for this alternative.
2. Once the 702 Committee and you agree to the nature and goal of the portfolio, the 702 Chair and you determine a start and ending date for the portfolio. You will keep track of their progress, exhibits, and rough drafts.
3. The portfolio will be comprised of exhibits that demonstrate the 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, you 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, you will be asked to give a 60-minute colloquium presentation to committee members, other faculty, students, colleagues and invited guests. During your 702 presentation (if applicable), you will give an overview of the portfolio. Committee members have the opportunity to discuss and question you about the review. 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 you as well as the courses taken within the Ed.M. Program.

1. You and the chair of the 702 Committee determine a project that you would like to accomplish. Possible projects could include:
 - Write and submit a scholarly article for a journal
 - Present at a state, regional, or national conference or the WSU Research Showcase
 - Develop and provide a professional development workshop
 - Evaluate an existing curriculum program (e.g., ELL assistance) for effectiveness
 - Develop, Pilot and evaluate a curriculum program (e.g., reading) in a classroom
 - Organize a social action event
2. The other TCH LRN 702 Committee members will approve or suggest revisions to the proposed project.
3. Once the 702 Committee and you agree to a project, the 702 Chair and you determine a start and ending date for the project. You have one semester to complete the project and must keep track of the progress, observation notes, rough drafts, etc.
4. You will write a report about your 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), you share the results of their project. 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. 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.